



Academic literacies in course proposals to EMI teacher education

Letramentos acadêmicos em propostas de formação de professores EMI

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ABSTRACT: English as a Medium of Instruction (EMI) is a phenomenon of rapid expansion in Brazil and around the world (Dearden, 2015; Martinez, 2016) and has raised interest in a relevant share of professors at Universidade Federal de Santa Maria (Hendges; Rodrigues; Pretto, 2020). EMI has been pointed out as an alternative for Internationalization at Home (Beelen; Jones, 2015) and for the promotion of more accessible intercultural, international opportunities as it can also foster access to additional language learning in tertiary education (Baumvol; Sarmiento, 2019). The particularities of a Brazilian public university call for a situated and critical-oriented practice, which is entailed in the Academic Literacies framework – ACLITS (Lillis, 1997; Lea; Street, 1998). In this work, we examine three syllabi of EMI courses designed for university faculty from the ACLITS perspective. Employing the approach of rich features analysis (Barton, 2004), we identified contents related to pedagogic and linguistic literacies and classified them according to approximations with the three models of literacy: Study Skills, Academic Socialization, and Academic Literacies. The emphasis on Academic Socialization in the syllabi suggests there is space for the development of local EMI teacher education initiatives that expand discussions about genre awareness, equity, translanguaging, interculturalism, and plurilingualism. These findings bring important insight for laboratories and departments that work with language (pre-service) educators and language support actions.

KEYWORDS: English Medium Instruction. Academic Literacies. Teacher education. Internationalization at Home. Higher education.

RESUMO: O Inglês como Meio de Instrução (EMI) é um fenômeno de rápida expansão no Brasil e no mundo (Dearden, 2015; Martinez, 2016) e que tem gerado interesse em parcela significativa dos professores da Universidade Federal de Santa Maria (Hendges; Rodrigues; Pretto, 2020). O EMI tem sido apontado como uma alternativa para a Internacionalização em Casa (Beelen; Jones, 2015) e para a promoção de oportunidades interculturais e internacionais mais acessíveis à medida que também pode promover o acesso à aprendizagem de línguas

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adicionais na educação terciária (Baumvol; Sarmiento, 2019). As particularidades de uma universidade pública brasileira pedem por uma prática situada e criticamente orientada, que está encapsulada no quadro dos Letramentos Acadêmicos - LACs (Lillis, 1997; Lea; Street, 1998). Neste trabalho investigamos três programas de cursos para formação EMI de professores da Educação Superior ao tomarmos por base na perspectiva dos LACs. Empregando o método de análise de elementos ricos em significação (Barton, 2004), identificamos conteúdos relacionados a letramentos pedagógicos e linguísticos e classificamos-os conforme aproximações com os três modelos de letramento: Habilidades de Estudo, Socialização Acadêmica e Letramentos Acadêmicos. A ênfase na Socialização Acadêmica nos *syllabi* sugere espaço para o desenvolvimento de iniciativas locais de formação para professores EMI que expandam discussões sobre *genre awareness*, equidade, translinguagem, interculturalismo e plurilinguismo. Os resultados trazem contribuições importantes para laboratórios e departamentos que trabalham com professores (pré-serviço) de linguagens e ações de suporte linguístico.

PALAVRAS-CHAVE: Inglês como Meio de Instrução. Letramentos Acadêmicos. Formação docente. Internacionalização em Casa. Educação superior.

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1 Introduction¹

Higher Education has been deeply affected by the trends in globalization and more specifically Internationalization in the last decades. In the field of Education, Knight (2004) described Internationalization as a wide process encompassing global, intercultural, and international dimensions of didactic and administrative organization in Higher Education. Due to the transdisciplinary impact and relevance of this concept, it has gained salience in the debates on education and language in Applied Linguistics as well.

Of special interest are two strains of internationalization that might have met fertile ground in Applied Linguistics to establish constructive interfaces of research: Internationalization at Home (IaH) and Critical Internationalization. The first has operated towards the dissociation of mobility as the essential driver of international

¹ This study stems from the first author's dissertation "*Programas de formação docente para o inglês como meio de instrução na educação superior: características, alinhamentos e adaptação na perspectiva dos Letramentos Acadêmicos*" at the Postgraduate Program in Languages of the *Universidade Federal de Santa Maria*, presented on February 13th, 2023.

and intercultural experience. In that sense, IaH “is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen; Jones, 2015, p. 69).

Concerning Critical Internationalization,

critically oriented scholars and practitioners increasingly problematize the overwhelmingly positive and depoliticized approaches to internationalization that tend to dominate in universities, and identify the continuation of enduring patterns of Eurocentric knowledge production, exploitative relationships, and inequitable access to resources (Stein, 2019, p. 3).

With similar concerns to Critical Internationalization, Academic Literacies (ACLITS) has been consolidated as a field of study focused on the critical examination of educational and linguistic issues in academic contexts. This field originated from the concern expressed by Applied Linguistics scholars about aspects of power, authority, and identity in a supposedly more inclusive academia. This setting where ACLITS emerged was taken by a growing perspective of quality drop after previously excluded groups had gained access to Higher Education around the 1990s United Kingdom.

