1.1. WHAT IS EMI?
1.2. THE INTERCULTURAL COMPETENCE
1.3. PRONUNCIATION

1.1. WHAT IS EMI?

EMI [English (as (a)) Medium (of) Instruction] is generally defined as "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English."

Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018).
A Systematic Review of English Medium Instruction in Higher Education. Language Teaching, 51(1), p.37

Have you used the label 'EMI' before? Do you think that EMI is a topic of analysis that deserves to be treated independently, requires debate, and presents distinct challenges and specific difficulties in the general teaching-learning context or is it on the same level as any other instructional context? What do you think are the main stakes and consequences of EMI in HEIs?

1.1.1. *Read and discuss the following statements:*

Broadly speaking, lecturers are very positive about introducing EMI programs and see it as a natural part of the process of internationalizing universities. The advantages lecturers draw from EMI usually revolve around easier access to materials in English, using specialized vocabulary in English, the possibility of speaking English in authentic communicative situations while building language confidence, attracting more international students, who contribute to making classes more international, and the positive impact of the EMI experience on the internationalization process in general (e.g. increased participation in mobility programs) and in the institution's position in university rankings in particular.

Lasagabaster, D., (2022). *English-Medium Instruction in Higher Education*, Cambridge University Press, p.14

o   With which of the beneficial situations mentioned above do you agree the most?

o   Could you give examples of other advantages you have experienced or that you can think of when it comes to EMI?

Lecturers on EMI courses tend to feel insecure due to their inability to tackle language problems. They also complain about the additional effort and extra time that goes into preparing their lessons, the greater complexity of getting ideas and concepts across when compared with teaching in their first language (L1), and the tiredness that using a foreign language produces. In Japan, it has been estimated that it takes EMI lecturers four to five times more effort to teach in English than in Japanese […]. All these factors negatively affect their self-confidence. They also appear concerned about their students' language command […], which forces them to frequently check their understanding of the topic.

Lasagabaster, D., (2022). *English-Medium Instruction in Higher Education*, Cambridge University Press, p.14-15

o   With which of the disadvantages mentioned above do you agree the most?

o   Could you give examples of other problematic situations you have experienced or that you can think of in EMI classes?

Do not forget the students make a **double effort**, considering that English is a foreign language for them too – additionally, their brain needs to welcome and process specific content information at the same time. Information which, unlike for you, is new for them!

1.1.2. *Analyse your teaching behaviour! Do you take these aspects into consideration?*

● Break large amounts of information into smaller pieces

● Perform regular comprehension checks

● Use the scaffolding strategy

● Use visual aids and avoid relying on text heavy slides

● Encourage students to ask questions throughout the class

● Be interactive—include interactive tasks to promote engagement.

Hill, C., Lin, C-Y., Yuan Lai, H., (2023). *Supporting and Learning from Academics. EMI Toolkit*, Springer, p.15

1.1.3. *In groups, make a SWOT (Strengths/Weaknesses/Opportunities/Threats) analysis of the elements an EMI lecturer should consider, such as the ones below. Feel free to add any other elements that you might consider relevant to the debate!*

● our own individual language capability

● student language levels

● subject matter

● curriculum constraints/requirements

● class size

● multiculturalism of students

● physical layout of the classroom

● use of technology

● assessment methods

General strategies to make the teaching-learning context easier in EMI classes:

To facilitate learning, some before-class/during-class/after-class strategies are known to work. Among the **good practices**:
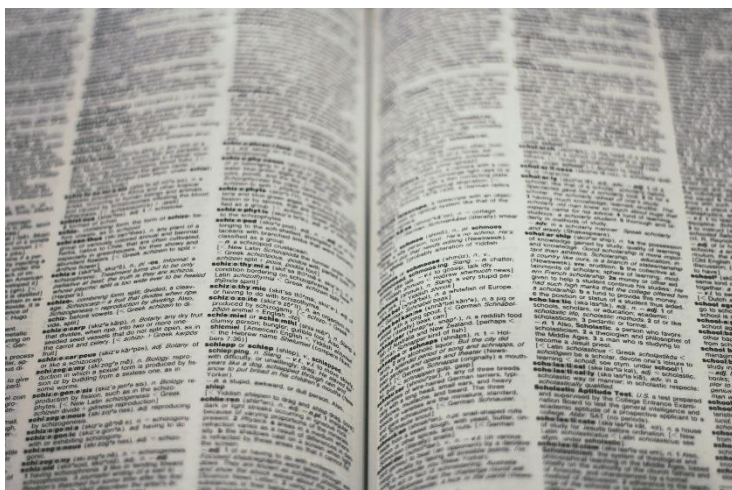
- a prior familiarisation of the students with the content (especially for content not studied previously)

- providing them with glossaries of key terminology

- accompanying lecturing with written information (PPTs, etc.), as 'visual' as possible

Also, as it was often underlined, between the technical, the academic and the general (and especially, when it comes to oral communication, vernacular) language – though the participants in the teaching-learning process often complain about the technical one – it is the general and the vernacular language which pose most of the problems. Ensuring, when needed, general English language courses with a focus on oral communication for both students and lecturers is therefore essential.

1.1.4. *Establish and discuss the differences between technical, academic and general English respectively in the text below. What is your opinion about the difficulty each register involves?*

The region of a fracture surface that formed during the crack propagation step may be characterized by two types of markings termed beachmarks and striations. Both of these features indicate the position of the crack tip at some point in time and appear as concentric ridges that expand away from the crack initiation site(s), frequently in a circular or semicircular pattern. Beachmarks (sometimes also called "clamshell marks") are of macroscopic dimensions (Figure 9.30), and may be observed with the unaided eye. These markings are found for components that experienced interruptions during the crack propagation stage—for example, a machine that operated only during normal work-shift hours. Each beachmark band represents a period of time over which crack growth occurred. On the other hand, fatigue striations are microscopic in size and subject to observation with the electron microscope (either TEM or SEM). Figure 9.31 is an electron fractograph which shows this feature. Each striation is thought to represent the advance distance of a crack front during a single load cycle. Striation width depends on, and increases with, increasing stress range.

At this point it should be emphasized that although both beachmarks and striations are fatigue fracture surface features having similar appearances, they are nevertheless different, both in origin and size. There may be literally thousands of striations within a single beachmark.

Callister, W.D., (2001). *Fundamentals of Materials Science and Engineering*, John Wiley & Sons, Inc., p. 261

- o   Give examples of technical and examples of academic language in the text.
- o   Do you have difficulties related to the general meaning of the sentence? What do you think is the source of the comprehension problems?

Suggestions of presentations introducing teaching-learning strategies to take into consideration in EMI class:

https://www.youtube.com/watch?v=MyHNfNH2J60 – **Ernesto Macaro**, "Language Learning Strategies & EMI", 2021
https://www.youtube.com/watch?v=7L6fFJpBfAw – **Elisabeth Weber**, "English as a Lingua Franca and Medium of Instruction", 2021

1.2. THE INTERCULTURAL COMPETENCE

EMI also has the added benefit of transforming a local campus into an international one, where the faculties and students of diverse linguistic and cultural backgrounds can interact with one another. The intercultural dialogue in turn helps develop local students' language skills, intercultural awareness, international communication, and ultimately international mobility.

Tsou, W., Kao, S.-M., "Overview of EMI Development" (2017) in Wenli Tsou and Shin-Mei Kao (eds.), *English as a Medium of Instruction in Higher Education*, Springer, p.4.

1.2.1. *Read and comment on the following excerpts:*

EMI lecturers think that national and international students are not so different, so little accommodation is necessary. The EMI lecturers interviewed think that nowadays local students are very similar to foreign students, with a global stance acquired through travelling and online connectivity. As EMI-9 [lecturers are noted down with numbers] says: "It's western (.) eerr (.) westernization sure, it's not a purposeful decision, it's unavoidable, people's behaviour is basically the same, cultural differences are not so important."

Aguilar-Pérez, M., "EMI Lecturers' and Students' Perceptions: Can EMI Contribute to Enhancing Intercultural Competence?" (2021). In M. L. Carrió-Pastor and B. Bellés Fortuño (eds.), *Teaching Language and Content in Multicultural and Multilingual Classrooms. CLIL and EMI Approaches,* Palgrave Macmillan, p.86

In Wächter and Maiworm's (2014) update on EMI in Europe, they report that European universities now generally express satisfaction with the level of English-language proficiency among their teaching staff, and are increasingly opening up positions to international applicants with a view to accessing global talent and internationalising their institution. However, the same universities also reported problems that occurred precisely because of this new internationalization policy, and in particular, they pinpointed misunderstandings arising out of cultural differences: It was noted, however, that the strong English proficiency of the teaching staff does not imply that they can readily handle the heterogeneous command of English, academic and cultural differences of the students in the classroom. As a result, the need to train the teachers, including native English-speakers, to handle linguistic and cultural diversity was mentioned by quite a few of the respondents.

Breeze, R., & Sancho Guinda, C., (2022). *Teaching English-Medium Instruction Courses in Higher Education. A Guide for Non-Native Speakers*, Bloomsbury Academic, p. 249-250

1.2.2. *Discuss the "cultural categories" of students in the table. Are they recognisable for you / can you identify such models from your class experiences? What culture(s) would you connect each column with?*

Teamwork: *In turns, propose to a teammate one characteristic as a possible obstacle to the smooth progress of the class and they have to propose their solutions.*

CULTURAL CATEGORIES		
Linear-active	**Multi-active**	**Reactive**
Talks half the time	Talks most of the time	Listens most of the time
Does one thing at a time	Does several things at once	Reacts to partner's action
Plans ahead step by step	Plans grand outline only	Looks at general principles
Polite but direct	Emotional	Polite and indirect
Partly conceals feelings	Displays feelings	Conceals feelings
Confronts with logic	Confronts emotionally	Never confronts
Dislikes losing face	Has good excuses	Must not lose face
Rarely interrupts	Often interrupts	Doesn't interrupt
Job-oriented	People-orientated	Very people-oriented
Sticks to facts	Feelings before facts	Statements are promises
Truth before diplomacy	Flexible truth	Diplomacy over truth
Sometimes impatient	Impatient	Patient
Limited body language	Unlimited body language	Subtle body language
Respects officialdom	Seeks out key person	Uses connections
Separates the social and professional	Interweaves the social and professional	Connects the social and professional

Lewis Model

apud Hill, C., Lin, C-Y., Yuan Lai, H., (2023). *Supporting and Learning from Academics. EMI Toolkit*, Springer, p. 48

A famous and widely acknowledge psychosociologist, Gerard Hendrik Hofstede, who conducted comprehensive cross-cultural studies, concluded that there are six dimensions of culture which could represent starting points in differentiations – ***power distance***, ***individualism vs collectivism***, ***indulgence vs restraint***, ***long-term pragmatic vs short-term normative orientation***, ***uncertainty avoidance*** and ***femininity vs masculinity.***

Hofstede's Cultural Dimensions

https://cultureinworkplace.com/about-prof-geert-hofstede/
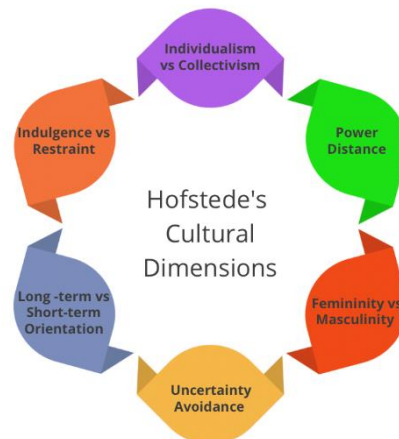
Among these six elements, the first two might play a more relevant role in the configuration of cultural differences in class.

The "power distance" element is about accepting that power is distributed unequally in societies – in societies with low power distance, for instance, justifications are asked for, while in a high-power distance society inequality is accepted as being natural. Collectivism and individualism, on the other hand, as expected, are about tight/loose social frameworks, or, in broad terms, about using either 'we' or 'I' in self-reflections.

With the caveat that comes with any stereotypical judgment, we can say that such characteristics of a socio-cultural framework influence behaviours in class as well. And although these patterns are never fixed, but constantly evolving in an individual, considering that personal development occurs at one's own pace, it is important for the teacher to be aware of the possible pre-existing cultural behaviours that may affect how a student responds in class, or impact their learning process, and ultimately, which could influence the way you assess them.

1.2.3. *Have you been confronted to the responses presented in the tables below? Share with your colleagues your challenges and your solutions:*

Collectivist cultures	Individualist cultures
The young should learn	One is 'never too old to learn'
Students expect to be taught	Students expect to learn how to learn
Individual students tend to speak in class only when the teacher asks them to, or in small groups	Individual students are eager to speak up in class
Large classes divide into rather stable smaller subgroups depending on ethnicity or other affiliation	Different subgroups form according to the requirements of the task at hand
Education is considered a way of gaining social prestige	Education is a way of improving one's economic worth and self-respect
Collaboration with peers is important, and students will not 'betray' each other	Students compete with each other, and may sometimes complain about others' behaviour
It is understood that some groups get preferential treatment because of 'who they are'	Teachers are expected to be strictly impartial

Low power distance cultures	High power distance cultures
Stress on 'impersonal truth' which can in principle be obtained from any competent person	Stress on personal 'wisdom' which is transferred in the relationship with a particular teacher ('guru')
A teacher should respect the independence of his/her students	A teacher merits the respect of his/her students
Student-centred education (initiative and growth)	Teacher-centred education (order and authority)
The teacher expects the students to find their own path	The students expect the teacher to tell them what paths to follow
Students may speak up spontaneously in class	Students only speak in class when invited by the teacher
Students may criticize or contradict the teacher	The teacher is never contradicted or publicly criticized
Learning conceptualized as effective two-way communication	Learning conceptualized as effective communication from the teacher to the students
Outside the classroom, teachers are treated as equals	Respect for teachers is also shown outside the classroom
Younger teachers are usually more popular than older teachers	Older teachers enjoy more respect than younger teachers

Breeze, R., & Sancho Guinda, C., (2022). *Teaching English-Medium Instruction Courses in Higher Education. A Guide for Non-Native Speakers*, Bloomsbury Academic, p. 251-252

1.2.4. Think of examples in which the cultural traits above could influence the teaching-learning process:

Examples of different study results. – open-ended questions might be met with silence by East Asian students

➔ it can affect/distort your assessing

– positive strong engagement of Western students and possible questioning of your knowledge/statements

➔ it can affect your self-confidence

1.3. PRONUNCIATION

Pronunciation affects the communication process in several ways, especially in a language like English, which is not a phonetical language.

As we are particularly interested in how pronunciation impacts communication in EMI contexts, we could make the following distinctions:
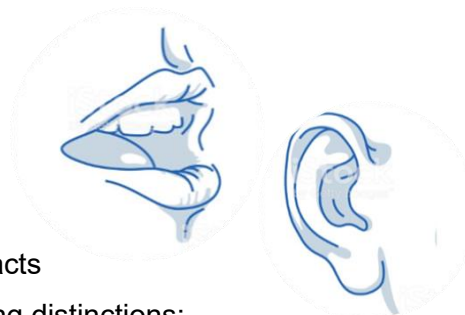
❖ **In terms of clarity and comprehension**

There can be **misunderstandings or confusion**, if a speaker mispronounces words. For example, mispronouncing "chip" as "cheap" or "think" as "sink" can change the meaning of a sentence.

We must bear in mind the importance of **intelligibility** – clear pronunciation is crucial for making the message pass as fast as possible. Even if someone has good grammar and vocabulary, poor pronunciation can make their speech hard to understand.

