

Connections between Online Learning and Study Skills Progress

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Abstract

Scientific research and talent development are key tasks in higher education as they promote science and technology progress and push the frontiers of national development. Cultivation of talent is the key role of any university, given today's landscape, where knowledge economy and competition for talent & resources are globalised; hence universities promote internationalisation. A further area of immediate improvement is the enrichment of teaching resources, including textbooks and extended reading materials, so accessing a rich course database and libraries for international students facilitates multidimensional evaluation systems that capitalise on participation, attendance, homework, papers and project presentations. Modernization of traditional educational assessment includes thorough assignment feedback and a grade appeal framework available to all students. Being accountable for grades, teachers should justify their assessments and provide prompt, useful and constructive feedback. English as medium of instruction promotes the transformation of traditional ideas/methods, enables all students and the didactic staff to keep up to date with the progress in their research field, and provides a solution to ineffective foreign language teaching. However, to give full play to these advantages, English professors must engage in foreign language for academic purposes on real science research projects which require communicative skills in action, so that learners could build greater motivation, enjoying more opportunities to improve own competence benefiting from given professional texts.

Keywords: *online learning, study skills, research progress, English for academic purposes, modern didactics*

Faced with new globalisation challenges this century, academic institutions increasingly teach subjects in foreign languages, so English as a medium of instruction (EMI) is preferred and it has been adopted rapidly for many courses; yet the development has been uneven, with certain early opponents even considering it a colonial culture, able to undermine national sovereignty or identity. Effective EMI depends on both teachers and students' English proficiency and professors who have studied abroad ensure adequate levels of idiom competence to facilitate higher student proficiency. In English, now the dominant language of technology, didactic methods need to shift from teacher talk, with passive students, to student-centred education, with professors acting as facilitators.

Reading teaching materials, texts and literature in a foreign language will allow the students and the didactic staff to directly access the latest developments in their field of study, saving much time otherwise spent on translation. English as an international academic language is used by 9,000 SCI (Scientific Citation Index) journals, which cover 176 disciplines, ranging from natural science to engineering, disseminating the latest research findings. Of the papers published in these journals, 95% are written in English. Rapid progress in modern science and technology can render textbooks on biology, medicine, electronics and IT outdated within a few years of publication. Handbooks and journals published in English are often a more reliable source on the latest developments in a given sector. By incorporating English texts from such sources, teachers can improve their own subject knowledge in addition to keeping students informed of cutting-edge findings related to their studies, thereby increasing their

academic competitive edge.

English teaching in university should transcend the homogeneous general idiom taught at previous schooling levels and move to English for academic purposes, which develops students' professional learning in line with the new curriculum objectives. Academic English has the aim of improving students' ability to use the foreign idiom for lifelong learning and work purposes, thus fostering their capacity to communicate and compete internationally in their fields of study.

Multiple nationwide student events can be created to accommodate such goals:

- international conferences for university students on sustainability and innovation topics
- college students' national competitions, carrying out data-driven investigations & research
- in each university's students' scientific sessions:
 1. five-minute research presentations can be organised, free from the constraints of time & place, as contestants submit their entries as five-minute videos that can be seen on a special channel by college students across the country.
 2. academic English citation standard competitions
 3. academic English vocabulary competitions aim to boost students' lexis size and depth facilitating more effective EMI courses. The contestants should be familiar with the meanings and collocations of AWL (Academic Word List by Coxhead, 2000) and AVL (Academic Vocabulary List by Gardner & Davis 2014)

The final English language submission is in the form of research paper, scientific outline, proposal or poster presentation, and must comply with all conventions of standard papers, including literature review, research methodology, detailed results and analysis of new findings.

Perceived advantages of these events can be summarised as follows:

- significant improvement in students' ability to read original research in English.
- information retrieval, literature review, and paper writing enhance academic reading skills, the quality of academic data obtained, and all scientific research capabilities
- stimulating students' proficiency in writing research articles in English for publication in their discipline-specific fields
- teaching collaboration paradigm for English teachers & subject professors: all award winners prove to have both language teachers and subject specialists in their tutoring.