Under the spectrum of actions entailed by IaH, Jones and Reiffenrath (2018) list a few measures to enact such a process in a university setting. From the listed actions, the inclusion of English or another lingua franca as a medium of instruction/education is one of those receiving attention from language specialists around the world. One robust example is English as a Medium of Instruction (EMI), which seems to be most popular in tertiary education (Coleman, 2006; Baumvol; Sarmiento, 2016). In short, EMI is the use of English as the language of instruction of non-language courses in non-anglophone territories and it has been perceived as an alternative to promote a more balanced participation of academics (professors and students) in the intercultural and international stage.

EMI has been identified as an alternative in which the community of the Universidade Federal de Santa Maria - UFSM (Brazil) has an interest and considers it a viable tool for the institutional internationalization process (Hedges; Rodrigues; Pretto, 2020). Nonetheless, although there are isolated EMI initiatives at the institution, prior to an institutional regulation and offer of EMI courses, there seems to be a need for teacher education to be able to inform professors about the (new) practice and qualify them for this. Also, we strongly believe that there are resemblances between the United Kingdom in the 1990s and Brazil in the last decades in terms of access to Higher Education and prejudicial discourses towards disadvantaged groups who now enter the university. Thus, a critical theory of language education as ACLITS seems an appropriate framework for the investigation of EMI in our context.

We therefore depart from a perspective that considers that EMI implementation in the Global South - particularly at a Brazilian public (federal government funded) university such as ours - needs to consider the diversity of sociocultural backgrounds and varied linguistic repertoires students bring to the institutional environment. Moreover, we align with the issues of (i) the inclusion of empowering perspectives that question practices and concepts, and (ii) expansion of theoretical background for teacher education, with discussions on language and ideology, as aspects of a research agenda on EMI in Brazilian institutions (Gimenez *et al.*, 2021).

This work aims to analyze three syllabi of EMI courses designed for university faculty available internationally in terms of approximations to the ACLITS approach. Syllabi are declarations about the courses to which they refer and contribute to the understanding of basilar concepts underlying theoretical proposals (Nascimento, 2017). As such, given access and time restrictions to analyze larger datasets, the syllabus should be a relevant source to identify basic principles steering a larger pedagogical production as a textbook or a whole course material (textbook, slides, activities, and tests to name a few). The goal is not to critique the courses' designers'

choices but to determine the extent to which these samples are near to a perspective of literacy we consider adequate to and consonant with our community's needs.

The two following sections will cover the main theoretical aspects of the work. Firstly, we will explore EMI characteristics, its landscape in Brazil, some aspects we identified in our institution, and some insights into EMI training. In a second moment, we share the perspective on Academic Literacies with which we align ourselves to design this research. Then, in section 4, we present the corpus and describe the research method. In section 5, we outline and discuss research findings and finally in section 6 we articulate some final considerations to this study.

2 Situating EMI and EMI training

EMI is considered a phenomenon of rapid expansion (Dearden, 2015) perceived at least since the 1950s in countries such as Sweden and the Netherlands (Coleman, 2006) and that seems to have gained more space in Higher Education due to its focus on content learning rather than language learning (Baumvol; Sarmiento, 2016; Coleman, 2006). We have adopted a “working definition” (Dearden, 2015) of EMI as a kind of use of English as a language for teaching and learning academic courses other than the English language itself (e.g., economics, chemistry, nursing, geography) in territories where it is not the first nor mother language of the majority of the population and without a specific focus on language learning outcomes (Dafouz, 2021; Dearden, 2015; Hendges; Rodrigues; Pretto, 2020; Macaro *et al.*, 2017; Schmidt-Unterberger, 2018).

Additional language education in Brazil has been largely concentrated in the private sector and, due to several socioeconomic factors, public (non-fee paying) schools have not been able to qualify students' proficiency to meet characteristics of independent speakers, but to provide initial contact with these languages (Baumvol; Sarmiento, 2019). Such reality echoes in beliefs that additional language learning is something for the elite, and the same belief has been extended to EMI (Dearden, 2015).

With the expansion of access to Higher Education, some scholars, as Baumvol and Sarmiento (2019), argue it is one of the roles of university education to promote linguistic literacy and EMI as well. The authors support it is “essential to broaden the scope of EMI in a non-English dominant context like Brazil and to ensure that EMI does not reinforce exclusion and inequality due to lack of language proficiency” (Baumvol; Sarmiento, 2019, p. 98).