❖ **In terms of perception and credibility**

Pronunciation can influence how a speaker is **perceived**. If the lecturer consistently mispronounces words, they may be seen as less competent or less fluent, even if they have a good command of the language in other respects. Thus, good pronunciation can enhance your **credibility**, but also your **self-confidence**.

❖ **In terms of efficiency**

Poor pronunciation often requires speakers to repeat themselves or clarify what they meant, which can disrupt the flow of your presentation / the conversation; a good pronunciation automatically renders communication more **efficient**. **Frustration** and **decreased engagement** from your students might be the result of an extra listening effort they make in case of poor pronunciation.

❖ **In terms of social and cultural implications**

A strong accent or mispronunciation can sometimes make a speaker feel **excluded** or **judged**, impacting their willingness to participate in conversations. On the other hand, do not strive for the 'native accent' ideal – a clear and accurate pronunciation is all you need in order the ensure a fluent communication process.

❖ **In terms of nuance conveyance**

Pronunciation also includes aspects like intonation and stress, which convey **tone**, emphasis and eventually **emotions**. Incorrect use of these elements can make speech sound monotonous or can unintentionally convey the wrong emotion.

1.3.1. *Teamwork – discuss in the following aspects and present your team's results to the group:*

❑ Do you think the way you pronounce is important? Why?

❑ Have you been confronted with pronunciation problems, in either way (production/reception)? What solutions did you find/can you think of?

1.3.2. *Read the text below and highlight the words whose pronunciation gives you trouble. Use* https://tophonetics.com/ *to find out how you are supposed to pronounce them and practice!*

Artificial intelligence (AI) is a rapidly growing field, particularly in machine learning, which involves developing algorithms that enable computers to learn from data. These algorithms identify patterns, henceforth automating complex tasks that once required human input. Supervised learning is a key type of machine learning, where models are trained on labeled data to predict outcomes. This method is widely used in areas like image classification and predictive analytics.

Unsupervised learning, on the other hand, discovers hidden structures in data through techniques like clustering, making it useful for exploratory analysis.

Reinforcement learning is a more advanced approach, where an agent learns through trial and error by receiving rewards or penalties based on its actions. This method has led to breakthroughs in robotics and autonomous systems.

While AI offers numerous benefits, it also poses risks. There are ethical concerns, such as bias in decision-making algorithms, which could have hazardous consequences if not thoroughly addressed. Additionally, there is not an iota of doubt that weird anomalies in AI behavior can create unforeseen challenges.

As the field advances, it is crucial to carefully navigate these issues to ensure responsible AI development.

o Find in the text different spellings for the same sounds, such as:

[ʃ] …………………………………………………………………………………………………

[iː] …………………………………………………………………………………………………

[s] …………………………………………………………………………………………………

[ə] …………………………………………………………………………………………………

SEGMENTAL FEATURES OF PRONUNCIATION

English is generally admitted to have 12 <u>vowel sounds</u> (and the common 5 <u>vowel letters</u>: *a, e, i, o, u)*. Difficulties might appear related to vowel confusion or to vowel length.

/ʌ/	/e/	/ɪ/	/ɒ/	/ʊ/	/ə/
sum	end	big	job	good	the
/ɑ:/	/æ/	/ɪ:/	/ɔ:/	/u:/	/ɜ:/
car	plan	fee	law	too	her

English also has 8 <u>diphthong sounds</u>. Difficulties are again related to possible mixing of the diphthongs or confusing them with simple vowels.

/aɪ/	/aʊ/	/əʊ/	/eɪ/	/eə/	/ɪə/	/ɔɪ/	/ʊə/
why	now	go	day	care	dear	enjoy	pure

source: Smith, J., & Margolis, A., (2012). *English for Academic Study. Pronunciation*, Garnet Education

1.3.3. Read the words in the minimal pairs below, paying attention to the vowel / diphthong pronunciation:

fit	feet	found	find
bit	beat	must	most
mass	mess	owl	oil
steel	still	sound	signed
had	head	crowd	cried
band	bend	saw	so
live	leave	boat	bought
will	wheel	hate	hat

1.3.4. *Read the examples below so as to underline* **differences** *of sound or sound* **reductions***:*

a	I'd like a piece of cake.	//	I want a piece, not two!
the	That's the rule.	//	This is not a simple rule, this is THE rule.
on	Put it on the table.	//	Where's the CD? I'll put it on!
is	He is my friend. He is sleeping.	//	'He is not home?' 'Yes, he is!'
are	They are always late.	//	You are not lying, are you?
have	They have seen the same movie.	//	'Have you called her?' 'Yes, I have'
to	They went to Bucharest.	//	Where are you going to?
	Would you like to drive?	//	I'd love to!

1.3.5. *Watch* https://www.youtube.com/watch?v=MAL9VD6Lz9Y *and make a list of the tricky words the video is about. Did you know them all?*

……………………………………………………………..
……………………………………………………………..
……………………………………………………………..
……………………………………………………………..
……………………………………………………………..
……………………………………………………………..
……………………………………………………………..
……………………………………………………………..
……………………………………………………………………
……………………………………………………………………
……………………………………………………………………

Consonants could represent a pronunciation difficulty in English as consonant groups or consonant-vowel **groups**.

Another difficulty might be the **silent consonants**

It can happen with **K**- know, **H**- honor, **P**- receipt, **B** – lamb, **L**- talk, **S**- debris, **T**- ballet, **C**- scent, **G**- align

1.3.6. *Underline in the following sentences the words with a silent consonant and double-underline the silent consonant. Read the sentences aloud:*

> He is the heir to the family fortune.
>
> The jury decided to indict the suspect.
>
> He used a sharp knife to cut the bread.
>
> I prefer aisle seats, what about you?
>
> You should call her back soon.
>
> A gnat flew into my eye
>
> Please listen carefully to the instructions.
>
> He is studying psychology at university.
>
> There was a subtle change in her tone.

Some of the pronunciation problems are recurrent common mistakes, which, due to their high frequency in everyday speech, need special attention in order to avoid confusions in communication. Mispronouncing "Watched" with a [*id*] ending might lead the others to understand your sentence as an imperative one – "Watch it" – and the meaning can get completely distorted.

1.3.7. *Underline the regular past tenses in the sentences below and read them aloud:*

The program ended after processing the final data set.

Our engineers worked on the software update throughout the night.

Once the command was given, the machine started operating automatically.

The researchers wanted to test the hypothesis under different conditions.

After we told him, the system administrator cleaned the server.

The experiment needed precise calibration to ensure accurate results.

The technician looked for the error in the circuit board.

We added new features to enhance user experience.

At the end of the meeting, the consultant advised the team to improve their data security measures.

SUPRASEGMENTAL FEATURES OF PRONUNCIATION

Stress is a suprasegmental feature of pronunciation in English which can bring about some difficulties in communication, as in English there is no clear prediction where stress will fall in a word. REMEMBER that every word has one single (strongly) stressed syllable (and possibly a lightly stressed one)!

1.3.8. *Read the text below, paying attention to the underlined words:*

In the latest research **project**, the **record** showed a significant increase in the **content produced** by participants. The team needed to **present** the findings in a clear and concise way. One researcher suggested that they should **conduct** interviews to gather more data on the topic. During the discussion, it became **apparent** that some team members were not familiar with the process for **analysing** results. The final **analysis** required careful attention to detail to **ensure** all variables were correctly accounted for. The results were then compiled into a comprehensive **report** for the stakeholders.

Apart from the difficulty of predicting where stress goes in root words, further pronunciation problems appear with prefixation and suffixation. As a general rule, in words with prefixes the stress tends to fall on the first syllable after the prefix

<u>dis</u>comfort, <u>mis</u>understanding, <u>impa</u>tience, <u>pre</u>history

Yet, a series of prefixes keep the accent on them when they form nouns:

<u>pre</u>face, <u>out</u>come, <u>in</u>come, <u>im</u>port, <u>over</u>view

The same difficulty goes with the suffixes. Suffixation can imply a change of stress

photograph → photography

economy → economic

psychology → psychological

sympathy → sympathetic   or not   manage → management

engine → engineer   happy → happiness

fifty → fifteen   danger → dangerous

simple → simplify

perform → performance

1.3.9. *A suffix which always shifts the stress is -ian. Solve and read the sentences, focusing on the stress differences:*

What am I?

e.g.: I work in a l<u>i</u>brary → I am a lib<u>ra</u>rian.

I play music.   → ……………………………………………

I study history.   →……………………………………………

I work in politics. →……………………………………………..

I study grammar. → ……………………………………………..

I do technical work. →………………………………………...

1.3.10. *A structural role of word stress is to differentiate between verbs and nouns where the forms are identical. Read the sentences and identify the correct pronunciation for the verbs and the nouns respectively:*

The scientist will **conduct** the experiment next week.

The **conduct** of the study was meticulous and thorough.

She will **present** her findings at the conference.

The **present** was beautifully wrapped and placed under the tree.

The author will **content** himself with the current version of the manuscript.

The **content** of the book is fascinating and well-researched.

The company will **import** new materials from overseas.

The **import** of the new regulations was discussed at the meeting.

The company will **contract** with a new supplier.

We signed a **contract** for the new project.

Please **record** the lecture for those who can't attend.

The **record** shows that the meeting was well-attended.

The factory will **produce** 1,000 units by next week.

Fresh **produce** is available at the farmer's market.

They need to **project** the sales figures for next year.

The **project** is due for completion by the end of the month.

She will **object** to the proposal at the meeting.

The **object** on the table is a rare antique.

He will **address** the concerns raised by the committee.

I need to update my home **address** with the bank.

You need to **permit** access to the restricted area.

The contractor obtained a **permit** for the renovation work.

WORKS CITED

Aguilar-Pérez, M., "EMI Lecturers' and Students' Perceptions: Can EMI Contribute to Enhancing Intercultural Competence?" (2021). In M. L. Carrió-Pastor and B. Bellés Fortuño (eds.), *Teaching Language and Content in Multicultural and Multilingual Classrooms. CLIL and EMI Approaches,* Palgrave Macmillan

Breeze, R., & Sancho Guinda, C., (2022). *Teaching English-Medium Instruction Courses in Higher Education. A Guide for Non-Native Speakers*, Bloomsbury Academic

Callister, W.D., (2001). *Fundamentals of Materials Science and Engineering*, John Wiley & Sons, Inc

Hill, C., Lin, C-Y., Yuan Lai, H., (2023). *Supporting and Learning from Academics. EMI Toolkit*, Springer

Lasagabaster, D., (2022). *English-Medium Instruction in Higher Education*, Cambridge University Press

Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). *A Systematic Review of English Medium Instruction in Higher Education. Language Teaching*, 51(1)

Tsou, W., Kao, S.-M., "Overview of EMI Development" (2017) in Wenli Tsou and Shin-Mei Kao (eds.), *English as a Medium of Instruction in Higher Education*, Springer

https://www.youtube.com/watch?v=MyHNfNH2J60 – **Ernesto Macaro**, "Language Learning Strategies & EMI", 2021

https://www.youtube.com/watch?v=7L6fFJpBfAw – **Elisabeth Weber**, "English as a Lingua Franca and Medium of Instruction", 2021

2. LECTURING

2.1. ACADEMIC VOCABULARY

2.2. LECTURES

2.3. SIGNPOSTING AND DISCOURSE ORGANISATION

2.1. ACADEMIC VOCABULARY

Image source: https://athleticademix.com/college-life-in-the-usa/

2.1.1. *Can you match these UK terms with their US counterparts? Use* *https://www.bestcolleges.com/resources/ultimate-college-terminology-guide/ (US) and* *http://www.gostudyuk.com/glossary/ (UK), if necessary.*

UK	US
1) freshers week	a) cafeteria
2) hall of residence	b) retake
3) First-Class Honours (1st)	c) orientation week
4) resit	d) 4.0 GPA
5) canteen	e) dorm / dormitory

Is there a Romanian equivalent for these terms? If yes, what is it?

2.1.2. *Using the terms above, write questions starting with "Is there a …" / "Are there …" / "Do we have …" about our university. Pluralize the nouns if necessary.*

a) _____

b) _____

c) _____

d) _____

e) _____

2.1.3. *Read the text below and underline the university-related terms. Are there any differences to the Romanian system?*

How University Works: Introduction to University Life

Probably one of the first questions that comes to mind, is 'what are the main differences between school and university'? Simply put, in high school you adhere to instruction and are led by instructors, however in college/ university you are an adult who has to take initiative. Essentially, college students take control of how to spend their time and what to study, which can be very empowering. However, with great power comes great responsibility, meaning that your education is your responsibility; no one is going to do it for you.

This journey begins by creating a time schedule, which is often proposed/ outlined by the university in a course catalogue, however the final decision of which courses are taken should be done by the students themselves. The workload can be comprised of lectures, tutorials and/ or labs, classes, seminars, workshops and group assignments.

A lecture is the most common learning form at university. Here, students – sometimes more than hundreds in one room – listen to a professor, or an expert in the field giving a presentation about a specific topic. The lecturer usually publishes lecture notes and/ or the presentation online, so everyone has access. The duration is up to two hours.

In addition to the lectures, there are often tutorials offered. Tutorials are much smaller than lectures with up to 20 to 30 students in attendance. They often take place in a classroom setting. In these one- or two-hour courses, material from the lectures and readings are discussed in more detail. Also, students can ask questions. The aim is a more in-depth understanding of the course material.

Heckmann, L, Roman, J., (2019). *How University Works: Introduction to University Life*, https://www.umultirank.org/blog/how-university-works/

2.1.4. *Contrast the information in the two texts below:*

A.

In the UK, the standard academic year starts in September or October and runs until June or July. Postgraduate courses often run from September to September, and there are other courses that are more flexible and offer a range of start dates.

Bachelor's or undergraduate degree

A bachelor's degree is a common first degree. It gives you a thorough understanding of a subject. Bachelor's degrees usually have a set programme of academic study, while some also incorporate practical elements and placements.

There are different types of degrees, such as Bachelor of Arts (BA), Bachelor of Science (BSc), Bachelor of Education (BEd) and Bachelor of Engineering (BEng). If you complete your degree successfully with a grade of at least 50 per cent (referred to as a 'third' in the UK), you'll be awarded with an 'honours' degree.

A full-time bachelor's degree normally takes three years to complete.

Subjects and modules

Most higher education courses have a 'modular' structure. This means that you can build a personalised course by choosing modules or units of study from different subject areas. For example, if you are studying English literature, for your first year you could choose one module on science fiction, one module on children's literature, and one module on short stories.

If you are interested in more than one subject, you may be able to study a combination as part of your course, e.g. English literature and psychology. You can often decide for yourself how much time you would like to spend on each subject. 'Joint' means the two subjects are studied equally, 'major/minor' means the time spent is usually about 75 per cent to 25 per cent.

https://study-uk.britishcouncil.org/plan-studies/ways-learning/undergraduate

B.

Academic Year

The school calendar usually begins in August or September and continues through May or June. The majority of new students begin in autumn, so it is a good idea for international students to also begin their U.S. university studies at this time.

First Level of Study: Undergraduate

A student who is attending a college or university and has not earned a bachelor's degree, is studying at the undergraduate level. It typically takes about four years to earn a bachelor's degree. You can either begin your studies in pursuit of a bachelor's degree at a community college or a four-year university or college.

Your first two years of study you will generally be required to take a wide variety of classes in different subjects, commonly known as prerequisite courses: literature, science, the social sciences, the arts, history, and so forth. This is so you achieve a general knowledge, a foundation, of a variety of subjects prior to focusing on a specific field of study.

A "major" is the specific field of study in which your degree is focused. For example, if someone's major is journalism, they will earn a Bachelor of Arts in Journalism. You will be required to take a certain number of courses in this field in order to meet the degree requirements of your major. You must choose your major at the beginning of your third year of school.

https://www.studyusa.com/en/a/58/understanding-the-american-education-system

What is GPA?