Over the past decades language pedagogy has seen a shift from teacher- to learner-centred approaches and this is frequently achieved in locations where paper & computer-based materials are available for students to use in learning English by themselves. Such materials include software programs, word processors and the Internet, but also programs dedicated to language instruction with direct tutorial functions (commercially available multimedia packages). The Internet includes vast amounts of authentic material which is not designed specifically for language teaching and learning, but can be used as such, as well as specific websites with language practice material.

Knowledge & understanding of –	Ability to –	Possible indicators –
<ul style="list-style-type: none"> • the importance of continuing professional development • appropriate professional terminology • current issues in teaching and researching EAP • the role of ambiguity in academic enquiry • the importance of critical reflection on own practice 	<p>take appropriate decisions based on own knowledge and understanding</p> <p>write and speak clearly, coherently and appropriately</p> <p>engage with academic research and literature to inform own practice and communicate these ideas to colleagues</p>	<p>relate personal approach to teaching to a specific EAP teaching context</p> <p>review an article/book/teaching journal or provide evidence of</p> <ul style="list-style-type: none"> • action research • conference presentation • published paper

Fig. 1. Personal learning, development and autonomy, cf. Holec, 2019

Students acquire language via computers in any context which generates learner autonomy, partially facilitated by the rise of IT that considerably impacted study environments worldwide. Flexible, autonomous, lifelong learning is essential to success in the age of information. Students multitask and use both their native language and English when working on a variety of materials, capitalising on all potential opportunities offered by a blended approach which combines both digitalised and paper-based materials. E-literacy, an ability to access, make sense of and manage vast quantities of information in digital environments in English, still is problematic for certain students. Reading online appears to be a particularly pressing issue. Unconscious acquisition of the foreign language in electronic environments certainly takes place by exposure to authentic English from various content sources. Clearly, both conscious learning & unconscious exposure to authentic language assist the autonomous learner, but not necessarily in the same ways, and learning cultures as well as individual learning styles constitute significant variables. In this respect Kukulska-Hulme (2009) notes: 'we live in interesting times, in which teachers and learners must try to work together to understand how portable, wireless technologies may best be used for learning'.

The decision to offer English-taught programs in a certain country generally originates in rapid economic growth, in even stronger influence throughout the region, and in wider impacts upon the world trade. This strategy develops in parallel with strengthening national culture and the country's soft power in contemporary global contexts, as part of the fundamental operating policies in the government and in academic institutions. Plans for education reform and modernization include faculty and student exchange, mutual recognition of credits, joint and dual degrees, as well as English-taught courses. However, despite reform, the native language still plays a major role in teaching, and the question of why instructors use English over their L1 still remains a controversial issue. As a result of this controversy, the introduction of English-taught courses may become a temporary, rather than permanent, policy, and even if it were to become permanent, a mix of native idiom and English would continue, with a localised version of English naturally preferred.

Planning lessons and courses under such circumstances involves the following elements:

- Describing learners in relation to their learning needs.
- Defining aims/learning outcomes that meet learners' needs and the course objectives.
- Developing activities, resources, materials to engage learners and meet lessons aims.
- Dividing units into coherent stages with realistic estimates of timing.
- Planning board work.
- Selecting and describing interaction patterns for different activities during the lesson.
- Planning learner grouping.
- Planning for differentiated learning (e.g. for mixed-ability levels or early finishers).

Knowledge & understanding of –	Ability to –	Possible indicators –
a range of EAP syllabus types	identify aims and objectives of an EAP syllabus to address the gap between students' competence and what they need for academic study	demonstrate the relationship between student needs and the implementation of a syllabus in a programme
the need in a syllabus for progression and recycling and transfer of knowledge and skills to other learning contexts	integrate course objectives, language and skills content and assessment	articulate course objectives in ways that show how they will be assessed
constraints and their impact on syllabus design	select, adapt or create materials from appropriate sources and develop appropriate tasks	justify the selection of material

Fig. 2. Syllabus development for EAP courses, cf. Bunnell, 2014

Anticipating problems that arise during the lesson, and planning how to react to them:

- Describing how learners' understanding will be checked or assessed.
- Describing when and how feedback on learners' performance will be provided.
- Planning activities that help learners develop learning strategies.
- Describing how a lesson is linked to those before and after it.
- Planning a broad outline of lessons, including the recycling of learning content.
- Reflecting on lesson planning effectiveness, incorporating learner outcomes

Making decisions on teaching&assessment means understanding learner traits such as: age, interests, attainment levels, favourite learning style, group dynamics, study motivation, educational/ social/cultural/linguistic background, special needs, personality, and level of autonomy. Conducting needs analyses and applying the results will generate adequate didactic approaches, also impacting the learning environment. Managing the lesson involves the following elements:

- Controlling the pace and timing of activities.
- Signalling transitions between the stages of the lesson.
- Adjusting the classroom layout to support learning.
- Responding to unexpected classroom events and giving instructions effectively.
- Making effective use of resources and equipment.
- Explaining learning aims and content appropriately.
- Checking understanding and using language appropriate to all learners' level.
- Making appropriate decisions about which languages are used by the teacher and learners.
- Monitoring learner engagement in order to intensify motivation.
- Establishing and maintaining classroom discipline.
- Setting up classroom activities that include a variety of interaction patterns.
- Adjusting plans to take advantage of the learning opportunities emerging during lessons.
- Establishing and cultivating a positive and constructive learning environment.
- Identifying strengths/weaknesses in lesson management and making adequate adjustments.

Knowing the subject is defined by:

- Demonstrating proficiency in the target language so as to provide a model for learners.
- Developing learners' awareness of language systems.
- Selecting appropriate methodology/resources for practising specific areas of the target idiom and language skills: grammar, lexis, phonology, speaking, listening, writing & reading skills, register, genre, communication strategies, socio-linguistic skills, learning styles, varieties and standard English, contrastive analysis with other languages.
- Range of reference materials relevant to the subject to use for supporting teaching & learning.
- Awareness of language acquisition theories and how these relate to specific teaching contexts.
- Reflecting on strengths and weaknesses in subject knowledge and its application

Academic practice	an EAP teacher will –
Academic contexts	have a reasonable knowledge of the organizational, educational and communicative policies, practices, values and conventions of universities.
Disciplinary differences	be able to recognize and explore disciplinary differences and how they influence the way knowledge is expanded and communicated.
Academic discourse	have a high level of systemic language knowledge including knowledge of discourse analysis.
Personal learning, development and autonomy	recognize the importance of applying to his or her own practice the standards expected of students and other academic staff.
EAP students	an EAP teacher will understand –
Student needs	the requirements of the target context that students wish to enter as well as the needs of students in relation to their prior learning experiences and how these might influence their current educational expectations.
Student critical thinking	the role of critical thinking in academic contexts and will employ tasks, processes and interactions that require students to demonstrate critical thinking skills.
Student autonomy	the importance of student autonomy in academic contexts and will employ tasks, processes and interactions that require students to work effectively in groups or independently as appropriate.
Curriculum development	an EAP teacher will understand –
Syllabus and programme development	the main types of language syllabus and will be able to transform a syllabus into a programme that addresses students' needs in the academic context within which the EAP course is located.
Text processing and text production	approaches to text classification and discourse analysis and will be able to organize courses, units and tasks around whole texts or text segments in ways that develop students' processing and production of spoken and written texts.
Programme implementation	an EAP teacher will be –
Teaching practices	familiar with the methods, practices and techniques of communicative language teaching and be able to locate these within an academic context and relate them to teaching the language and skills required by academic tasks and processes.
Assessment practices	able to assess academic language and skills tasks using formative and summative assessment.

Fig. 3. Competence statements for EAP professors, cf. McKinley, 2018

Managing resources involves selection according to availability, the range of media (digital, audiovisual, print), relevance to learner needs, tools facilitating collaborative production, obtaining learner generated content, and clear criteria for choosing sources based on syllabus fit. Adapting materials requires using authoring tools to obtain culturally appropriate, professional, attractive, accessible data, consistent with copyright rules, acknowledging sources. Classroom materials are used with appropriate pedagogical strategies, making effective use of equipment and technology to support learning. There is a clear need for maintaining a system for storing and retrieving materials and for evaluating the effectiveness of all materials and resources used.

