



Co-funded by  
the European Union

# ERUA2 Training Plan for Teachers and Research Staff 2024-2027

**FIRST SEMESTER**  
[September 24 - January 25]

**FIRST SEMESTER**  
**[September 24 - January 25]**

# **TRAINING PLAN**

## **2024-2025**

*These training actions have been funded by the Next Generation EU (NGEU)-European funds\* under "Royal Decree 641/2021, of July 27, which regulates the direct granting of subsidies to Spanish public universities for the modernisation and digitalisation of the Spanish university system within the framework of the recovery, transformation and resilience plan (UNIDIGITAL) –Digital Framework of Digital Competence for Educators (DigCompEdu Training and Accreditation) - Line 3: Contents and training programmes*

*The training actions are part of the **Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication and Technologies***



## **ERUA2 Training Plan for Teachers and Research Staff (2024-2027)**

This training plan is offered to academics from the eight universities within the ERUA consortium: Université Paris 8, University of the Aegean, Universidad de Las Palmas de Gran Canaria, Mykolas Romeris University, New Bulgarian University, SWPS University, University of Macerata, and Europa-Universität Viadrina Frankfurt (Oder). It falls under the ERUA WP2 initiative, which focuses on innovative pedagogy in higher education and includes tasks related to virtual educational materials (2.6) and the Academic Innovation Laboratory (2.7).

The document outlines the training plan for the first semester of the 2024-2025 academic year. The training actions available to **ERUA2 academics and PhD candidates** are part of the ***Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication, and Technologies***. This programme is designed to enhance teaching methodologies within an EMI framework in higher education, contributing to the internationalisation of your classrooms, particularly for those teaching or motivated to teach their content subjects in English. Enrollees who complete the entire programme will be awarded the Postgraduate Diploma certificate.

Participants will improve both their English language proficiency (up to C1/C2 level) and pedagogical techniques within the EMI framework, thereby enhancing their teaching in an international and intercultural environment. The programme also emphasises multimodal communication and the use of technological resources to enrich learning experiences.

Enrolment priority will be given to full-time and part-time university academics, followed by PhD candidates from the ERUA2 consortium, based on the order of registration. Please note that places are limited per university, and a waiting list will be created. To enrol, please use the following **registration link**. A confirmation email will be sent for the specific course(s) you have registered for.

Since this programme is funded by the Next Generation EU (NGEU) European funds\* for ERUA2 academics, we expect **a strong commitment** to courses completion. Academics are expected to complete the courses they have enrolled in. If they withdraw, they may be penalised and will not have the opportunity to register for future courses promoted by ERUA2.



## 4.01 Training for C1/C2 in English

**ECTS:** 5 (25 synchronous hours + 25 coursework hours)

*NOTE: This course is part of the Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication and Technologies for the 1<sup>st</sup> ERUA Training Plan for Teachers and Research Staff*

---

### **Summary:**

This module aims at improving students' command of English, so that they can acquire a C1/C2 competency following the Common European Framework of Reference standards. Upon completion of the module, they will be able to perform complex tasks as proficient users of the language, mainly for academic purposes in cross-cultural environments. Participants will carry out activities aimed at developing and practising communicative language activities (reception, production, interaction, mediation) towards the Cambridge Advanced/Proficiency Certificate in English.

---

**For:** University teaching staff with English level B2 (entry level)

**Mode:** Online

**Places:** 10

---

### **Goals:**

1. Develop and practise reception, production, interaction and mediation towards the Cambridge Advanced/Proficiency Certificate in English.
2. Communicate a range of complex topics successfully, effectively and cohesively in English at level C1/C2.
3. Master classroom language, multimodality and interaction in English at level C1/C2.

## **Contents:**

1. In-depth analysis of different types of texts, mainly specialized ones, biographies and summaries. The students' ability to produce their own writings will be achieved through preparation tasks, reading tests and the production of their own pieces of work. The possible contents, in accordance with the usual topics for the official Cambridge examinations, will be thoroughly discussed and analysed in class.
2. Development of oratory skills through group project-based learning, flipped classroom sessions and debate techniques. Multicultural audiovisual materials about current events, academic articles and research information will be used in order to help students to enhance their communication skills, so that they can freely interact in both international congresses and research groups. The use of different dialects and accents will be greatly encouraged in both listening and oral practices.