GPA, which stands for Grade Point Average, is a way to measure how well you're doing academically in high school and university. It's a score that shows how good your grades are overall. In the US, GPA is usually calculated on a scale of 0 to 4. Getting an A usually means you get four points, while an F gives you zero points.

https://www.timeshighereducation.com/student/advice/everything-you-need-know-about-studying-us

2.1.5. *Have you ever visited / studied at / taught at a university outside Romania? What differences stood out to you?*

2.1.6. *It's the first day of class and the teacher is addressing the students for the first time.*

a) *What do you expect the teacher to say?*

_____

_____

b) *What information will the teacher offer?*

_____

_____

c) *How will the students get a grade?*

_____

_____

_____

Now listen to the recording (https://www.esl-lab.com/academic-english/college-classes/) and check your answers.

Listen again and answer these vocabulary questions:

a) *What's a synonym for class?* _____

b) *What is the document with information about the class called?*

_____ or _____

c) *What is grading based on for this class? A* _____, *a*

_____, _____,
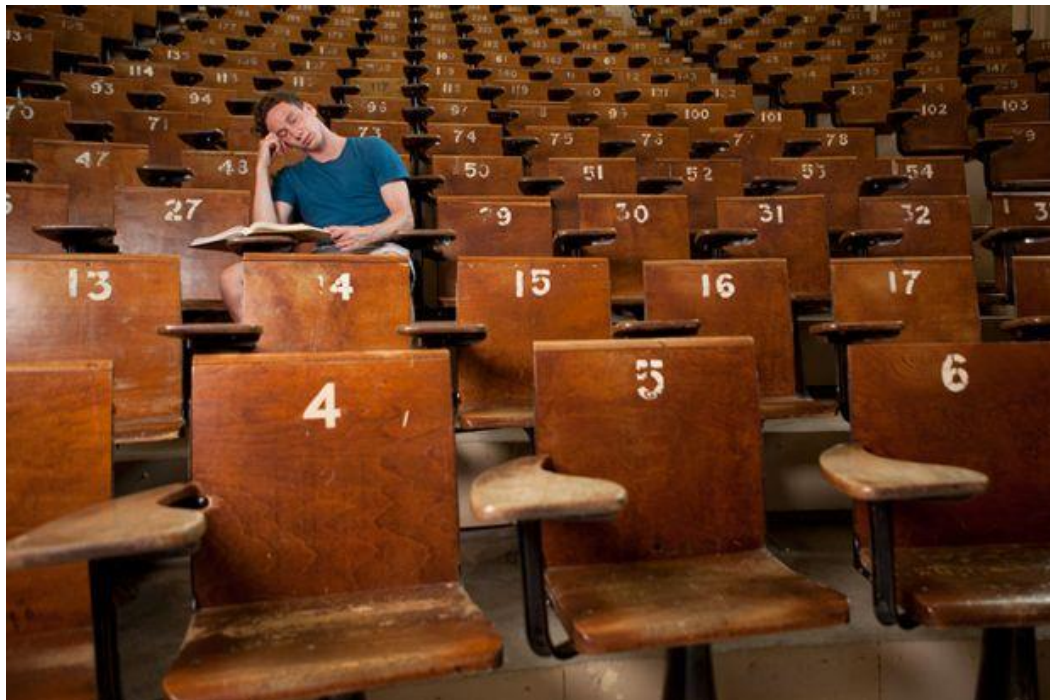
a _____ and

_____ _____.

2.2. LECTURES

Image source: iStock

2.2.1. *Watch videos A to F.*

How clearly does each lecturer speak? Do they use any materials or visual support? How engaging is each lecturer? Overall, how effectively do they present, in your opinion?

A. *Lec 1 | MIT 5.60 Thermodynamics & Kinetics, Spring 2008,* https://www.youtube.com/watch?v=kLqduWF6GXE, 0:19-1:20

B. *Intro to Aerospace Engineering | Lecture AE1101 Ballooning,* https://www.youtube.com/watch?v=i4jkiEwhWII, 0:15-1:42

C. *ECON 159: Game Theory, Lecture 1 - Introduction: Five First Lessons,* https://oyc.yale.edu/economics/econ-159/lecture-1, 0:00 - 1:15

D. *Introduction to University Mathematics: Lecture 1 - Oxford Mathematics 1st Year Student Lecture,* https://www.youtube.com/watch?v=aS6R3epK3ms, 0:08 - 1:13

E. *Engineering Mechanics: Statics Lecture 1 | Scalars, Vectors, and Vector Multiplication,* https://www.youtube.com/watch?v=OY13rOiyT7c, 0:35 - 1:50

F. *Functional Analysis: Weak convergence lecture 1 - Oxford Mathematics 3rd Year Student Lecture,* https://www.youtube.com/watch?v=kXQwIJGqYqY, 0:07-1:05

2.2.2. *Watch again if necessary and say which strategies the lecturers employed. What language was used in each case?*

o Connecting with the audience

o Presenting the structure of the lecture

o Using words and phrases to focus attention

o Presenting an interesting fact

o Using an interesting image

o Asking the students (rhetorical) questions

o Using short sentences to break down ideas

o Explaining how the information presented will be useful in the future

2.2.3. *Read the advice below and say whether you agree or not. What other tips do you have for an effective lecture?*

o Outline a clear purpose and objectives for the lecture: Write them down and mention them!

- o Attract attention: relay an anecdote, pose a dilemma, ask a question, relate a humorous experience, refer to a context-related quote, introduce contradictory facts or opinions.
- o Establish any ground rules: are questions in the middle okay, or should students wait until the end?
- o Include a structure. Cover 3-5 concepts or ideas, provide advance organizers (relay what is coming and why it might be important), provide students with an agenda. Structure the lecture so that it flows from one point to another (opening, body [content], closing).
- o Summarize and highlight the main points.
- o Conclude with the key points and relate to the future--what should students do with the information from today?

https://www.utc.edu/academic-affairs/walker-center-for-teaching-and-learning/teaching-resources/
pedagogical-strategies-and-techniques/lecture

2.3. SIGNPOSTING AND DISCOURSE ORGANISATION

Signposting language refers to the words and phrases that people use in order to guide the listener coherently through what is being said. It is used to make clear what has just happened, and what is going to happen next. So in other words, it acts as a **guide** so the listener can follow what you are saying.

https://www.ieltsbuddy.com/signposting-language.html

2.3.1. *Look at the table below. Are you familiar with all these phrases? Is there one for each category that you use most often?*

Introducing the topic	Mapping the lecture (Explaining structure)	Introducing the first section
➢ Today we are going to talk about… ➢ The topic of today's lecture is… ➢ Today I'll be talking about / discussing...	➢ In today's lecture I'm going to cover three points. ➢ I'm going to divide this talk into three parts.	➢ Let's start by talking about... ➢ To begin, … ➢ Firstly, … ➢ I'll start with…

➢ What I'm going to be talking about today is… ➢ The purpose of today's lecture is… ➢ The subject/topic of my talk is…	➢ First we'll look at… , then we'll go on to… and finally I'll…	

Finishing a section	Moving to another section	Concluding
➢ We've looked at... ➢ I've talked about….	➢ Let's move on to… ➢ Now, let's turn to… ➢ And I'd now like to talk about… ➢ The next / second … ➢ I'd like now to discuss... ➢ The next issue/topic/area I'd like to focus on … ➢ Well, now…	➢ To sum up, … ➢ So it is clear from what we have discussed today that… ➢ I'd like now to recap... ➢ Let's summarise briefly what we've looked at... ➢ In conclusion, … ➢ To summarise, … ➢ In summary, … ➢ Overall, … ➢ The three main points are …

Rephrasing	Exemplifying	Focusing attention
➢ In other words ➢ To put it differently ➢ That is, ➢ I mean	➢ For example ➢ For instance	➢ Remember that ➢ Please don't forget that ➢ Bear in mind that ➢ Please note ➢ Got that?

2.3.2. *For each text fill in the blanks using signpost words and phrases from the box.*

A.

> This lecture begins with, for the rest of this lecture, let's get started, for example, now, first, then, finally,

Good afternoon, everyone. Welcome to the first lecture of our new course in Positive Psychology. While some people may associate psychology with looking at what's wrong with

us, and at what problems we have, there is much more to psychology than that. Positive psychology, _____, looks at how to help people become happier.

_____ a question: what makes a happy life?

_____, I'm going to give you one possible answer. A happy life is a life in which you are completely absorbed in what you do. [...]

_____, I will explore this theory of flow in more detail. _____ we will look at Csikszentmihalyi's life, and how it influenced his ideas. _____ we will look at the conditions that go with a state of flow. What creates flow, exactly? _____, we will look at activities that can help us achieve flow in our everyday lives. Will this course make you happy for life? Well, maybe. Maybe.

Right, _____. If you look at the next slide …

B.

> In this section, In the next section, In the last section, let's begin by, let's do that by beginning with, The next factor, in summary

_____, we examined some early aspects of memory. _____, what we're going to do is discuss some factors that influence memory. So _____ the concept on slide two, and that concept is overlearning. Basically in overlearning, the idea is that you continue to study something after you can recall it perfectly. So you study some particular topic whatever that topic is. When you can recall it perfectly, you continue to study it.

_____ that will influence memory relates to what we call organization. In general, if you can organize material, you can recall it better. There are lots of different types of organizational strategies and I've listed those on slide four. So _____ talking about the first organizational strategy called clustering, which is located on page five. [...]

So _____ as we see here in the last few minutes is that there's a variety of different factors that influence memory. Each of these factors is extremely important and ones that you should remember. _____, we're going to begin to examine some early theories of memory and how those theories work.

C.

Today we will focus on, In the last class, First of all, An example of, and then

_____, *we discussed the nature of groups: how they are formed, and what characteristics they have in common.* _____ *two particular types of groups: what sociologists call "ingroups" and "outgroups."*

Let's clarify the definitions of each type of group, _____ *we'll look at some examples.*

_____, *what is an ingroup? Most of us are members, on some level, of at least one ingroup. These are people with whom you feel a close attachment or connection, with whom you identify strongly.* _____ *an ingroup could be a person's family, or a close group of friends.*

https://press.umich.edu/pdf/0472030604-appendixc.pdf

2.3.3. *Using signposting language, write the beginning of a lecture you'd like to give.*

_____

_____

_____

_____

_____

_____

_____

Language for giving explanations

2.3.4. *Read the text below and underline the phrases used to simplify and illustrate the technical explanations:*

"As you can see, we've started work on the substructure, in other words the part of the structure that's below ground level. The foundations are concrete piles. Basically, a pile is a column going down into the ground. And we're using what we call bored in situ concrete, in other words, we bore, or drill, a hole in the ground, and concrete's poured in in situ, which means it's actually poured on the construction site, in its final position. An alternative is to use what we refer to as pre-cast driven piles. Pre-cast refers to the fact that the piles are made at a factory away from the site, before being delivered. They're then driven into the ground. They're hammered in with a pile driver which, put simply, is just like a giant hammer."

Ibbotson, M. (2008). *Cambridge English for Engineering*, p. 86

2.3.5. *Use phrases from the table to write a simplified technical explanation for an advanced topic. Test yourself by reading the explanation to the other participants and checking if they can follow.*

Simplifying the language	Simplifying the concept
➢ in simple terms ➢ put simply ➢ in other words ➢ basically	➢ basically ➢ essentially ➢ effectively
Highlighting a technical term	*Illustrating with images*
➢ what we call ➢ what we refer to as	➢ if you imagine ➢ if you picture

_____

_____

_____

_____

_____

_____

_____

_____

o **How else can you help clarify things?**

Wrap-up activity 1: **In pairs or groups of three, discuss which of the following could help you improve your lecturing skills. Add your own ideas to the list. Present your conclusions to the rest of the participants.**

o *Watching TED Talks*

o *Taking a public speaking class*

o *Preparing a lecture script in advance*

o *Bringing a bottle of water with you*

- o   *Using shorter sentences.*
- o   *Simplifying technical language*
- o   *Having a good-luck charm with you*
- o   *Recording your presentation practice*

Wrap-up activity 2: **What would you say in the following situations?**
a) *A student comes in late 20 minutes after the lecture has started.*
b) *You are halfway through your lecture (based exclusively on a PowerPoint presentation) and there is a power outage.*
c) *Your next lecture is on the last day of class before a long holiday.*

Resources and suggested reading

The University of Austin at Texas, Center for Teaching & Learning, *Effective Lectures*, https://ctl.utexas.edu/effective-lectures.

University of Waterloo, Centre for Teaching Excellence, *Lecturing Effectively*, https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/lecturing-effectively.

WORKS CITED

Ibbotson, Mark, *Cambridge English for Engineering*, Cambridge University Press, 2008.

MIT OpenCourseWare, https://ocw.mit.edu/.

Open Yale Courses, https://oyc.yale.edu/.

Thompson Rivers University, *Academic Presentation Skills and Tools*, https://libguides.tru.ca/presentation/publicspeaking.

3. INTERACTING WITH STUDENTS (1)

3.1. TALKING TO STUDENTS

3.2. CLASS DISCUSSIONS

3.3. REGISTERS

3.1. TALKING TO STUDENTS

Image source: iStock

3.1.1. *Listen to an interaction between a teacher and a student (https://www.esl-lab.com/academic-english/college-scholarships/) and answer the questions:*

a) What is the context of the conservation?

_____

_____

b) What is the student trying to do?

_____

_____

c) What is the teacher trying to do?

_____

_____

d) Is either of them successful?

o *Have you ever been in a similar situation, either as a student or as a teacher? How did the conversation go?*

3.1.2. When do you most interact with students? Tick all the situations that apply and add a conversation topic for each:

I interact with students…	Yes/No	Conversation topic(s)
During class		
Right before class		
After class		
During office hours		
During projects such as ROSE, etc.		
At student events		
Randomly on campus		

o *Now work in pairs or groups of three and learn about the others' habits.*

3.1.3. *Look at the map below. Which buildings are represented?*

> health service/campus clinic   cafeteria   church   Rectorate building
> Faculty of Chemical Engineering   gym   mall   parking lot
> Faculty of Mechanical Engineering   hall of residence/ dorm(itory)
> sports ground   swimming pool
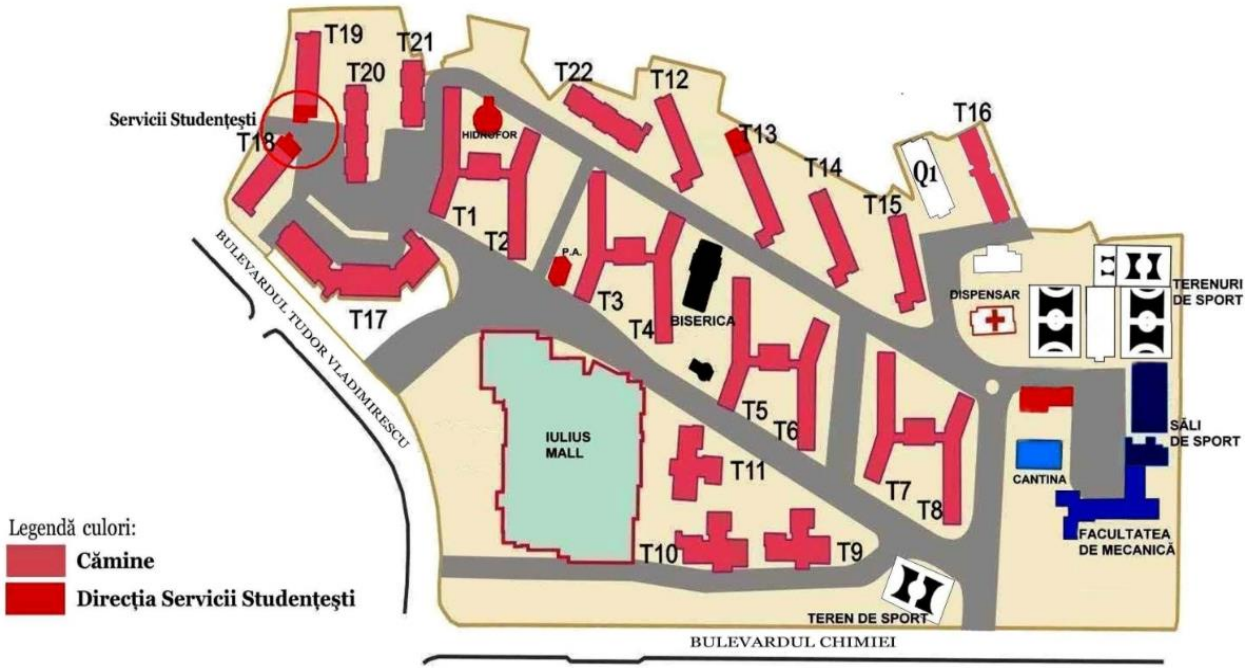
3.1.4. *What other facilities does our university have? Prepare questions starting with "Does TUIASI have …" or "Do you think TUIASI should have …" for the other participants. (*Read more about TUIASI here: https://www.tuiasi.ro/discover-tuiasi/facilities-campus/?lang=en)

3.1.5. *Work in pairs, roleplaying a first-year student who wants to learn more about TUIASI and the professor in charge of answering the questions. Write out the questions and alternate between the two roles.*

_____
_____
_____
_____
_____

! Remember that in English a question starts with the verb / auxiliary verb:

- ✓ **Are** you a student here?
- ✓ **Do** you **know** the motto of our university?
- ✓ **Have** you ever **used** ChatGPT?