Assessing learning focuses on the following elements:

- Applying assessment and practice principles to tasks design for measuring learners' progress.
- Using various types of assessment and feedback, at different points in the learning process to monitor learners' understanding, according to the assessment criteria.
- Analysing learners' errors and providing constructive feedback.
- Engaging learners in self & peer assessment thus developing their skills in the area.
- Preparing for formal assessment by administering, grading and keeping assessment records.
- Reflecting on the effectiveness of learners' progress evaluation.

Knowledge & understanding of –	Ability to –	Possible indicators –
different modes of EAP assessment the link between assessment and teaching and learning in EAP the purpose and structure of international proficiency tests e.g., IELTS and TOEFL	integrate course objectives, language and skills content with assessment select appropriate modes of assessment and design or evaluate assessment tools for language and skills for EAP listening, speaking, reading and writing, including integrated skills apply marking criteria consistently and to agreed standards give appropriate feedback on oral and written student performance use assessment outcomes to inform teaching and learning	In a specific context justify examples of assessment instruments in a specific EAP context evaluate an assessment tool comment on the application of marking criteria to assessment instruments comment critically on the mode and appropriacy of feedback given on student work justify changes to a lesson plan or programme of work

Fig. 4. Assessment practice, cf. Jordan, 1997

Integrating ICT requires numerous elements:

- Developing effective strategies for locating the appropriate digital content.
- Complying with all e-safety guidelines.
- Evaluating efficiency & appropriacy of digital content/tools/platforms for learning outcomes.
- Using technology in the production of teaching and learning materials.
- Setting up activities to support learning by exploiting adequate digital content/tools/platforms
- Developing effective strategies for resolving potential technical issues.
- Using technology for administrative tasks in accordance with data protection guidelines.
- Autonomous learning by digital content & technologies, inside/outside formal learning settings.
- Promoting collaborative & participatory learning via online communities/tools/platforms.
- Reflecting on the effectiveness of ICT integration into the teaching and learning process.

Taking responsibility for own professional development means: understanding career needs/ interests and learning preferences, so as to identify progress areas; defining the short/medium/long-term goals; using technology to facilitate development, and staying up to date with news in the field.

Selecting and engaging in appropriate professional development opportunities with resources to improve own classroom practice will include: collaborating with colleagues or other professionals; reflective practice; teacher research and further forms of classroom inquiry; attending conferences; reading and publishing; participating in training; joining teachers' associations; observing other teachers and being observed. Using inclusive practices by acknowledging & valuing diversity among learners in areas like language background, levels of cognitive, academic, or physical ability, social background, behavioural differences, disability, if any, age, ethnicity, and belief, will include:

1. Using pedagogical strategies to encourage inclusive education in supportive learning settings
2. Helping students identify/address/assess realistic learning goals based on reasonable adjustment
3. Being aware of one's own beliefs and how they impact inclusive learning environments
4. Assessing individual learners in various ways so they can demonstrate the progress they make
5. Developing positive attitudes towards learners' diversity, treating them equitably, with respect.
6. Involving stakeholders in creating an inclusive learning environment

Using multilingual approaches includes: recognising and valuing the multilingual nature of societies, schools and classrooms; using pedagogical strategies for inclusive education in supportive multilingual learning settings; acknowledging beliefs about speakers of other languages with impact on establishing/maintaining inclusive study environments; assessing individual learners respecting their linguistic background; give students opportunities to use

their native idioms to show their own understanding of the content being discussed; using didactics that capitalise on learners' linguistic diversity; reflecting on the effectiveness of multilingual approaches for promoting learning.

Promoting 21st century skills means proficiency in such areas: critical thinking and problem solving, collaboration and communication, creativity and imagination, active citizenship, digital literacy, student leadership and personal development. Such skills contribute to enhancing didactic practice by locating up-to-date relevant data on national/regional/institutional instruction strategies, by employing professional and instructional practice consistent with the education goals, and by learner empowerment for educational reform targeting literacy, access, equality, diversity and inclusion. The language curriculum, syllabus and methodologies should be in step with the teaching standards, opening post-compulsory education pathways based on ICT&21st century skills.