## **Methodology:**.....

The sessions are intended to be practical and interactive. Students will actively participate, and engaging discussions will be encouraged in classes.

.....

## **Teaching Staff:**

**Dña. Alicia Díaz Jiménez**

Departamento de Filología Moderna, Traducción e Interpretación

**Dra. Bianca Manuela Sandu**

Departamento Filología Moderna, Traducción e Interpretación, ULPGC

.....

## **Dates and Timetable:**

**October 8, 15, 22, 29 + November 5, 12 - Time: 17:30 - 19:30 (GMT)**

**November 19, 26 + December 3, 10, 17, 2024 - Time: 15.30 - 18.00 (GMT)**

.....

## 4.02 Multimodality and Interaction in the Classroom

**ECTS:** 1,2 (6 synchronous hours + 6 coursework hours)

*NOTE: This course is part of the Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication and Technologies for the 1<sup>st</sup> ERUA Training Plan for Teachers and Research Staff*

---

### **Summary:**

The course explores different modes of communication to enhance classroom interaction and engagement. It focuses on techniques and strategies for making English-medium classrooms more interactive and dynamic. Students will develop competencies in using multiple communicative resources, such as verbal and nonverbal language and digital technologies, to foster interaction and engagement.

---

**For:** University teaching staff with English level B2 (entry level)

**Mode:** Online

**Places:** 10

---

### **Goals:**

1. Develop skills in integrating multimodal resources in the English-medium classroom.
2. Understand the importance of interaction in the English-medium classroom.
3. Apply theories and concepts learned about multimodality and interaction to teaching-learning situations in the English-medium classroom.

### **Contents:**

1. Multimodal communication

2. Interaction in educational contexts.
  3. Strategies for facilitating interaction in English-medium classrooms
- 

### **Methodology:**

The course integrates theoretical presentations with practical activities to explore the content. Students will be encouraged to work autonomously and will be assigned specific readings. Sessions will be interactive, allowing for reflection and discussion to practically apply the knowledge learned.

---

### **Teaching Staff:**

**Dr. Vicent Beltrán-Palanques**

Departamento de Estudios Ingleses, Universitat Jaume I

---

### **Dates and Timetable:**

**October 10, 17, 24, 2024**

**Time: 16.00-18.00 (GMT)**

---



## 4.03 The Varieties of the English Language and Cultures

**ECTS:** 1.2 (6 synchronous hours + 6 coursework hours)

***NOTE:** This course is part of the Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication and Technologies for the 1<sup>st</sup> ERUA Training Plan for Teachers and Research Staff*

---

### **Summary:**

This course intends to present two essential concepts: World Englishes (WE) and English as a Lingua Franca (ELF). Participants will become familiar with some of the varieties of English that are spoken in different parts of the globe. It aims at going a step further from the most popular varieties of English: British and American. Participants will be able to identify differences in terms of vocabulary, grammar and pronunciation between these two English varieties (British and American). Additionally, some other world Englishes spoken across the globe will also be examined.

---

**For:** University teaching staff with English level B2 (entry level)

**Mode:** Online

**Places:** 10

---

### **Goals:**

1. Explain the differences between the concepts of World Englishes (WE) and English as a Lingua Franca (ELF).
2. Make participants familiar with some basic differences among the most popular English varieties and accents (British and American English).
3. Present some specific features of some of the world Englishes.
4. Open up participants' perception of the English language and cultures.

## **Contents:**

1. World Englishes (WE) and English as a Lingua Franca (ELF): a general introduction
  2. Some basic differences between British and American English
  3. Brief presentation of different varieties of English in Asia
  4. Brief presentation of different varieties of English in Africa
  5. Brief presentation of a variety of English in the Caribbean
  6. Brief presentation of some emerging Englishes
- 

## **Methodology:**

The methodology will be practical and quite interactive. Students will have an active role and active discussion will be encouraged in classes. They will be able to explore the impact of English on a number of countries not only from the linguistic point of view, but also from the cultural one.