3.2. CLASS DISCUSSIONS

3.2.1. *Have you ever taught in English? Do you agree with the ideas expressed in the text below?*

Research has shown that non-native speakers who are teaching in English have a tendency to interact less frequently with their students (for example Diana Vinke, 1995). This is a pity, as interaction is a useful tool for enhancing student learning in general, and even more important in the second-language classroom as it provides opportunities for checking and confirming understanding, or for clarifying meaning. Important areas are asking questions, leading classroom discussions, and dealing with questions from students.

https://www.uu.nl/en/education/educational-development-training/knowledge-dossier/teach-in-english-tips-on-using-signposts-and-stimulating-interaction-in-class

A solution is to pay special attention to language issues and pedagogical techniques and prepare in advance.

It is also considered helpful to confidently approach teaching in English, as this will influence the atmosphere in class.

On the other hand, students will also have their own issues when being taught in a language that is not their own. When asking questions in an international classroom, it is recommended to give the students plenty of time to think – to parse the question, find an answer and formulate it in English.

Increasing wait time both before calling on a student and after a student's initial response (i.e. before the teacher comments on the response) often increases the length of the students' responses, increases the number of questions asked by students, and increases student involvement in learning (Richards, J.C., Platt, J. & Platt, H. 1992).

3.2.2. *Match the general advice for class discussions with the explanations:*

1) Have goals in mind	a) It's often useful to ask students to jot down their ideas on an issue or question, or to brainstorm on paper – this gives them a chance to marshal their thoughts: a moment of written preparation convinces many students that they have something to say.

2)	Pay attention to questions	b)	It's useful to repeat muttered student comments so the whole class can hear, and to write students' comments and questions on the board. Your restatement of the remark legitimates student input, demonstrating to students that their thoughts are noticed and valued. DON'T give in to the temptation to overedit students' comments to produce the answer you want.
3)	Integrate written assignments into the session	c)	Knowing what you want the class to learn will help you to keep the discussion on track. It's sometimes useful to explain the goals to the class.
4)	Don't interrupt or dominate	d)	Listening is important. When a student expresses confusion you are given many opportunities: to go over important points, guide the discussion, diagnose problems with your own explanations, and understand what students really need to learn.
5)	Summarise student comments	e)	Prepare thought-provoking discussion questions: your questions should be open-ended (avoid questions with yes/no answers) but not purposeless. They should get the discussion moving and keep it on track. It's important to resist asking questions that seem to have right or wrong answers: students are often afraid to speak if they're worried their comments will be interpreted as "wrong" answers. This doesn't mean you should let obviously ridiculous comments pass as useful contributions.
6)	Ask good questions	f)	Don't leap in as soon as a student makes any stray comment; don't cut a student off when s/he offers a point you think is off track. Don't answer your own questions – you want the discussion to proceed under your guidance, but it shouldn't become a lecture. Give students time to answer their own and each other's questions.

3.2.3. *According to the text below, what challenges exist when teaching international students?*

Concerning languages issues, the fear of not being understood makes some students less willing to participate in class discussions. This is one of the reasons why smaller groups are considered less threatening and more inviting to participate (De Vita, 2000).

Furthermore, unfamiliar teaching methods might also make students more unsecure. Teaching staff need to create a safe learning environment to facilitate students move beyond their comfort zones. Students with different backgrounds will otherwise co-exist in one classroom, but there is no question of intercultural learning (Crose, 2011).

https://www.uu.nl/en/education/educational-development-training/knowledge-dossier/teaching-in-the-international-classroom-is-more-than-just-translating-materials

3.2.4. *Read the advice below for teaching in an international classroom and say whether you agree or not. Do you have any other tips?*

Structure:

Being more explicit and transparent about how the lecture is organized is (even more) important in a diverse international classroom. Repeat key ideas, emphasize the link to previous and next topics, use visuals. Limit the content by 10% (focus on the essential information), as listening to a lecture in a foreign language takes more cognitive processing time.

Getting the message across:

Use a slightly slower pace, plain English and use (more) pauses to give them time to think.

Facilitate group work:

Students may have problems working in diverse groups due to all the different (unspoken) expectations. Acknowledge the strengths and insights that each student brings to the group. Use active learning activities. Try to find a good balance, but activating students can help them learn better and as a teacher, you will receive very useful (indirect) feedback from the students about what they understand or find difficult.

Talk to your students:

for example, to gain more insight into their perspective, in particular in their educational and cultural background.

https://www.uu.nl/en/education/educational-development-training/knowledge-dossier/teaching-in-the-international-classroom-is-more-than-just-translating-materials

3.3. REGISTERS

3.3.1. *Recall videos D and E from exercise 2.2.1 (Unit 2). How would you classify each of them: informal, neutral or formal?*

D. "Hello. You're about to watch the video lectures for a course called Introduction to University Mathematics.

This is something that is covered in the first two weeks of the mathematics degree at Oxford.

The goal of the course is to introduce you to what is probably a more formal and rigorous way of presenting mathematical arguments than you'll be used to from school.

We're going to cover some basics of set theory and logic and functions, and we're going to see various different examples of mathematical proof and problem solving.

The course is not trying to be completely foundational in the sense that we start from some axioms and build everything up from those - that's something that we do in some other courses - but it will introduce you to the notation and the mathematical language that you need in order to do that. So I hope that you will enjoy it."

E. "Now again, today - just a nice little easy simple video, we're going to talk about the difference between scalars and vectors. This is kind of the introduction to engineering for all first-year engineers, so let's jump right in.

So the first thing that we're going to talk about is scalars - make sense, right, if we're talking about scalars and vectors, the first thing we're going to talk about, of course, is scalars. Now, it's a big scary word "scalars" - you guys may not have heard it but it's actually something that you guys have used quite frequently beginning all the way in elementary school."

o   *When teaching, which register do you feel fits you best?*

3.3.2. *Sort the following words and phrases in the table below.*

Sorry I'm late!	I hope you haven't been waiting long.
I would like to start...	Do you understand?
Hello!	Hey guys!
Right, let's get started!	Got that?
See you next time!	See ya!
Good morning, everyone!	Sorry to keep you waiting.

	Formal/Neutral	*Informal*
Greetings		
Apologizing for a delay		
Starting class		
Checking students' understanding		
Saying bye		

o *What else could you add to this list?*

Email writing

3.3.3. *How would you write...*

a) an email to a group of students announcing a midterm

b) an email to an individual student letting him/her know there's a project ...

c) a reply to a student asking to take the exam on a different day (you refuse)

d) a reply to a student asking to take the exam on a different day (you accept)

e) a reply to the group representative asking you to excuse the entire group because of a company presentation they want to attend?

Choose one and write your email below.

_____

_____

_____

_____

_____

_____

_____

_____

References

Randall's ESL Cyber Listening Lab, https://www.esl-lab.com/.

Utrecht University, Educational Development & Training, *Knowledge dossiers*, https://www.uu.nl/en/education/educational-development-training/knowledge-dossiers.

4. INTERACTING WITH STUDENTS (2)

4.1. CLASS RULES. USING MODALS

4.2. CLASS INTERACTION. QUESTIONS IN ENGLISH

4.1. CLASS RULES. USING MODALS

o Do you establish your "rules" at the beginning of the academic year?

o What kind of rules do you take into consideration – only a syllabus rules and expectations review or some classroom policy overview as well? Please provide some examples!

MODAL VERBS

Modal verbs in English are a specific type of auxiliary verbs that express necessity, possibility, permission, ability, obligation…. They are used to convey the speaker's attitude toward the action or state described by the main verb.

Modal verbs do not inflect for tense, number, or person and are followed by the base form of the main verb without "to"!

Modal	Meanings	Negative forms and meanings
CAN	***permission*** Can I ask you something? You can play with all the toys! ***offers/requests*** I can look after the kids today. ***ability*** I can be here tomorrow at seven. I can drive, can you?	**CANNOT/ CAN'T** ***negative values of can*** You can't play with them! ***logical impossibility*** He can't be so stupid!

	continuous aspect of the verbs to see/to hear/to feel/to smell/to taste I can see Helen! / I can hear it, it's wonderful!	
COULD	*conditional or past meaning of can* I could look after the kids. I could swim when I was a kid. *(more polite) permission/ offers/requests* Could I borrow this?	**COULD NOT/ COULDN'T** *negative values of could*
MAY	*possibility / probability* It may rain today, it's so cloudy! *(more formal) permission* May I help you?	**MAY NOT** *negative values of may*
MIGHT	*(weaker) possibility* He might be home.	**MIGHT NOT/ MIGHTN'T** *negative values of might*
MUST	*logical necessity* She's too quiet, she must have a problem. *obligation/orders* Everyone must be in class at 8. *strong suggestions* You must leave, he's very angry!	**MUST NOT/ MUSTN'T** *prohibitions* You must not speak in here!
SHOULD	*(less strong) suggestions* You should read this article! *uncertainty (in questions)* Should I buy this one?	**SHOULD NOT/ SHOULDN'T** *negative values of should*
WILL	*willingness/intentions* Will you be quiet, please! *habits/habitual actions* She will forget to wash the dishes.	**WILL NOT/ WON'T** **refusals** He just won't listen! The computer won't start.
WOULD	*willingness (more politely)* Would you hold this for me?	**WOULD NOT/ WOULDN'T** *negative values of would*
SHALL	*advice/instructions request* What time shall I come? **1st pers. only -suggestions/offers** Shall we dance? **(rare) 2nd and 3rd pers. -commands/obligations** You shall do it!	**SHALL NOT/ SHAN'T** *negative values of shall*

Replacement expressions - *To be able to* – possibility

To be allowed to – permission

To have to – obligation

4.1.1. *For the verbal constructions below, make rules for your class using modals!*
Replace the modals with the corresponding verbal expressions when possible.
Add other rules, of your choice:

To arrive on time for class / for tests

To eat / drink water / drink coffee during the class

To keep one's language appropriate and clean

To clean up one's desk and dispose of possible trash at the end of the class

To respect the university property

To leave one's seat without permission

To raise one's hand to speak or to volunteer

To interrupt other speakers

To take notes of what is presented/discussed in class

To record / to film the class; to take pictures of the lecturer / classmates during the class

To copy other people's work or present it as one's own

To complete assignments without reminders

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

4.1.2. Watch these

Top 10 class-management tips https://www.youtube.com/watch?v=u8kUwpO3ucw

Have you used any of these? Which one do you like the most / consider to be the most useful? Do you have other suggestions to share with your peers?

4.1.3. *Fill in with appropriate modal verbs (affirmative or negative forms):*

According to the results, this new method _____ lead to more accurate data analysis in future studies.

To improve your essay, you _____ consider adding more citations from recent sources.

Students _____ submit their assignments by the deadline. Late submissions will not be accepted.

You _____ use the equipment only after completing the safety training session.

We _____ start the group project next week after discussing it in the meeting.

Students _____ use unauthorized sources in their research papers in order to ensure academic integrity.

The professor _____ be available for office hours tomorrow due to a conference.

Students _____ access the online library resources without a student account.

In the event of a fire, you _____ evacuate the building immediately using the nearest exit.

You _____ read the article before the seminar to better understand the discussion topics.

4.2. CLASS INTERACTION. QUESTIONS IN ENGLISH

In order to turn a passive learning environment into an interactive dynamic exchange, at a discourse level we need QUESTIONS.

By asking questions – the **lecturers** may

- check knowledge on a topic,
- check understanding,
- encourage critical thinking,
- guide the direction of the discussion,
- check engagement, etc.

– the **students** may

- clarify some doubts
- connect new knowledge with prior learning

4.2.1. What are the keywords in the text below in your opinion?

Transform the text into 3 brief pieces of advice for an EMI lecturer.

> It is important that, in addition to the pace of our delivery, we increase the wait time between asking a question of our students and when we might reasonably expect their responses. This can feel very unnatural in the moment and often as if no answer will ever come. We need to become comfortable with this degree of silence. Where possible, we can offer an alternative wording to the question and we can check to gauge understanding. We can make the question/query visible on a power point slide so that students can both hear us ask the question, and read it for themselves. This is a key element of EMI delivery. We need to be able to offer multiple pathways, or access points, to the information we are trying to convey. Once we have offered these entry points, we need to give our students time to absorb the questions and find their way to a solution. This takes time and patience.

<div align="right">Hill, C., Lin, C-Y., Yuan Lai, H., (2023). <i>Supporting and Learning from Academics. EMI Toolkit</i>, Springer, p.15</div>

Encouraging dialogue in the classroom is one of the priorities of the current educational context. What ideas do you have in order to promote active participation?

Remember that your reactions to the students' questions are key elements in this process!

Examples of "good" reactions when students ask questions:

❖ thanking for a question ← this way, questions are clearly and loudly welcomed and you encourage the others to ask questions as well

❖ highlighting the relevance/originality/complexity of (some aspects of) a question ← this way, you might also have the opportunity to underline some content aspects that were discussed

❖ inviting other students to answer a question instead of you ← this way, you encourage dialogue between the students as well, not only between you and them as a public; furthermore, depending on the question, it might be an opportunity for you to check on the students' understanding of what was discussed / the students' prior knowledge regarding content that has not been discussed yet

4.2.2. *Provide examples of responses that could correspond to the points 1 and 2 above.*

Examples of "good" questions you can ask:

❖ transform "Does anyone have any questions about this?" into "What questions do you have about this?" ← this brings about a passage from general to specific and indirectly urge the students to problematise what they have heard. You can even transform it into an obligation routine – "We only move on to the next part after I receive 2 / 3 questions related to the what have been discussed by now!"