Knowing the subject means:

- Demonstrating proficiency in the subject area.
- Knowing a wide range of reference materials/sources/online learning platforms relevant to the subject and using these to support teacher development.
- Keeping up-to-date with research theories and their implementation in didactic contexts
- Demonstrating subject assessment skills applicable to a wide range of learners
- Demonstrating familiarity with key subject-specific terminology and emerging research issues
- Reflecting on personal subject knowledge.

Understanding teaching contexts focuses on many elements: pursuing classroom practice in current national/regional/local education policy reforms and legislation; implementing educational values & objectives for learner empowerment, enhanced literacy, access and equal opportunity for all; focusing on diversity, multiculturalism, and multiple education paths entails reform of manuals and teaching resources, curriculum content, syllabus, and assessment mechanisms. Class size will be reduced, consistent with financial infrastructures & political constraints at institutional level. For learner profiles, knowing the factors that influence teachers' working context includes: learner age/proficiency level/background (including linguistic), needs, expectations, aims, and motivation.

Knowledge & understanding of –	Ability to –	Possible indicators –
the key differences between the content and processes required for teaching and learning in an EAP class compared with a general ELT class	plan and deliver a programme of lessons based on a syllabus	justify lesson plans on the basis of students' needs and syllabus. Evaluate a core textbook for a particular context
a developed repertoire of teaching techniques and the rationale for their appropriate use	distinguish between teaching subject content, procedural knowledge (e.g., how to go about doing a task) and language knowledge	adapt or create materials and explain the rationale behind these
	integrate teaching of academic language and academic study skills in lessons	reflect on and respond to observation or student feedback on teaching
	integrate study skills into other skills teaching	comment on a revised lesson plan
	integrate IT into delivery, to enhance IT skills and reflect academic practices	
	respond flexibly and exploit unplanned learning opportunities effectively	

Fig. 5. Teaching Practice, cf. Brumfit 1982

Continuing Professional Development (CPD) is a mix of approaches, ideas and techniques that help professors manage their own learning and didactic growth. The focus is firmly on results hence the corner stones of teachers' learning include using sources, opportunities, online platforms associated with adult learning and teacher education, in step with the new theories of adult learning.

Decisions on this type of lifelong learning will take into account such adult learner features: overall competences and their development levels by qualifications and professional practices; the educational, social,

cultural&linguistic background; interests&learning styles, practised individually or in groups; resistance to change; motivation to learn; proficiency in enabling skills; autonomy and self-awareness levels; age/experience; familiarity with online learning settings and a wide range of needs analysis tools in order to support teacher learning; and, last but not least, congruence between own practice and the desired classroom practice.

Planning and managing CPD requires:

- selecting the types of learning activities for teachers and their associated modes of input
- applying specific learning outcomes
- describing teachers in relation to their learning needs and teaching context
- defining learning outcomes and objectives for teachers' needs and reform projects
- considering the benefits of co-planning and negotiated content
- drafting resources/materials/activities/communication channels/learning tools to engage teachers and match the stated aims/learning outcomes
- analysing constraints and anticipating problems that may arise during the input session
- dividing input sessions into coherent stages with realistic estimates of timing
- planning the use of presentation aids and other learning tools
- describing interaction patterns for different activities during the input sessions
- planning the grouping of teacher learners and differentiated learning
- describing how understanding may be checked or assessed
- describing when and how any feedback on teacher uptake will be provided
- planning activities to help teachers develop self-reflection as a study skill
- describing how an input session may be linked to a series of learning activities
- planning for a sequence of input sessions to include the recycling of learning content
- dealing with administrative and logistical arrangements to ensure realistic workloads
- controlling the pace and timing of activities to respond to unexpected events
- adjusting the learning environment to better support teacher uptake by capitalising on resources, equipment and (synchronous) communication tools
- responding to teacher contributions that meet expectations in point of timelines & content
- establishing and maintaining a motivated and positive learning environment.
- knowing evaluation tools for gathering/analysing/reporting/giving feedback on learning
- assessing the impact of own planning, management and moderation of teacher learning
- using learning resources effectively with appropriate pedagogical strategies
- maintaining a system for storing & retrieving study materials to share with colleagues
- competence in teacher professional practices (managing, planning and assessing lessons)
- enhancing enabling skills, communicating effectively, and thinking critically
- identifying practical teaching solutions
- translating didactic theories into pedagogical choices and classroom practice
- incorporating new technologies in the learning process
- demonstrating commitment to core educational values
- supporting&mentoring teachers on available development pathways/qualifications/courses, including the transition from teacher to teacher educator
- encouraging teachers to set professional development targets and long-term career goals
- promoting research, self-reflection, the recording of professional development activities and their outcomes, and action planning
- responding to concerns raised by teachers
- providing advice on classroom practice and promoting modern learning strategies
- organising opportunities for teachers to observe and be observed
- sharing didactic practice in (inter)national teaching networks/forums/associations
- promoting professional behaviour, respect, responsibility and identity amongst teachers
- increasing teacher motivation and confidence by creating an environment of trust
- assessing teacher progress in relation to student attainment and professional satisfaction

