

SG8002: ENGLISH FOR THE MEDIUM OF INSTRUCTION

Effective Term

Semester A 2026/27

Part I Course Overview

Course Title

English for the Medium of Instruction

Subject Code

SG - School of Graduate Studies

Course Number

8002

Academic Unit

School of Graduate Studies (SGS)

College/School

School of Graduate Studies (SG)

Course Duration

Non-standard Duration

Other Course Duration

6 weeks (2 hours/week tutorial; 1 hour week/language lab)

Credit Units

1

Level

R8 - Research Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

The course aims to provide students with the language skills they will need for English for the Medium of Instruction (EMI). The course aims to guide students towards fluent, correct, and intelligible speech while showing them functions of English needed for teaching in various academic settings (e.g., classrooms, laboratories, and consultation hours) and strategies for continual maintenance of gains made in their English proficiency.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	demonstrate adequate fluency in English;		x	x	x
2	demonstrate adequate grammatical and lexical precision;		x	x	x
3	apply appropriate pronunciation and prosodic features of English to their teaching presentations;		x	x	x
4	apply appropriate organization and delivery strategies to their teaching presentations;		x	x	x
5	apply appropriate language functions for explanation.		x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Interactive tutorials	- Students will engage in pair work and small group discussions. - Students will engage in impromptu speaking activities and simulated teaching practices. - Students will engage in guided listening and speaking activities. - Students will engage in guided strategies training.	1, 2, 3, 4, 5	2 hours x 6 weeks = 12 hours

2	Language lab activities	- Students will engage in independent language tasks.	1, 2, 3, 4, 5	1 hour x 6 weeks = 6 hours
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	EMI Teaching Demonstration. Students will give an individual teaching presentation of about 5 minutes to demonstrate their fluency in English and in grammatical and lexical precision. They will need to apply appropriate pronunciation and prosodic features, appropriate organization and delivery strategies, and appropriate language functions for explanation and signposting.	1, 2, 3, 4, 5	100	The level of AI adoption in each assignment is restricted as outlined in the assessment guidelines in the course	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

EMI Teaching Demonstration

Criterion

Fluency

Pass (P)

- generally fluent use of English (but may be strained, tentative or hesitant at times)
- speech tends to be produced in short paragraphs
- evident use of literal translations and/or self-corrections
- few or no breakdowns

Failure (F)

- generally influent or limited use of English with frequent tentative and extended hesitations, pauses and/or self-corrections
- speech tends to be produced in short, disconnected utterances; demonstrates difficulty expressing and linking ideas
- generates response-oriented sentence-length utterances which may be reactive in nature
- frequent breakdowns

Assessment Task

EMI Teaching Demonstration

Criterion

Grammatical & lexical accuracy

Pass (P)

- adequate (or better) control of grammatical structures and/or verb tenses (though may be inaccurate and/or weak at times)
- some inaccuracies in vocabulary choices and/or word forms
- some errors (or better) in production
- register is mostly appropriate

Failure (F)

- frequently inaccurate control of grammatical structures and/or verb tenses
 - frequent inaccuracies in vocabulary choices and/or word forms
 - consistent errors in production
 - register is mostly inappropriate
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Assessment Task

EMI Teaching Demonstration

Criterion

Pronunciation and intelligibility

Pass (P)

- adequate (or better) pronunciation though it may contain inaccuracies
- adequate (or better) use of word stress
- adequate (or better) use of sentence stress and rhythm
- adequate (or better) use of intonation
- adequately intelligible (or better) utterances; does not generally put a strain on the listener

Failure (F)

- frequently inaccurate pronunciation
 - frequently inaccurate, little, or no use of word stress
 - frequently inaccurate, little, or no use of sentence stress and rhythm
 - frequently inappropriate, little, or no use of intonation
 - frequently unclear utterances resulting in limited intelligibility; frequently puts a strain/heavy strain on the listener
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Assessment Task

EMI Teaching Demonstration

Criterion

Organization & delivery

Pass (P)

- adequate (or better) organisation of content
- adequate (or better) chunking of information
- adequate (or better) eye contact, body language, posture, hand gestures, and voice volume
- adequate (or better) use of teaching strategies (e.g., definition and classification, compare and contrast, process, etc.) (optional)

Failure (F)

- inadequate organisation of content
- inadequate chunking of information
- inadequate eye contact, body language, posture, hand gestures, and voice volume
- inadequate or little use of teaching strategies (e.g., definition and classification, compare and contrast, process, etc.) (optional)

Assessment Task

EMI Teaching Demonstration

Criterion

Language Functions

Pass (P)

- adequate (or better) use of different language functions (e.g., language for explanation, signposting etc.)
- use of higher-level functions may cause linguistic production to drop somewhat in amount and quality
- produces adequate and/or appropriate information when answering different types of questions

Failure (F)

- inadequate or very limited use of language functions (e.g., classification, explanation, signposting etc.)
- use of higher-level functions may cause linguistic production to severely drop in amount and quality;
- produces very simple or no information when answering different types of questions

Part III Other Information**Keyword Syllabus**

English as the Medium of Instruction discourse; academic consultations; academic discourse fluency, intelligibility, correctness, and appropriateness.

Reading List**Compulsory Readings**

Title	
1	Bradford, B.(1988). Intonation in Context. Cambridge: CUP.
2	Campbell, E. (1995). ESL Resource Book for Engineers and Scientists. NY: Wiley.
3	Carpenter, E. (1993) Collins English Guides 4: Confusable Words. Glasgow: HarperCollins.
4	Vince, M. (2008). MacMillan English Grammar in Context Advanced. Oxford: Macmillan

Additional Readings

Title	
1	Brown University Chemistry Language https://wiki.brown.edu/confluence/display/CHEM/Chemistry+Language
2	Iowa State University - Phonetics of American English. http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html
3	Longman Dictionary of Contemporary English. http://www.ldoceonline.com/
4	MacMillan Dictionary and Thesaurus http://www.macmillandictionary.com/
5	Merriam Webster Dictionary Online http://www.merriam-webster.com/
6	Michigan State University Technical Terms http://tap.msu.edu/team/resources/

7	British National Corpus (BNC) http://www.natcorp.ox.ac.uk/
8	Michigan Corpus of Academic Spoken English (MICASE)