❖ use "think-pair-share" techniques → ask a question, allow for an individual reflection time, then ask the students to work with a desk mate, and after that ask each pair to share their results with the class ← this type of strategy allows students who are reluctant to respond due to potential issues with English language proficiency in EMI contexts to take time to think, formulate sentences, and discuss with a peer, thus gaining confidence step-by-step rather than exposing themselves all at once in front of the entire group.

Also, in order to encourage group cohesion, especially in international classes / EMI contexts with international students, you can think of/organise a question routine at the beginning of the class meant to create bonds/a good positive classroom culture – the class starts with a question somebody asks to somebody from a different country in relation to their culture / language / food / traditions, etc. These should be opinion / general facts questions, so that there should be no risk to get an "I don't know" answer (explain that at the beginning of the semester).

When you want the engage the students in the lesson, it is useful to distinguish between the two major types of questions that researchers identified:

Low-order questions	Questions that check a student's comprehension and ability to recognize and identify factual information. Questions that test a student's general background knowledge.
High-order questions	Questions that encourage the student to comprehend/recognize/identify information, but ask him/her to relate this information to wider factors.

Breeze, R., & Sancho Guinda, C., (2022). *Teaching English-Medium Instruction Courses in Higher Education. A Guide for Non-Native Speakers*, Bloomsbury Academic, p. 119-120

The low-order questions are mainly associated to **What/Which/Who** questions, while the high-order ones are mainly **When/Where/Why/How** questions

THE INTERROGATIVE SENTENCE IN ENGLISH

Do not forget that unlike in Romanian, in English a question is not simply a matter of intonation. The interrogative sentence is distinct from the affirmative one.

One way of analysing the structure of the interrogative sentence in English is to discriminate between simple and compound tenses.

Present Simple
→ make questions with **DO/DOES//DID + base form (VB I)**
Past Simple

ALL the other tenses → make questions by **reversing the order**

Subject + Auxiliary [+ the rest of the verbal structure]

into

Auxiliary + Subject [+ the rest of the verbal structure]

*The verb TO BE always makes questions by reversing the order

4.2.3. Ask questions in relation to the underlined word or transform the statement into a question where there is no underlined word:

Statement: The professor assigns homework <u>every week</u>.
Question: _____

Statement: You understood the lecture on quantum mechanics.
Question: _____

Statement: The deadline for the project is <u>next Friday</u>.
Question: _____

Statement: The students will present <u>the projects</u> on Monday and the papers on Friday.
Question: _____

Statement: This article has discussed <u>the impact of climate change on coastal cities</u>.

Question: _____

Statement: I have been participating in the tutorial sessions <u>with Mihai</u>.

Question: _____

Statement: The library opens <u>at 8 a.m</u>.

Question: _____

Statement: You can find additional resources <u>in the online database</u>.

Question: _____

Statement: <u>He</u> demonstrated the effectiveness of collaborative learning.

Question: _____

QUESTION TAGS are short questions added to the end of a statement **to confirm or clarify information**, and they are often used **to encourage discussion** and **check understanding** in academic settings.

Remember that the question tag should reflect the auxiliary verb in the main statement and should match the subject in person and number, but have the opposite affirmative/negative value!

4.2.4. *Fill in the question tag:*

The lecture covered all the key theories of sociology, _____?

You need to submit your research proposal by Friday, _____?

The experiment results were quite unexpected, _____?

We haven't discussed the latest findings in the field, _____?

The guest speaker will also address the impact of climate change, _____?

There isn't a meeting next week, _____?

Most of the students have completed the assignment, _____?

The library doesn't offer online resources for research, _____?

The final exam won't include questions on the last chapter, _____?

Students cannot bring their laptops to the workshop, _____?

Tone and politeness in questions should also be considered in class contexts, according to needs.

4.2.5. *Below are pairs of questions that address the same topic but differ in their level of formality (informal vs. formal register). Match the pairs and analyse them. Can you infer general characteristics for the two groups?*

1. Might you clarify how this hypothesis was derived from the literature review?

a. How did you do the research, and did it work?

2. Could you please elaborate on the methodologies employed and their effectiveness in achieving the research objectives?

b. How do you think these findings could change how things are done in the industry?

3. Might you expand on the potential impact of these findings on industry practices?

c. Can you tell me how you came up with this hypothesis based on the stuff you read?

4. Could you clarify how this approach differs from previous research on the topic?

d. How is what you did different from what others have done before?

4.2.6. *Listen to the dialogues in the video at* *https://www.youtube.com/watch?v=BKorP55Aqvg*
What alternatives to the question tags did you hear?
Can you give examples of different formality level?
What are the solutions "the expert" tries to find when he answers the different requests and questions?

Teamwork*: Share in small groups the solutions you use in class when you are asked questions that are completely silly, unrelated to the topic, inappropriate, unnecessary, or that require explanations which will be covered in future seminars. At the end, share with the whole group the most interesting ideas.*

WORKS CITED

Hill, C., Lin, C-Y., Yuan Lai, H., (2023). *Supporting and Learning from Academics. EMI Toolkit*, Springer
https://www.youtube.com/watch?v=u8kUwpO3ucw
https://www.youtube.com/watch?v=BKorP55Aqvg

5. ASSIGNMENTS

5.1. ASSIGNMENTS IN EMI

5.2. USEFUL VOCABULARY

5.3. FREQUENTLY CONFUSED WORDS

5.4. PREPOSITIONS

5.5. IRREGULAR PLURALS

5.6. ADJECTIVES AND ADVERBS

5.1. ASSIGNMENTS IN EMI

5.1.1. Assignments in English-taught study programs pose certain challenges at the level of teacher-student interaction that other programs do not. Depending on the ethnic and cultural background of the student groups, misunderstandings might arise for a variety of reasons: a lack of clarity on the part of the professor, insufficient knowledge about the Romanian system of education on the part of foreign students, English language mistakes on the part of both instructors and students leading to miscommunication.

Instructors need to make sure that the assignment is understood by all students: what it consists of, the number of points it is worth, its significance in calculating the final grade, deadlines by which it needs to be turned in, access to study materials to prepare for it, the importance of attendance etc. The information on course content, assessment and bibliography is contained in the **syllabus** and is presented to students at the start of the term; the individual assignments and their descriptions are something that professors usually provide additional details about right before assigning them.

5.1.2. *Listening: Watch the video about German universities (https://www.youtube.com/watch?v=P8KJoBbJHAs).*

1. *Compare and contrast with your own system. Which aspects do you like/dislike? Why?*

2. *Listen again (if necessary) and fill in the blanks with the missing words:*

a. There are also tutorials and exercises in a smaller group .... and you work on exercises with a .... and other students.

b. For each of these, you get credit points if you successfully .... them in the form of seminar papers, term papers or exams and at the end, you will get your .... in Germany.

c. A standard Bachelor program is around ....credit points.

d. If you .... a course, you won't get the credit points.

e. Each credit point generally requires .... hours of work.

f. The .... in Germany really depends on the university.

g. At TUM, the first two semesters are going to be brutal: huge workload, a lot of knowledge you need to .... into your head in a short period of time.

h. In my case, we need to .... submissions every week.

i. Wait before you get a part-time job because you don't know how .... your degree program is going to be.

j. You are usually given .... attempts to pass a certain subject.

k. Being able to speak .... will have so many benefits later on in life.

l. In the U.S., there are many .... exam tests.

m. The German system puts a lot of .... on deep knowledge instead of a simple test taking strategy. This means exams are ....

n. If the professor didn't properly .... the technical terms in class, it's worth researching them on your own.

o. You cannot .... everything and pass without studying.

p. They make sure there is enough space between everyone to .... cheating.

q. Exams where you are allowed to bring a .... are usually the hardest.

r. If you take ...., they will be very helpful and they will also keep you updated.

5.1.3. *Fill in the table with the missing derivatives:*

Verb	Noun	Adjective
a. To prevent		
b.	Submission	
c.		Covered
d.	advice	

e. To permit		
f.		Able
g. To attempt		
h.	Strategy	
i.		emphatic
j. To fail		
k. To practise		

5.2. USEFUL VOCABULARY

5.2.1. *Consult the list of higher education vocabulary below and discuss the meanings of words you're unsure about.*

Deadline, extension, subject, midterm, lectures, mandatory attendance, syllabus, points/marks, seminars, fail, pass, retake, workload, class participation, score, grade, library, curriculum, submit, assignment, task, undergraduate students, Bachelor degree, postgraduate studies, Master's degree, PhD, program, study modules, to skip, tuition, answer key, graduation, academic year, student discounts, university canteen/cafeteria, alumni, dorm, residence halls, on-campus accommodation, faculty, student body, to enrol, to apply, admission exam, schedule, major, minor, term paper, group work, multiple choice test, course, lecture, scholarship, exam session, resits, dropout rates, lecture hall/theatre, assistant professor, junior lecturer, senior lecturer, associate professor, full professor, tenured position

5.3. FREQUENTLY CONFUSED WORDS

Lexical accuracy in English can sometimes be subverted by several things:

- **false friends** - English words which are similar to the vocabulary in one's native language, but the meaning is different, leading to confusion. Common false friends for native speakers of Romanian are *crime* (infracțiune), often used instead of *murder* (crimă), *nervous* (emoționat, anxios) used instead of *angry* (nervos), *current* (actual) and *actual* (adevărat, propriu-zis), while native speakers of other languages might have others. French speakers, for example, might use *raisin* instead of the English word *grape*, or say that they *sympathize* someone (from the French *sympathiser*, which means to like someone, to find them

agreeable), not knowing that in English, to sympathize means "to show sympathy for", feel sorry, compassionate or pity someone.

- **polysemy –** some words simply have multiple meanings, determined according to context. The word "faculty", for example can refer to the teaching staff at a university (Faculty can be tenured or non-tenured.) or to the name of a college – The Faculty of Architecture. Similarly, the verb "to charge" can be used in different contexts: you can charge your phone, attack your enemy in battle, or ask for a certain sum of money in exchange for a service.

- **words with similar spellings**: nous and verbs: breath/to breathe, to elicit/illicit advice/advise; nouns: compliment/compliment, infinitives and Past Tenses: to choose/chose.

- **adjectives and adverbs:** often confused because not properly recognized – good and well, late and lately, hard and hardly.

5.3.1. *Choose the correct word in each of the following sentences. Do you understand the differences in meaning?*

1.   Congratulations, **promotion/class of** 2025! You are now graduates of the School of Computer Engineering and are looking forward to wonderful careers in the field of science.

2.   The **head/boss** of my department got a promotion and is now **vice-rector/pro-rector** for Scientific research.

License, accommodation and **presence** are all words that are often misused by native speakers of Romanian, as well as the spelling and pronunciation **of technical.** Most of the time, what speakers actually have in mind when using these false friends are BA or undergraduate studies, adjusting to certain situations and class attendance. Always look up a word in the dictionary if you fear that your native language might be interfering with the acquisition of certain terms.

3.   a. The university only provides accommodation/residence for 80% of applicants. Out-of-town students who do not get placed in one of the **dorms/homes** share rented apartments in the city.

b. First year student: I've been trying to **accommodate/get used** to living in a dorm with three other boys for the past three months, but it's not easy: it's crowded, messy, my roommates have different sleep and work **programs/schedules**, there's no privacy and I miss my family.

4.   I took a look at the postgraduate **programs/schedules** in a few promotional brochures at a selection of Western Universities and I think I might apply for a scholarship at a **Tehnical/Technical** Institute in Germany.

5.   During my **license/Bachelor's** at Harvard University, I earned a dual **diploma/degree** in Psychology and Information Technology.

6.   **Undergraduate/license** students tend to skip **lectures/courses** because attendance is not mandatory.

7.   The Fundamentals of Programming **course/lecture** is comprised of a weekly lecture and laboratory. Students who don't meet the **presence/attendance** requirements are not allowed to **sit/pass** the final exam.

8.   For more news on international program opportunities for students and alumni, please **subscribe/enroll** to the International Relations office newsletter!

9.   When applying for study programs abroad, foreign students often go through a period of **accommodation/adjustment**. A good strategy for pre-exam revision is for students to go over their notes again and **resume/summarize** the most important chapters.

10.   Now that we are back from spring break refreshed and with a new zest for knowledge, let us **resume/summarize** our discussion of entropy, enthalpy, and complex thermodynamic cycles (such as the Carnot and Rankine cycles).

11.   After the glitch in the PowerPoint presentation was fixed, the professor asked the student **to proceed/to produce**.

12.   **What do you do/How do you proceed** when a student submits an incomplete assignment?

Apostrophes in English (') are used to mark the elision of letters: it is = it's (the apostrophe marks the elision of "i") or to show possession by forming the "s" Genitive: Joanna's house, the professor's lecture. Nouns with regular plurals, which already end in "s", get the apostrophe **after** the plural: The boy**'s** dorm (singular) vs. The boy**s'** dorm (plural).

13.   **Its/it's** advisable that students **fill in/complete** their course registration forms in the first week of the semester and mail them to the secretariat the same day.

14.   The software completed **its/it's** updates and in 10 minutes the presentation could start.

15.   **Students'/Student's** grades in the admission exam impact their ranking and whether they are assigned a **tuition-free /tax-free** place at university or not.

16.   This **student's/students'** attendance record shows that they've missed more than 50% of classes.

17.   In the American higher education system, the first year of college is the freshman year, second year students are sophomores, third year students are juniors and fourth years are seniors. **Their/they're** degree **it's/is** usually 4 years, but it can be longer or shorter depending on extra credits, majors or minors.

18.   **Who's/whose** class notes are these? They forgot them in the lecture hall.

19.   **Who's/whose** the Dean of your faculty? What about the rector?

Uncountable or mass nouns express large quantities that cannot be counted individually. They can be concrete (flour, sugar, water, paint, equipment, luggage, hardware, soap, chocolate, bread) or abstract (knowledge, progress, advice, trust, information). The singular needs to be quantified more precisely or loosely (e.g. a bag of flour, a cup of sugar, a glass of water, a loaf of bread, a piece of equipment, an item of luggage, a bar of soap, a bar of chocolate, some paint, little wine), while the plural is irregular and remains invariable (does not take "s"): water, flour, sugar. Abstract mass nouns form the singular using "a piece of": a piece of knowledge, a piece of information, a piece of advice. Approximating quantities is achieved with **some, little** and **much**: some progress, little trust, a lot of/much time.

20.   Professors and students **present/introduce** themselves at the beginning of the semester. **Introductions/presentations** usually include brief **information/informations** about their background and expectations for the class.

21.   The course outline is provided in the **curriculum/syllabus**, which is explained to students during the first lecture. They find out how many credits the course has, the content it will cover, lecture and seminar requirements, as well as assessment criteria and procedure

22.   In the Romanian higher education system, college students who fail an exam are allowed **to take/pass** it again: a second time during the resits session and a third time in the re-examination session.

23.   During seminars and laboratories, instructors **elicit/illicit** answers from students, stimulating class interaction.

24.   Any **ellicit/illicit** activities during the exam will result in a fail and possible expulsion.

25.   Disadvantaged students who might encounter difficulties **promoting/passing** exams can be granted deadline extensions.

26.   The university **ensures/assures** campus security at all times. Rest **ensured/assured** that your child is safe with us!

27. After disastrous exam results, student **moral/morale** in dorm T17 was quite low. Thankfully, there was no shortage of beer to drown one's sorrow.

28. After 6 failed exams, the **moral/morale** of the story is that you need to do some actual studying.

29. 50 minutes into a 90-minute written exam, the majority of the multiple-choice answers **eluded/alluded** Sam, so he decided to cut his losses and turn in a blank exam paper.

30. Although she didn't say so directly, our professor **eluded/alluded** to the exam focusing more on creating software applications.