- teachers reflecting on their own attitudes to the change process
- monitoring teacher potential and performance by clear criteria
- using a range of observation tools in lesson/micro-training observation
- comparing learning outcomes with classroom activities and teacher behaviour
- identifying strengths and weaknesses in professional practices, resources, and activities
- prioritising key areas supported by clear evidence to facilitate constructive discussions
- providing constructive and timely feedback orally and in writing.
- taking part in collaborative research projects
- networking and sharing practice through webinars, scientific reunions, congresses, etc.
- promoting the teaching profession by examples of creativity, innovation, passion, vision
- reflecting on and assessing the impact of own contributions to the profession
- using technology to facilitate own professional development.

Comparative education programs were launched as early as 2011, focusing on educational leadership and policy, which are widely understood and more attractive to foreign students dealing with a series of contemporary issues related to educational management, leadership and policy, relevant worldwide, but especially in developing countries and international organisations. Such programs train talented individuals for deeply understanding educational theories and for acquiring knowledge of fundamental trends in educational reform and development, thus meeting the demands of the international labour market and equipping future graduates with proficient international communication skills, as well as with leadership and management skills for future co-operation with international organisations, governmental authorities and NGOs.

International talents are high-level achievers with world-class knowledge and professional skills, international vision and understanding of global affairs and conventions, with the ability to become leaders and communicators in a competitive world. Specifically speaking, international talents should have the following attributes and qualifications:

- international first-class knowledge systems and proven research, development and innovation capabilities in their professional field
- broad international vision, knowledge of international conventions and culture, as well as enthusiasm and desire to participate in international affairs
- ability to use foreign languages for cross-cultural exchange, communication and co-operation
- critical thinking, information literacy and lifelong learning
- remarkable mental resilience, good self-control and self-management, and ability to study, live and work in different countries and cultures
- integrity and independence in personality and beliefs.

Internationalisation is imperative: in order to become world-class universities, the academic institutions need to attract more foreign students, set higher educational standards, improve overall quality and enhance scientific research capabilities. Professors are encouraged to teach courses in English, but they point out that such didactic activities are twice the workload of equivalent native idiom courses. Teachers tend to talk less and ask students to read the textbooks and related literature for themselves. Class time is then spent focusing on the key points in the text and dealing with students questions. In Europe and the US, this practice is common, and reading lists are a basic requirement of all courses at colleges and universities. However, in other parts of the world this practice is not usual; it disrupts the local traditional approach to teaching. The upside, however, is that students are encouraged to think independently, critically and creatively. Taking courses where English is a medium for learning provides students with the motivation and opportunity to improve their foreign language skills, boosting the learning outcomes. Encouraging professors to use a variety of methods, (e.g. workshops, seminars, empirical analysis) will fully motivate every student and improve the overall quality of teaching and learning.

The delivery of dual-degree courses via the medium of English has not only enhanced the role of English as the most important lingua franca, but has also benefited many current native and international students who have already or will soon become global citizens and highly qualified, near-bilingual professionals. Dual degree courses

have also added value to the experience of ESAP language and EMI subject lecturers who convey subject-specific disciplines to multilingual students. This co-operation is gaining momentum and it is bound to grow.