---

## **Teaching Staff:**

**Dra. Carmen Luján-García**

Departamento de Filología Moderna, Traducción e Interpretación, ULPGC

---

## **Dates and Timetable:**

**October 31, November 7, 14, 2024**

**Time: 16.30-18.30 (GMT)**

---

## 4.04 Communication in English in a Cross-Cultural Context

**ECTS:** 1.2 (6 synchronous hours + 6 coursework hours)

*NOTE: This course is part of the Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication and Technologies for the 1<sup>st</sup> ERUA Training Plan for Teachers and Research Staff*

---

### **Summary:**

This module is designed to provide university lecturers with essential knowledge and skills for effective cross-cultural communication. The module covers the definition and significance of English as a Lingua Franca, multilingualism and translanguaging, the role of cultural awareness and sensitivity, and practical communication strategies. Through interactive activities and analyses of critical incidents participants will enhance their ability to manage and teach in multicultural classrooms.

---

**For:** University teaching staff with English level B2 (entry level)

**Mode:** Online

**Places:** 10

---

### **Goals:**

1. Understanding the role and significance of English as a Lingua Franca in cross-cultural communication adopting a critical perspective.
2. Enhancing cultural awareness and sensitivity to overcome communication barriers.
3. Enhancing communication skills in ELF to adapt to diverse student backgrounds.

## **Contents:**

1. English as a Lingua Franca
  2. Cross-Cultural Communication
  3. Cultural Awareness and Sensitivity
  4. Strategies for a Multicultural Classroom
- 

## **Methodology:**

The course will be practical and interactive. Students will have an active role and active discussion will be encouraged in classes. Students will engage in quizzes and interactive activities during the synchronous sessions in order to reflect and share their own views on the contents covered.

---

## **Teaching Staff:**

**Dña. Sonia López Serrano**

Departamento de Filología Inglesa y Alemana, Universidad de La Laguna

---

## **Dates and Timetable:**

**November 20, 21, 28, 2024**

**Time: 15.30 - 17.30 (GMT)**

---

## 4.05 Can you Speak “Real English”? Updating and Upgrading your Bilingual Classroom Language

**ECTS:** 1,4 (7 synchronous hours + 7 coursework hours)

***NOTE:** This course is part of the Postgraduate Diploma in English as a Medium of Instruction (EMI & ESP), Multimodal Communication and Technologies for the 1<sup>st</sup> ERUA Training Plan for Teachers and Research Staff*

---

### **Summary:**

The chief objective of this workshop is to underscore the importance of mastering “real English” for adequate communication in the bilingual classroom. After framing the topic against the broader backdrop of CLIL, EMI, and teacher training needs for bilingual education, the bulk of the session will be devoted to familiarizing participants with the concept of “real English”: updated, relevant language chunks which can be directly applied in the bilingual classroom in order to foster successful communicative interaction and Basic Interpersonal Communication Skills (BICS) in both teachers and students. The session will begin by explaining what is understood by “real English”. It will then flesh out the most outstanding reasons why we should be learning to speak “real English” and expound on who should be learning it, and will finally capitalize on how to identify, keep up-to-date with, and use these “real English” expressions.

---

**For:** University teaching staff with English level B2 (entry level)

**Mode:** Online

**Places:** 10

---

### **Goals:**

1. Reflect on the principles of English as a Medium of Instruction (EMI) in higher education, potential problems, and effective strategies.
2. Update, upgrade, and upscale participants’ oral communicative competence for the EMI classroom.

## **Contents:**

1. Introduction: Structure of the course
  2. The theoretical backdrop: EMI and BICS
  3. The concept of “real English”
  4. Activities: Types of chunks
  5. Activities: Functions
  6. Activities: Levels
  7. Conclusion
- 

## **Methodology:**

A batch of originally designed and tried-and-tested activities will be carried out to work on “real English” for the CLIL/EMI classroom. An eminently hands-on approach will be followed in proceeding from the identification to the practice and, ultimately, to the production of these “real English” expressions. The ultimate aim is to encourage participants to become “English watchers” (Swan 2005: 6) and to familiarize them with the chief means to continue being up-to-date with the lexicon which is really used at present in English-speaking countries and which will enhance their fluency and communicative potential in the bilingual classroom.

---

## **Teaching Staff:**

**Dra. María Luisa Pérez Cañado**

Universidad de Jaén

---

## **Dates and Timetable:**

**December 5, 12, 19 December**

**Time: 17.00 -19.00 (GMT)**

---