31. The practical nature of the seminar and the theoretical one of the lecture **compliment/complement** each other beautifully to ensure that all students earn passing grades in this course.

32. When your mother tells you that wisdom is chasing you, but you are faster, **it's not a compliment/complement.**

33. While skipping lectures might seem like a good idea on early mornings, you might find that cramming the night before the test is **stressing/stressful.**

34. I **choose/chose** to attend the Faculty of Electronics, Telecommunications and Information Technology because I am passionate about hardware and would like to become an engineer one day.

35. By transitioning from the 4-year system to the 3-year Bologna system, Romanian students didn't **lose/loose** out on anything! On the contrary, after they **finish/graduate,** their **degrees/diplomas** are now recognized by European universities and they can enjoy the benefits of the Erasmus mobility programme during their studies.

Nominalization is the process by which a part of speech becomes a noun. As a result of this process, language can become more elevated, switching to a formal/academic register. As instructors outline the instructions for assignments in clear terms, the goal of objectivity can be attained by replacing subject pronouns, which are subjective ("You must submit your assignment by 11:59 on

Sunday") with nouns: "Submission of essays must take place by Sunday at 11:59".

5.3.2. a. Use the verbs in between brackets to form a noun you can use in the blanks.

1.   For the final assignment, please make sure your _____ of the photovoltaic effect to solar cells is clear and well-supported by examples.   APPLY

2.   The _____ of this joystick-controlled industrial automation system in Arduino requires careful attention to detail and adherence to the provided guidelines. COMPLETE

3.   Timely and thorough _____ of all coursework is crucial for your successful _____ at the end of the academic year.   COMPLETE, GRADUATE

4.   Any instances of plagiarism or academic dishonesty will be treated seriously and may lead to _____ from the program. EXPEL

5.   The _____ deadline is Friday at midnight. Late work will be subject to a grade penalty unless prior arrangements are made. SUBMIT

6.   In your environmental science report, discuss the _____ of greenhouse gases and its impact on climate change. EMIT

7.   Your group's _____ will take place during the final class session, so please ensure all materials are prepared in advance. PRESENT

b. Now use the nouns you've discovered in the text below:

"Please make sure the a) _____ of your final essay is on time, as it is essential for the b)_____ of your course requirements. Any form of cheating could result in c)_____ from the institution. Your analysis should include a clear d)_____ of the theories discussed in class, with a focus on the e) _____ of pollutants and their effects. Finally, be prepared for the f) _____ of your findings during our last lecture."

5.3.3. Match the words to their definitions:

1. attendance	a. to continue
2. accommodation	b. to quit your studies
3. to complete	c. lodging, housing
4. adjustment	d. the action or state of going regularly to or being present at a place or event

5. to license	e. a qualification awarded to a student upon successful completion of a course of study in higher education, usually at a college or university
6. to drop out	f. a specific area of study in which a student chooses to specialize
7. degree	g. to finish
8. major	h. the process of adapting or becoming used to a new situation
9. to proceed	i. a secondary area of specialization beyond a college major
10. minor	j. authorize the use, performance, or release of (something).

5.3.4. *Translate the following sentences from Romanian into English:*

1. Din cauza prezenței slabe, ora nu s-a mai ținut.

2. Rata studenților care renunță la studii din cauza sărăciei a scăzut cu 10% în ultimii 15 ani.

3. Pentru evaluarea finală pentru semestrul I, studenții vor trebui să predea o temă până la data de 18 ianuarie.

4. Orice student înscris într-un program de licență este eligibil pentru o mobilitate Erasmus dacă a promovat toate examenele.

5. Mediul familial și cultural al studenților are o influență majoră asupra succesului academic.

6. Am absolvit Facultatea de Inginerie Chimică, cu specializarea principală în Inginerie biochimică.

7. La sfârșitul a patru ani de studii, studenții noștri obțin calificarea de inginer.

8. Permiteți-mi să mă prezint: mă numesc Andrei Velișcu și sunt conferențiar universitar inginer dr. la Universitatea ”Gheorghe Asachi” din Iași.

9. Reprezentați ai Ligii studenților fac parte din Consiliul Facultății de Mecanică.

10. În cercetarea sociologică pe care o fac, încerc să observ tiparele comportamentale subiective ale cadrelor didactice în notarea studenților.

5.4. PREPOSITIONS

5.4.1. *Select the correct word from the options below:*

"Welcome to the final project for this course. In this assignment, you will be working _____ (1) groups of four students to design a small-scale model of a renewable energy system. Your project should be completed _____ (2) three weeks and submitted _____ (3) the course website.

1. A. on   B. in   C. for   D. as
2. A. by   B. before   C. until   D. within
3. A. through   B. in   C. by   D. under

Firstly, you'll need to start _____ (4) brainstorming and selecting the type of renewable energy you want to focus on. Whether you choose wind, solar, or hydroelectric power, make sure to justify your decision _____ (5) solid research and data. Your report must be based _____ (6) peer-reviewed sources and should include at least two case studies that illustrate successful implementations of your chosen energy system.

4. A. at   B. by   C. in   D. through
5. A. by   B. with   C. on   D. as
6. A. off   B. in   C. on   D. if

The next step involves dividing the work _____ (7) your group members. Each person should take responsibility _____ (8) a specific section of the project, such as research, design, calculations, or the final report. Collaboration _____ (9) all stages is essential, so maintain open communication _____ (10) your teammates.

7. A. inside   B. with   C. among   D. through
8. A. in   B. on   C. with   D. for
9. A. at   B. for   C. by   D. within
10. A. with   B. amidst   C. along with   D. including

_____ (11) you work, pay attention to the technical specifications required _____ (12) the assignment guidelines. For example, all calculations must be performed _____ (13) SI units, and your model should be scalable _____ (14) a real-world scenario.

Once your design is complete, you will present your findings _____ (15) the class during a 15-minute presentation.

11. A. throughout   B. until   C. as   D. by the time

12.   A. by   B. close to   C. besides   D. instead of

13. A. on   B. during   C. in   D. up to

14. A. in   B. to   C. on.   D. at

15. A. to   B. with   C. next to   D. near

Make sure to practice presenting so that you can clearly explain your process and answer any questions _____ (16) the audience. Additionally, you should be prepared to submit a written report that discusses your methodology _____ (17) detail and provides a thorough analysis _____ (18) your findings.

16. A. against   B. about   C. concerning   D. from

17. A. over   B. in   C. above   D. beyond

18. A. toward B.of   C.inquiring D. respecting

Remember to complete a peer review _____ (19) each group member _____ (20) the end of the project. This will account _____ (21) 10% of your final grade, so take it seriously.

19. A. of   B. as   C. or   D. about

20. A. at   B. since   C. for   D. until

21. A. as   B. for   C. on   D. of

Finally, don't hesitate to reach out _____ (22) me if you have any questions or encounter difficulties _____ (23) the course of the project. I'm here to support you and ensure that you succeed _____ (24) this assignment.

    Good luck, and I look forward to seeing your innovative solutions!"

22. A. for   B. onto   C. to   D. towards

23. A. succeeding   B. preceding   C.following D. during

24. A. after   B. off   C over   D. in

5.4.2. *Select the correct preposition:*

1. Please submit your assignment _____ (by / until / on) Friday at the latest.

2. She is responsible _____ (of / for / with) overseeing the final project.

3. The team collaborated _____ (on / in / at) the development of the new software.

4. The report should be completed _____ (within / in / on) two weeks' time.

5. He is interested _____ (on / in / about) learning more about artificial intelligence.

6. You should focus _____ (at / on / for) improving your research methodology.

7. They arrived _____ (at / in / on) the conference just in time for the keynote speech.

8. The data is based _____ (on / at / with) the latest research findings.

9. We will discuss this topic _____ (in / on / during) the next class.

10. He was praised _____ (for / with / of) his innovative approach to solving the problem.

11. The experiment resulted _____ (in / to / with) a significant breakthrough.

12. She is proficient _____ (at / in / with) coding in multiple programming languages.

13. The paper will be published _____ (in / on / at) a peer-reviewed journal.

14. We had a discussion _____ (about / on / of) the ethical implications of the study.

15. The company is committed _____ (to / for / in) reducing its carbon footprint.

16. I have no objection _____ (to / for / with) your proposal.

17. He contributed significantly _____ (to / in / at) the success of the project.

18. The book was translated _____ (into / to / in) several languages.

19. She graduated _____ (from / at / in) university with honors.

20. The meeting was postponed _____ (to / until / on) further notice.

21. The research paper delves _____ (into / in / on) the impact of social media on mental health.

22. He is adept _____ (at / in / with) managing complex projects under tight deadlines.

23. They are working _____ (on / in / at) a solution that could revolutionize the industry.

24. Her interest _____ (in / of / for) quantum physics led her to pursue a Ph.D. in the field.

25. The course is designed to equip students _____ (with / for / in) the skills necessary for the workforce.

26. We agreed _____ (on / with / to) the terms of the contract after a lengthy negotiation.

27. The city is famous _____ (for / with / of) its rich cultural heritage.

28. He struggled _____ (with / against / to) the decision for several days before making a choice.

29. She was involved _____ (in / on / at) several community projects during her time at university.

30. I'm looking forward _____ (to / for / in) your presentation next week.

5.5. IRREGULAR PLURALS

In English, borrowed words from Latin and Greek often have irregular plurals, especially in specialized fields such as biology, medicine, mathematics and physics. Some of these have ordinary English plurals in "s" (e.g. diploma-diplomas), others have two accepted

plurals – the regular and the irregular one (e.g. cactus-cacti, but also cactus-cactuses; focus-foci, but also focus-focuses; nucleus-nuclei, but also nucleuses, radius – radii or radiuses), while a few only have the irregular plural (e.g. symposium-symposia or datum-data).

Depending on the noun's ending in the singular, the ending for the plural can be determined:

Latin origin:

- Singular nouns ending in **-is** form the plural in **-es:** axis-axes, praxis-praxes, diagnosis-diagnoses; **! There is a marked pronunciation difference between the singular and the plural here, with a short vowel for the singular and a long one for the plural.**

- Singular nouns ending in **-us** form the plural in **-i:** fungus-fungi, octopus-octopi, colossus-colossi;

- Singular nouns ending in **-a** form the plural in **-ae:** alga-algae, larva-larvae, antenna-antennae, formula-formulae;

- Singular nouns ending in **-um** form the plural in **-a:** millennium-millennia, bacterium-bacteria, simulacrum-simulacra, memorandum-memoranda;

Greek origin:

Singular nouns ending in **-on** form the plural in **-a:** automaton-automata

5.5.1. *Fill in the table with the irregular plurals of the nouns:*

Singular	Plural
a. curriculum	
b. thesis	
c. syllabus	
d. phenomenon	
e. basis	

f. alumnus/alumna	
g. criterion	
h. parenthesis	
i. analysis	
j. crisis	
k. stratum	
l. synthesis	
m. hypothesis	

5.5.2. *Use the correct version (singular or plural) of the nouns in the table in the sentences below:*

1. Our university's ………………... society keeps in touch with past graduates. Some of them have made significant donations to support research at the university.

2. Every few years, the teaching staff update their **...........................**to include the latest research and reading materials.

3. The weeks before PhD students have to defend their ……………. is tough! They spend them preparing and rehearsing their presentation, anticipating the jury's questions and consulting with their supervisor.

4. The graph below shows the influence of climate change in recent extreme weather …………………… all over the globe.

5. Although all ………………. of society are affected by inflation, the poor were hit hardest, with the rate of thefts of basic goods in grocery stores increasing.

6. Despite the vastness of its territory, the Roman Empire maintained its hold in the colonies by setting up military ……………… called castra.

7. Professors consult the ………………………… for the subjects and years they teach when they prepare their courses.

8. Depending on the citation style used, the source of the information in an academic article is mentioned at the end, in the bibliography, but also within the text, in between …………………………..

9. Analysis and ………………… capacity are essential cognitive processes in critical thinking. Students of engineering should excel at these.

10. ……………………….. regarding the cause of death will be formulated and shared with the public after the forensic experts and law enforcement investigate the crime scene.

11. Unfortunately, mere enthusiasm is not a ……………………… for scholarship selection. Your academic record needs to be stellar, too.

12. To prevent a severe water shortage during the drought, the governor of California urged residents so save water by not watering their lawns until the ………………. is averted.

13. Financial ………………………... of the top IT companies in the industry show that firms that invest in AI development are projected to increase their revenue by 45% in the next quarter.

5.6. ADJECTIVES AND ADVERBS

In English, adverbs are generally formed by adding "ly" to the adjective: slow>slowly, careful>carefully, angry>angrily, swift>swiftly etc., but there are exceptions: good>well, fast>fast, early>early, hard>hard (hardly does exist, but with the meaning of "barely": He's hardly worked = He almost didn't work at all), wrong>wrong/wrongly, straight>straight, daily>daily, late>late (lately does exist, but with the meaning of "in the recent past": Have you heard from her lately?").

5.6.1. In the examples below, select the correct choice:

1.   To maintain a good life/work balance, engineering students who spend a lot of time in front of a computer screen train _____(real / really) hard in the gym to be _____(healthy / healthily).

2.   Ann is really_____ (good/well) with numbers, she remembers mathematical formulas really _____(good/well).

3.   Eli reads _____ (quick/quickly), and he rememebers the information_____ (good/well), which is why he did _____(good/well) in all his exams.

4. The professor explained the concept _____ (clear/clearly) so that all students could understand it.

5. The professor gave a _____ (clear/clearly) explanation of the complex theory.

6. It is _____ (important/importantly) that you submit your project by the deadline.

7. The experiment was conducted _____ (scientific / scientifically) to ensure accurate results.

8. The _____ (scientific/scientifically) accuracy of the experiment is indubitable.

9. Students who participate _____ (active/actively) in class discussions tend to perform better on exams.

10. Students who are _____ (active/actively) in discussions often have better comprehension.

11. The research paper needs to be written _____ (careful/carefully) to avoid any errors.

12. After _____(careful/carefully) consideration, I've decided to grant you a deadline extension due to extenuating circumstances.

13. This topic is _____ (high/highly) relevant to the current trends in the field of engineering.

14. Topics of _____ (high/highly) relevance were discussed during the trade union meeting, such as worker wages and strike policies.

15. At a _____(quick/quickly) glance, the class material seems verbose and difficult to read.

16. He responded _____ (quick/quickly) to the questions posed by his classmates.

17. The results of the study are _____ (statistical/statistically) significant.

18. _____ (statistical/statistically) evidence on the spread of contagious diseases in schools and universities during the SARS-COV19 pandemic has been sparse and inconclusive.

19. Her presentation was _____ (exceptional/exceptionally) well-prepared and delivered with confidence.

20. Her presentation was _____ (exceptional/exceptionally), demonstrating thorough preparation.

21. The instructor provided _____ (regular/regularly) feedback to help students improve their assignments.

22. The instructor provided feedback _____ (regular/regularly) to help students improve their assignments.

23. The software needs to be updated _____ (frequent/frequently) to ensure it is secure.

24. The software requires _____ (frequent / frequently) updates to remain secure.

25. The project was _____ (successful/successfully) completed ahead of the deadline.

26. The project was _____ (successful / successfully) from the start to the finish.

27. She spoke _____ (fluent / fluently) during the oral exam, impressing the panel.

28. She is _____ (fluent / fluently) in several programming languages.

29. It's _____ (crucial /crucially) important to cite your sources accurately in academic writing.

30. It is _____ (crucial /crucially) that all steps be followed precisely.

31. The findings of the study are _____ (particular/particularly) relevant to developing countries.

32. _____ (particular/particularly) attention was paid to the control groups in this study.