Modern and effective didactic methodology relies on enabling skills with the following components:

1. Effective communication (articulating a decision-making process, pedagogical choices, learning outcomes and the relationship between theory and classroom practice)
2. Team-work skills (work on collaborative projects with adult groups of many backgrounds)
3. Critical thinking, challenging pedagogical choices
4. Organisational skills (plan observation timetables autonomously, organise micro-training and keep records of teacher performance)
5. Increasing motivation (encouragement by exploring resistance to change constructively)
6. Providing a global vision for developing teacher competence (open attitudes and ideas, commitment, engagement with others, interaction opportunities, empathy, resilience)

The development of programs with English as a medium for instruction may trigger fusion of faculties, integration of international students, synchronisation of curriculum and collaboration in research. In its turn, curriculum synchronisation means establishing widely acknowledged training programs and getting majors internationally certified. Such programs cultivate students' English language skills, enable them to become familiar with foreign curricula and didactic methods, and facilitate student exchange. There is a clear need for reform in university education to move away from teacher-centred and lecture-based instruction modes where students show low interest in classroom participation or interaction and do not develop strong autonomous learning skills on modern course content and teaching materials. The reform of teaching methods means moving from teacher-centred instruction to student-centred learning; hence such programs appeal to teachers who have just returned from abroad, with years of overseas study and work experience. Thus teaching quality & content will gain acknowledgement from numerous foreign universities, making it easier to achieve mutual recognition of courses with other tertiary education hubs. EMI programs not only improve didactic methods but also contribute to building an international education system with EMI majors and curricula in a relatively integrated international education system, including knowledge structures, teaching modalities, faculty staff, and international vision for development, international student education, teaching evaluation & quality control, and an international exchange platform for building international co-operation in higher education.

Knowledge & understanding of –	Ability to –	Possible indicators –
discourse communities and how membership and full participation is achieved	work with subject specialists and take account of their different perspectives with regard to knowledge communication	provide students with frameworks to investigate disciplinary differences and values, particularly in relation to the communication of knowledge
audience within discourse communities	raise students' awareness of discourse features of texts in their disciplines	guide students to investigate the genres and expert practitioners of their specific discourse communities
the importance of evidence-based reasoning in knowledge creation	train students to investigate the practices of their disciplines (e.g., the use and citation of sources as evidence)	

Fig. 6. Developing & communicating knowledge beyond subject differences, cf. Briggs, 2003

Program curriculum is designed according to requirements set in first-class international universities, especially in Europe and North America, so as to best cultivate core knowledge & skills for business engineering undergraduates. Aspects in the course, such as ability indicators, teaching content and methods, evaluation and

assessment, all match the standards set by eminent universities in terms of knowledge structures, didactics, assessment patterns and education results. At the same time, EMI curriculum, which is at the forefront of teaching reforms, has used concepts of outcome-based education (OBE) and student-centred learning. As compared to courses taught in the native language, EMI courses require more time and effort in preparation and have higher expectations on the effectiveness and results of teaching and learning. It is increasingly difficult to achieve effective outcomes for these courses and ensure student satisfaction, as teachers are expected to demonstrate high English proficiency, profound subject and contextual background knowledge, alongside with EMI teaching competence. Selecting students with strong international development goals and abilities to learn English is the foundation of the program success. The most important aspect seems to be students' willingness to internationalise their development, their ability to study independently, their self-management skills and long-term personal and career ambitions.

Hard teacher training work is needed for exploring active, effective and sustainable methods of training and supporting EMI professors in terms of their language proficiency and pedagogic skills. This experience improves teaching abilities, international curricula&approaches, professional evaluations and progress, international student education and foreign exchanges, all of which able to elevate the international reputation and influence of the university. Such programs will continue to evolve, as will the curriculum and teaching methods. Co-operation among foreign universities is enhanced for jointly carrying out international credit accreditation, student assessment, quality management and control, innovation and entrepreneurship development with further international exchanges and experiments. Co-applying with foreign universities for EU Erasmus+ capacity-building programs in higher education will improve the teaching conditions for practical learning, the approaches to innovative entrepreneurship and practical courses, and the expansion of the international exchange platform to meet the desire of students to go abroad.

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