33. The students were _____ (serious/seriously) engaged in the debate about the ethical implications of the research.

34. The students were _____ (serious/seriously) in their approach to the challenging assignment.

35. He was _____ (extreme/extremely) dedicated to ensuring the success of the group project.

36. Certain substances used in lab experiments are volatile in the _____(extreme/extremely). Exercise caution at all times when using them.

37. The data was analyzed _____ (thorough/thoroughly) to identify any inconsistencies.

38. The report requires a _____ (thorough/thoroughly) analysis of the data.

39. The professor was _____ (direct/directly) involved in the research, providing guidance and support.

40. The professor played a _____ (direct/directly) role in guiding the research.

41. Her arguments were _____ (logical/logically) structured, making the essay very persuasive.

42. Her essay was _____ (logical /logically) and well-organized, making her argument persuasive.

43. The hypothesis was _____ (strong/strongly) supported by the evidence gathered from the experiment.

44. The hypothesis was supported by the _____ (strong/strongly) evidence gathered from the experiment.

45. The paper was _____ (poor/poorly) written, lacking both clarity and structure.

46. The paper received a low grade due to _____ (poor/poorly) clarity and structure.

47. He worked _____ (hard/hardly) to ensure that his thesis was completed _____ (successful/successfully).

48. He is a _____ (hard / hardly) worker, always putting in extra effort.

49. The results were _____ (consistent/consistently) in line with previous studies.

50. The results were _____ (consistent/consistently) with the predicted outcomes.

51. The student performed _____ (remarkable/remarkably) well in the oral examination, demonstrating a deep understanding of the topic.

52. The student gave a _____ (remarkable/remarkably) performance during the exam.

53. The software operates _____ (efficient/efficiently) even under heavy load conditions.

54. The system is _____ (efficient/efficiently) even under heavy load conditions.

55. The professor was _____ (high /highly) regarded for her contributions to the field of linguistics.

56. The student was _____ (confident / confidently) in her answers, displaying a solid grasp of the subject matter.

57. The model was _____ (accurate/accurately) designed to simulate real-world conditions.

58.   The model was _____ (accurate/accurately) and met all the specified requirements.

59.   The team worked _____ (close/closely) with industry experts to ensure the project's success.

Works Cited

1. https://www.youtube.com/watch?v=P8KJoBbJHAs
2. Nicoleta-Mariana Iftimie, *English for Electronics*, Performantica, 2015
3. ChatGPT." OpenAI, 20th Aug. 2024

6. ASSESSMENT AND FEEDBACK

6.1. ASSIGNMENTS AND AI

6.2. TACTFUL LANGUAGE

6.3. OVERCOMING BIAS IN ASSESSMENT

6.4. ADDRESSING THE GENERATION GAP

6.1.1. Warm up: Speaking

- Which aspects of assessment do you find to be most challenging?
- Has the experience of assessing students changed over time? Which new aspects have made the process easier or more difficult?
- How often do you give your students feedback on their progress in your class?

6.1.2. In pairs or groups, discuss your classroom experience with AI.

- What has your experience as a teacher been so far with the students' use of AI in college? From what you've seen, what do they use it for?
- Is there a policy in your institution regarding the use of AI in assessment? Does, in your opinion, using AI for college work constitute cheating?
- Has the relatively recent emergence of AI been a factor in how you approach creating exam tasks? Are your students allowed to use AI in their assignments?
- Have you, as a teacher, benefited from the emergence of AI? If so, how?
- Which of your students' skills have improved /deteriorated due to them using ChatGPT and other AI platforms? What about your skills?

6.1.3. Listening: Watch the [video](#) for some tips for teachers on how to use ChatGPT, then decide whether the statements are true or false.

1. The free version of ChatGPT is just as powerful as the paid subscription.   T/F

2. The perks of ChatGPT4 include faster response speeds and the ability to include plugins. T/F

3. It is advisable to experience the Pro version for at least a week in order to accurately assess its merits. T/F

4. ChatGPT 4 provides answers that are significantly more detailed, nuanced, more accurate and creative because it was trained on a much larger dataset and on humans for a longer period of time. T/F

5. The less detailed the input given in prompt engineering, the better the response. T/F

6. You can ask the program to redo the same task and it will generate you new versions of the same prompt. T/F

7. There is no way of rating your level of satisfaction with the software's ability to respond to your needs. T/F

8. It is a good idea to keep related topics in the same conversation. T/F

9. It is possible to name and label conversations in your ChatGPT history. T/F

10. Using real names when using the program is not an issue as privacy settings can be adjusted. T/F

11. The software isn't trained by the data you input every time you use it. T/F

6.2. TACTFUL LANGUAGE

In assessing students' work, it is important to provide clear explanations on how their performance resulted in a certain grade: the number of points assigned for each over the total number of points for the exam, the grading criteria that were used, which answers were correct/incorrect and why, how the final score was calculated.

Cultural differences must also be taken into account when dealing with multicultural classes, as foreign students might not be used to the same teaching and grading systems as Romanian ones. In Romanian higher education, for example, providing extensive feedback to each individual student after the exam is rare, for a variety of reasons: large student cohorts, professors being overwhelmed by the time-consuming grading process itself, a perceived lacked of interest for detailed feedback on the part the students, who tend to focus more on the grade itself (just a few examples, please feel free to continue the list accordingly).

When dealing with students' questions regarding their performance during an exam, professors are sometimes approached by learners who are dissatisfied with their grade. In such situations, using tactful language is essential in helping them understand what needs to be improved and, more importantly, that grades are **earned**, not randomly **assigned**. Ideally, students should leave their post-exam consultation with a clear image of why their grade was rightfully earned and what aspects of their training would benefit from additional work for better future performance.

Professors who are available to students' queries, encourage questions, are open to providing struggling students with additional support throughout the entire learning process and instil a general sense of transparency, well-being and trust, are more likely to ensure a more positive teaching experience both to themselves and their students.

6.2.1. *Consider the following statements. To which extent to you agree or disagree? (1 - strong disagreement, 5 - strong agreement)*

1. I provide my students with detailed feedback after every assignment.
2. Having just one final assessment at the end of the semester is enough.
3. I am always available if my students need my support.
4. My students know where to access study materials.
5. Study materials are accessible to my students at all times.
6. My students know how to reach me.
7. My students know they are going to be assessed.
8. When a student asks a question I don't know the answer to, I tell them that I need to research the matter further and will get back to them once I have found out the answers (and I keep my word).
9. My students feel welcome to ask questions at any time during the teaching process.
10. I go over assessment requirements and materials one more time before the final test to make sure my students have understood what is required of them.
11. I am calm and relaxed in my interactions with students.
12. I become frustrated when a student asks for further explanations.
13. I am glad when students ask questions because it means they are listening and are interested in clarifying issues they don't yet fully understand.
14. Despite sometimes being frustrated when I have to repeat explanations, I calmly go over unclear issues again.
15. I change tactics and try again when teaching a certain aspect in a certain way doesn't work.
16. I have a good idea about which topics tend to be more difficult for my students.

17. Based on prior experience, I anticipate which parts of the course might pose problems and I prepare for more challenging situations.

18. When tense situations arise in class, I know how to navigate them tactfully.

19. I foster an atmosphere of mutual respect not only between myself and the students, as well as between the students themselves.

20. I am aware which students in my class require additional support.

21. My foreign students have understood how the higher education system at this university/in my class works.

22. I am educated about my foreign students' cultural and educational background.

23. I judge the performance and not the person.

24. I have a clear image of my students' level and their teaching needs.

25. I maintain a professional and objective attitude at all times.

26. I respect my students.

27. I praise my students when they do something well.

28. I correct my students when necessary, without making them feel bad.

29. I encourage all my students to contribute to class discussions.

30. I don't allow any form of bullying or inappropriate (racist, sexist, homophobic) comments in my class.

31. If a student has an objective reason for not meeting the assessment criteria, I make accommodations for them (e.g. allow for extra time, allow them to retake the exam)

32. Teaching needs to be adapted to the needs of the current generation.

33. When a student contradicts me in class, I don't take it personally.

34. It's OK to agree to disagree.

35. I learn something from my students every day.

36. I learn something new for my students every day.

Tactful language in giving students feedback, besides being mindful of their feelings, needs to be constructive – an overly negative appraisal might suggest that they are incapable of success and discourage them from trying in the first place since "Eternally Dissatisfied Professor" continuously finds fault with them. Here are a few tips you might consider:

- **Start with the positive aspects** – or assessment 101. Find something good even in the most disastrous of circumstances: "I appreciated the fact that you tried answering the exam questions, even if you didn't get most of them right. With the appropriate time and study, you will get there. Go back to the drawing board and don't give up!"

- **Don't overgeneralize or use absolutes:** "You **always** make this mistake on tests."; "You **never** listen when instructions are given in class." Not only do these statements sound reproachful, they show that the professor harbors no trust that the behavior can be changed. Instead of generalizing, state facts that **describe** rather than accuse: "I have noticed that you're having difficulty with concept X in your assignments.", followed by questions that gauge the causes: "Why do you think that is?", then by support: "If you need extra resources on this topic, you can ….", "If you need further explanations on Y, my consultations schedule is …." Avoid adverbs, as they are subjective (all the time, never).

- **Critique[1] the performance, not the person** – generalizations like the ones in the examples above lead to judgements about a person's character, i.e. "You never listen" = "You don't care, you're disrespectful", which are subjective, in addition to potentially being wrong. Instead, describe the performance and get curious about the causes. There's a good chance they are different from what you suspect – a student might have been going through a difficult personal situation, dealing with health issues etc. You could say something like: "Your score on the test was…. You did well on questions X and Y, showing a good grasp of concept W. Issues 1 & 2, however, need more work. What can I do to help?"

- **For every criticism, provide a practical suggestion for improvement** – feedback that stops at "Well done!" or "Yikes!" is not really feedback unless the students know precisely what was done well or badly (yes, this also applies to praise, not only to negative feedback – I need to know what I did well to repeat the good behavior in the future, just as the goal of the negative feedback is to learn which harmful behaviors to stop).

---
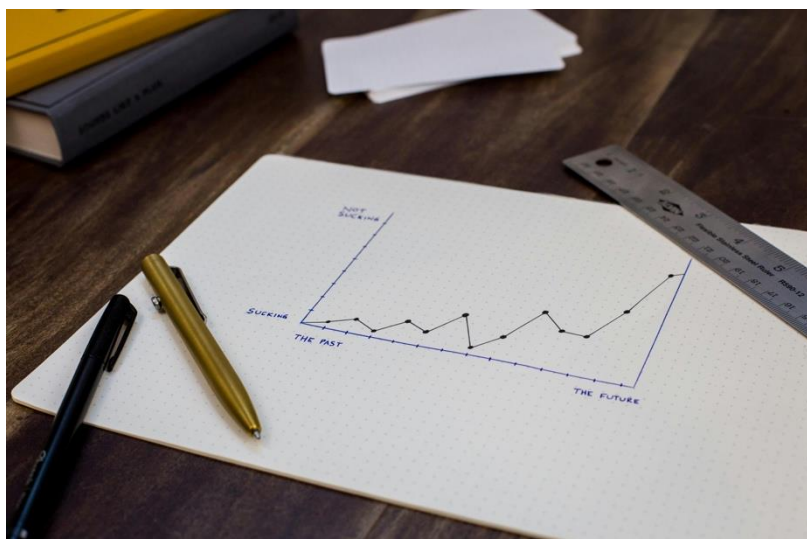
[1] The verbs "to critique" and "to criticize" have related, but different meanings. "To critique" means to offer both positive and negative feedback, while "to criticize" is to exclusively deal with the negative aspects.

Your solution to the problem was excellent: it was articulate, clearly structured, sufficiently detailed and to the point. I particularly appreciated…. Well done, really! Congrats and keep up the good work."; "Your answers on the assignment were not accurate; for the most part, you seem to misunderstand the task. Let us go over what the assignment required of you."

- **Ask questions instead of assuming** – as mentioned previously, assumptions are highly subjective and tend to be wrong. A student might be often late to class because they live far away and have to commute from the over side of town at rush hour, not because they are not interested in showing up to class. You can make them aware that their behavior is disruptive in an understanding way and provide them with an alternative, while being firm boundaries on what is acceptable classroom behavior and what isn't: "I've noticed you tend to arrive after we've started the class. Is there an access issue that I need to be aware of? I see. I understand, but it's disruptive to have students trickle in for the first half hour of class. Please try to make it on time- if you can't, you can join the class with these 3 other groups at a more convenient time."

- **Be friendly and helpful** – figures of authority tend to be intimidating, which means that approaching professors might be daunting for some students, especially if they think the professor might get defensive when asked about a grade a student earned. Being friendly and ready to listen shows, on the one hand, transparency on the part of the instructor and, on the other, genuine interest and support in helping learners succeed. Regularly check in with your class and provide them with multiple ways of contacting you – shy students might prefer writing to you instead of dropping in for a consultation: "Do you have questions, so far? Are there any issues that we need to discuss before the exam? Is the exam structure clear? Do you know what you need to revise? Do not hesitate to send me an email if anything comes up."

- **Do not dismiss the students' feedback** – some of your learners' observations might be positive, others might not. Sometimes, students' frustrations with a class might not be the professor's fault. If a student ignores instructions or overestimates their own ability, their arguments can be dismantled by proving that equal and fair opportunities for study were, in

fact, offered and by having the student examine their own behaviour ("The syllabus states that this class requires 30 hours of individual study. How many would you say you invested?"; "You say you didn't know where to find the study materials, which were sent via email after each class and posted on Moodle. Furthermore, I have encouraged you to take notes during every class. Have you done so? If not, it might be time to change studying strategies."; "Which strategies have you used to approach this exam?") Regardless of the fairness or objectivity of the concerns raised by students, getting triggered or defensive about them is not helpful. A comment that seems unfair is an opportunity for reflection on what caused it in the first place and how to uproot the causes in the future: are better communication and more support required in student interaction?

- **End on a positive note** – everybody needs encouragement; students that feel supported are more likely to succeed. Blind optimism might not be realistic, but neither is pessimism for pessimism's sake. Remind your learners that you have trust in their abilities: "Good luck to everyone! Now that you have all revised the materials for the exam, I am confident you will do great on the test. Rest well and I'll see you tomorrow!"

- **Use the power of the personal example** – or "do unto others as you would have done unto you." Frequently, other people's behaviour is an excuse to justify our own: "I was rude, but they were rude first!". If you want your students to be punctual, polite, well-prepared and open to learning, illustrate said behaviours yourself to reinforced the desired ones and discourage those you do not like.

6.2.2. *In the table below, read the tactful alternatives for the statements/situations on the left:*

1. "You need to improve your English if you want to succeed in this class."	"Your ideas are interesting, but there are quite a few grammatical errors that make it difficult to follow your argument. Working on these areas could really enhance your writing."
2. "You clearly didn't study enough for this exam."	"**It seems like** preparation for this class didn't go as planned. Let's discuss how you can better prepare in the future to make the most of our time together."
3. "You're not participating in class enough."	"**I've noticed that** you're quiet during discussions. I'd love to hear more of your thoughts in class, as your perspective could really enrich our conversations."

4. "This is unacceptable, lazy work."	"**I'm concerned that** you're not performing to the best of your ability. Let's discuss what's hindering your progress and how you can better manage your time or resources."
5. "You didn't even bother to finish the assignment. "	"**I noticed that** the assignment isn't complete. Is there something that prevented you from finishing? Let's discuss how we can ensure you're able to complete the next one."
6. "How many times do I have to tell you this? You keep making the same mistake."	"**This seems** to be a recurring issue, so let's take some time to go over it in detail. I want to help you fully understand it so it doesn't continue to affect your work."
7. "You clearly didn't prepare for this class. It's wasting everyone's time."	"**It seems like** preparation for this class didn't go as planned. Let's discuss how you can better prepare in the future to make the most of our time together."
8. "You didn't follow the instructions."	"**It looks like** there might have been some confusion with the instructions. Shall we go over them again so that we're on the same page for next time?"
9. "That was a really boring presentation. You need to do much better."	"You've covered the essential points, but finding ways to engage your audience more—perhaps through examples or visuals—would make your presentation more **impactful**."
10. " These answers are all wrong. Did you even study?"	"**It looks like** you struggled with some of these questions. Let's review them together to see how we can address any misunderstandings."

In the above examples, you may have noticed that in the tactful alternatives the focus passes from highlighting the behaviour of the student (the accusatory "you": "You did this/You didn't do this") on what the instructor has perceived ("It seems that…", "I've noticed that…").

The three main steps are:

- Identifying the problem - in tactful terms (i.e. don't call a presentation boring, you can say you would have liked it to be more engaging; don't say it's bad, say it could be better);
- Discussion (identifying the root of the problem, clarifying erroneous information);
- Suggesting solutions in a supportive manner. Here, using the plural ("we", the student and instructor together) helps foster a sense of communion and trust: "Let's think/review/revise/go other the requirements…"

Phrases for further clarification:

- I'm glad you asked for clarification. The goal of the test/assignment was to analyze/to find solutions for/to show an understanding of…

- **Phrases that focus on positives, acknowledging the student's effort:**

- Your research is **thorough** and shows a strong understanding of the topic.

- I see you've put a lot of **effort** into this.

- Your argument is **original** and **thought-provoking**, which is a real strength.

- I really appreciated your **creativity** and the visual aspect of your presentation.

Phrases for suggesting improvement:

- To make your report/analysis/paper even stronger, **I'd suggest** focusing on organizing/clarifying/detailing…. more clearly.

- To improve, **I recommend** paying closer attention to…..

- **I'd be happy to suggest** some resources to help with …..

- To **enhance** your work further**, I encourage**……

- To further **strengthen** your understanding of…, **consult/review/revise** the following sources:

- This section could be clearer. **How about** rephrasing it to better convey your main idea?

> **Modal verbs** are also useful in making suggestions:
> It **might** be a good idea to…
> You **may** consider…
> You **should** focus on …….
> Diversifying your sources **could** increase your chance of success.

6.2.3. *In the table below, take a look at the alternatives proposed. Use a dictionary to add to the list of tactful synonyms.*

Harsh adjective	Tactful alternatives
"lazy"	lacking initiative, needs more **dedication**, could be more **thorough**
"boring"	unengaging, lacking energy, could be more **dynamic**
"ignorant"	unfamiliar with, lacking knowledge of…., needs to build a stronger understanding of …
"careless"	inattentive, needs more **attention to detail**, could benefit from a more **careful** review
"disorganized"	lacking structure, needs **clearer organization**, could be more logically arranged
"low effort"	could be more **developed**, lacks depth, needs more effort
"overconfident"	overestimated the ease of the task, could benefit from a more **cautious** approach, underappreciated the challenge

Use an adjective that describes the behavior that you would want instead of a synonym that reinforces the behaviour that you do not. For example, if the undesirable perceived behavior is "laziness", what you would want it replaced with is dedication and effort. Articulate your feedback in a way that focuses on what the student's assignment requires more of: "The paper needs more dedication, could be better researched."

The structure using **"needs"/could +antonym of negative adjective** is helpful here, as well as the use of the comparative:

- "lazy" work > needs more sustained, consistent time and effort;
- disruptive class conduct > could be more disciplined, could focus on the task at hand;
- impolite conduct > requires civil handling and respectful language;
- easily distracted > would benefit from a clearly defined focus.

6.2.4. *For the positive adjectives describing student behaviour below, add your own. Use a dictionary and [any other](#) [external sources](#), if necessary*.

Students' observations are: perceptive, insightful, astute, shrewd, articulate, clearly expressed, cogent, complex, relevant, well-researched, appropriately contextualized, mindful of their peers, well-structured, rooted in a growth mindset,

_____

_____

_____

_____

Students demonstrate behaviour that is: goal-oriented, ambitious, dedicated, honest, committed, ethical, disciplined, confident, adaptable, hard-working, resilient, intelligent, calculated, collaborative, supportive of peers, independent, creative,

_____

_____

_____

_____

Students have: risen to the challenge, confronted a daunting task dead-on, demonstrated superior ability, passed a test with flying colours (look up more phrases that describe success)

_____

_____

_____

_____

_____

6.2. 5. *Consider the situations below. How would you handle them tactfully? Roleplay in pairs, then switch, using the language discussed above.*

A. A student's report is well-researched but is poorly organized and does not cite sources correctly and consistently.

B. You suspect one of your students has cheated on their assignment.

C. A student's essay presents a unique argument but contains several grammatical errors which make it difficult to read and understand.

D. A student is upset they got a low grade and demands explanations.

E. A student asks for feed-back on their presentation.

F. A student tells you they don't understand what they have to do on a particular assignment.

6.3. OVERCOMING BIAS IN ASSESSMENT

The speaker in the video at exercise I (an international student at the Technical University of Munich) lightly references a common stereotype about his own ethnicity in education (i.e. Asian students excel academically, Asian parents are strict).

6.3.1. *Consult the list of stereotypes below and say if you've encountered them before. Feel free to add to the list.*

1. Science is harder and/or more valuable than humanities subjects.
2. Research is more important than teaching.
3. Professors are all white men.
4. Girls don't study physics (or other hard sciences).
5. You have to come from a rich background and have been to private school to go university.
6. Disabled students find higher education difficult.
7. Everyone who goes to university is under 20.
8. All students live on or near campus
9. Cultural and social stereotypes don't affect education.
10. Scientists don't have social skills.
11. Science is always correct.
12. Science students all want to be scientists.
13. Boys' (mis)behaviour is attributable to "boys will be boys!"
14. Asian people are good at mathematics.
15. Boys are better than girls at sciences.

(Sources: https://wonkhe.com/blogs/its-time-to-dismantle-higher-educations-stereotypes/, https://www.cognicity.com/stereotypes-and-unconscious-bias-in-education/)

According to the model below (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3742025/), it is the very existence of negative stereotypes in society that reinforces them: stereotypes are internalized by the affected minorities, which leads to the reduction of their effort compared to other, more privileged categories, thus conforming societal bias and strengthening the

stereotype. This is why being aware of their existence and trying to remove them from higher education is essential for ensuring fair and equitable opportunities for all students.
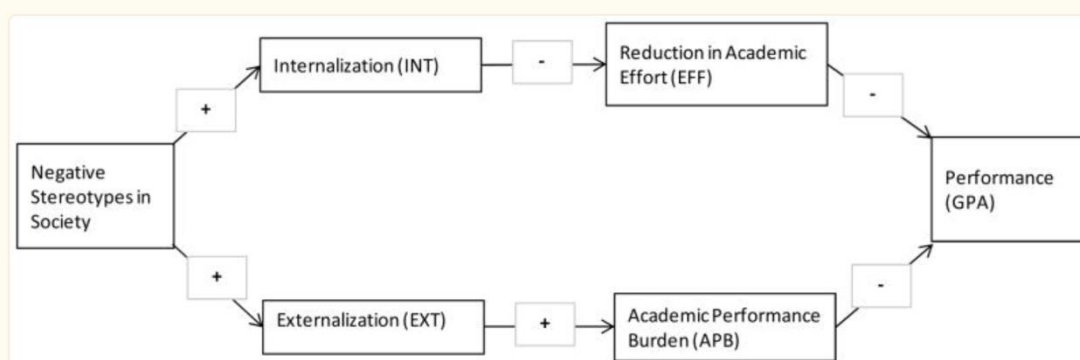
Figure 1

Conceptual Model of Stereotype Threat with Expected Direction of Relationships between Concepts

NOTE: The boxes overlaying arrows contain '+' or '−' signs that indicate the expected direction of the effect based on the theory of stereotype threat.'+' represents an expected positive relationship between the two concepts, whereas'−' represents an expected negative relationship.

6.3.2. *Are you familiar with these concepts that frequently occur in higher education, for both students and educators?*

Match the concepts to their definitions:

1. Anchoring bias	a. The tendency for one's pre-existing good opinion of a person, concept etc. to minimize or ignore their bad behaviour
2. Confirmation bias	b. 80% of effects are caused by 20% of the causes
3. Correlation bias ("Correlation is not causation")	c. The tendency to believe that big events have big causes.
4. Halo effect	d. The tendency to remember events that are closer in time better and consequently ascribe higher importance to them.
5. Pareto principle (law of the vital few)	e. The tendency to only take into account evidence that supports one's pre-existing beliefs while discarding all other.
6. Proportionality bias	f. Incorrectly mistaking random occurrences for cause-and-effect relationships.
7. Hindsight bias	g. over-reliance on the first piece of information one receives about a topic
8. Recency effect	h. The tendency to believe that events were predicted before they happened (the "I told you so" bias)

6.3.3. *Using the table above, identify the concepts illustrated by each situation:*

a.   One of a professor's top students did very well in their midterm paper and in other smaller assignments throughout the semester, but did not get as high a score as the professor would have expected in the final exam. The instructor is disappointed and tends to deduct points from the student's final grade because of this.

b.   A professor needs to prepare exam questions for 1000 students that are supposed to take the final test at the end of the semester. They use AI to create different test sets for each

individual group of students and save a lot of the time that they would have otherwise spent varying and randomizing the quiz questions to prevent cheating.

c.   This is a professor's second semester working with a group of students, except that this time the subject they are teaching is different. Since this professor has worked with them before, they have an idea of the students' level (high, mid and low achievers). The instructor is surprised to find out that students who were low performers in the previous class excel in the current one and vice-versa – students who excelled in the past are now struggling to grasp some concepts. The professor tends to assign higher scores to students who did well in the past and lower ones to those who also earned low scores during the previous semester.

d.   A student who has never missed a class, is always polite, punctual, engages actively in class discussions, stops to ask the instructor questions after each class and to request additional study materials has an average academic performance in oral and written examinations. Because the professor's opinion of the student is positive, they lean towards giving the student a higher final grade.

e.   In an EMI class, the poor class participation of international students is seen by the professor as the cause of their lower grades. In fact, the students' results were due to multiple factors: differences stemming from their educational background in their home country (where class participation was not a factor in grading and thus not encouraged), a lack of confidence in understanding and using English and the students not yet having fully adapted to living and studying in a foreign country. These students would benefit from extra English language support to increase content retention by reducing the language barrier and the creation of a more inclusive classroom environment.

f.   The first 20 tests that a professor has graded have all received very low scores. The professor starts to form an unconscious belief that the entire group of students in that batch performed similarly, which leads to increased subjectivity and lower grades for the subsequent papers.

g.   A professor prepares assessment materials for a group of students, making sure that all relevant topics are covered by the exam questions. After the students take the test, the instructor sees that a large number of students got the answers to the same question wrong. The professor concludes that this outcome could have been predicted, falsely claiming that they knew that that particular question was going to be tricky.

h. For more than 50% percent of students in an EMI civil engineering class, the midterm results were below average – a worrisome outcome for the professor, who blames this on the level of the course content being too advanced. Consequently, they decide to cut back and simplify the remaining concepts, making the final exam easier. This deprives the students of the opportunity of being faced with constantly updated content that stimulates motivation and growth, as students become convinced that the easy final exam is due to the teacher not believing that they are capable of passing it; furthermore, removing of more complex material from the

curriculum will leave students unprepared, while also misrepresenting the complexities of a BA degree. The cause of the poor midterm results did not necessarily have as complex a cause as originally interpreted by the instructor, but a series of less serious causes such as language barrier or the students' unfamiliarity with the academic standards in a foreign country.

The examples in the scenarios above exemplify the point of view of the instructor, but students are, of course, no strangers to cognitive biases either. Here are a few such examples for good measure:

- **Dunning-Kruger Effect:** when people with limited competence in a particular domain overestimate their abilities.

Students who did very well in high school in mathematics, for example, might have difficulty assessing the true challenges of college-level math and not allocate the appropriate time and effort to study. This, in turn, leads to the widening of gaps in knowledge and disappointing exam results.

- **Sunk Cost Fallacy:** when a person continues on a path that is not productive because they have invested heavily in it, even when it is clear that abandonment would be more beneficial.

A common example would be continuing to wait for the tram because you've already spent 10 minutes doing so when you could wait for only 5 more if you walked to the bus stop and took the bus. In a higher education context, a student that has been selected for, say, an electronics competition might refuse to give up working on a project that they have spent hours working on when it has become evident that problems won't be fixed in time, compared to a different student who switches at the last minute and wins first prize.

- **Bandwagon Effect:** the tendency to do something because others are doing it, regardless of personal beliefs.

Students who are given a choice in selecting the topic of their end-of-semester presentation might be swayed by their peers' decisions or by which topics are the most popular at the time. Come assessment day, there will be 100 presentations on electric cars, all similar in content and lacking in originality, due to the students' belief that "popular is better". Instead of appreciating the students' choice of a trendy topic, the professor will bemoan their lapse in creativity.

- **Self-serving Bias:** the attribution of positive outcomes to personal character or actions but of negative results on external factors.

A student might, for example, get the highest grade in a subject and consider it the mark of their superior cognitive ability, but fail another and find completely different causes: poor teaching, unfair grading, the professor being biased against them etc.

What other biases have you encountered in your teaching career?

Strategies for minimizing biases when teaching:

- be aware of your own biases: what pre-conceived notion(s) do I entertain about my students and their future performance?
- anonymize grading to ensure fairness – use student ID numbers instead;
- regularly ask for feedback from your students on which teaching strategies are working, which concepts need clarification;
- offer all students the opportunity to participate;
- avoid stereotyping – do not make assumptions based on national, cultural, gender stereotypes.

6.4. ADDRESSING THE GENERATION GAP

6.4.1. *Questions to ponder:*

- Is the generation gap between yourself and your students a problem in teaching and assessing them?

- Have you tried to overcome it? Do you think it is at all possible to do so?

- Can the generation gap cause unconscious biases for professors and students alike? How can that affect teaching?

6.4.2. *Match the following generation names with the correct time period. Which generation are you/which generation are your students?*

Generation	Birth years	Current ages
Gen Z	1997-2012	12–27
Millennials	1981-1996	28-43
Gen X	1965-1980	44-59
Boomers	1955-1964	60-69
Boomers I	1946-1956	70-78

6.4.3. *Are you familiar with Gen Z slang? Try to explain what the following phrases mean (if necessary, enlist the help of your children or students):*

- rizz, red flag, I'm dead, fire, lit, bougie/boujee, bet
- Ate, left no crumbs
- Fr (for real), GOAT, Fit/fit check
- clapback, delulu, extra (when describing a person or a behaviour)
- To ghost, Karen, OK boomer
- Periodt, facts, no cap, sus, to slay

Works Cited

1. https://wonkhe.com/blogs/its-time-to-dismantle-higher-educations-stereotypes/, https://www.cognicity.com/stereotypes-and-unconscious-bias-in-education/
2. https://www.emi.network/
3. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3742025/
4. https://www.youtube.com/watch?v=i4HJZzwt3lY
5. https://www.beresfordresearch.com/age-range-by-generation/
6. https://thedecisionlab.com/
7. https://www.teachervision.com/report-cards-advice-suggested-comments/positive-descriptions-student-behavior
8. https://www.thesupplyroom.co.uk/phrases-to-describe-student-performance/
9. ChatGPT." OpenAI, 18th Aug. 2024