The addition of a global language (Crystal, 2003) or a *lingua academica* (Phillipson, 2009) to the linguistic repertoire of subjects from peripheral regions cannot serve the promotion of the financial, political, and cultural centers’ values, but those of the periphery in accessing privileged debate spaces previously exclusive to the centers’ people - not rare anglophone. In other words, similar to what Moita Lopes (1996) stated about English language learning in the Third World, EMI might be turned to foster (i) the learning of additional language, (ii) the contact with people from different cultures and languages, and (iii) the visibility of regional research, extension, and teaching activities for the benefit of a developing nation. Additionally, “EMI can encourage a more balanced academic mobility, since institutions from non-English dominant countries will be more prepared to receive students from different geolinguistic regions of the globe” (Baumvol; Sarmiento, 2019, p. 98), or at least to broaden the access to internationalized, multicultural, multilingual experiences at home institution. Although mobility is not a requirement for IaH, it may contribute to institutions and their communities in widening access to different cultures, therefore focusing on the multilingual as well as the multicultural aspect of internationalization and EMI.

Sahan *et al.* (2021) and Martinez (2016) agree that there seems to be little evidence suggesting EMI courses/programs in Brazil before 2010. According to Martinez (2016), it was around 2014 when EMI initiatives grew in number and salience in the country. We can reasonably argue that actions such as *Ciência sem Fronteiras* (Science without Borders), which sent a substantial number of students on

international mobility, could have fostered such growth, just as Abreu-e-lima *et al.* (2016) suggest it has fostered an increase in the motivation to learn additional languages. For example, students participating in Science without Borders were often required to present proficiency in English even when the destination was not an anglophone country.

Gimenez *et al.* (2018) report an average of 235 undergraduate courses and 406 postgraduate courses offered as EMI in Brazil between 2017-2018. At UFSM, the same report indicated 21 EMI undergraduate courses offered in the first semester of 2018. In 2019, our research group examined the community interest in EMI and we discovered 65% of our professor respondents had an interest in adopting EMI and other 30% were interested in adopting it in future opportunities (Hedges; Rodrigues; Pretto, 2020). More than half of our informants believed campaigns and education opportunities on the functioning of EMI, pedagogical principles and strategies of the modality, and linguistic literacy in English were necessary aspects to consider in an institutional EMI adoption policy (Hedges; Rodrigues; Pretto, 2020).

Regarding EMI training, according to Macaro *et al.* (2017) there was no report of courses or professional development on EMI previous to institutional implementation of the practice. Rather, most literature points to studies with professors who already employ EMI in class (Macaro *et al.*, 2017). To some extent, two perspectives are organizing EMI teacher education: one considers there should be an emphasis on language learning outcomes – such as Drljača Margić and Vodopija-Krstanović (2018) and Pérez Cañado (2020) -; and the other focuses on pedagogy as a greater variable to successful EMI experiences (Martinez, 2016). In Brazil, Gimenez and Marson (2022) have identified EMI teacher education courses held between 2015 and 2020. The authors' analysis revealed these courses were mainly aimed at both pedagogical and language issues, possibly having an emphasis on the latter as most of the facilitators were language specialists. Similar findings are available in Macaro and

Aizawa (2022), which suggests that EMI research has predominantly been published by applied linguists in Applied Linguistics journals.

Mancho-Barés and Arnó-Macià (2017) argue EMI education actions they analyzed seem based on the assumption that exposing students to content will lead to learning. The authors suggest EMI education could learn from research on CLIL (Content and Language Integrated Learning) professional development and base professors' qualification considering (i) communication and language for specific purposes, (ii) pedagogy and didactic, and (iii) multilingualism and multiculturalism.

Next, we shall move to the theoretical framework of this study.

3 The Academic Literacies Perspective

Our experience as researchers and teachers in the RESEARCH GROUP at UFSM signals that mobilizing the ACLITS framework seems an interesting option to investigate EMI and EMI education in a context of limited access to Higher Education, in which language might potentially play an extra limiting factor. ACLITS is built upon the idea that "education should be dialogic in nature and should constitute a space for challenging and critically examining established fields of knowledge in the light of new ideas and approaches" (Lillis, 1997, p. 182).

Although originally developed to cover issues of writing in British Higher Education, this framework may be employed in a continuum of emphasis, from the view of a descriptor of writing activities and academic conventions to a critical research field with its own theoretical and ideological grounding to examine meaning production practices in a given disciplinary community (Lillis; Scott, 2007). As a field interested in identity, power, and authority in academic discursive communities, it seems that this perspective is aligned with the traditions of critical investigation of meaning-making practices, teaching, and learning in Latin America (Navarro; Cristóvão; Furtoso, 2021).

Scholars aligned with this perspective perceive ACLITS as the third moment or model in a vast field of study of literacy in Higher Education, in which each of the models entails the previous, being more comprehensively and contextually oriented (Lea; Street, 1998; 2006; Street, 2010; Bezerra, 2012; Cristóvão; Vieira, 2016). The first model is called Study Skills and takes literacy as a set of individual skills whose learning is mandatory and that could be easily transferred to other contexts, with a view to fixing students' learning problems (Lea; Street, 1998). Writing and literacy are seen as purely cognitive skills (Lea; Street, 2006; Cristóvão; Vieira, 2016) and writing as having technical and instrumental character (Street, 2010). In terms of language, Study Skills focus on more formal, concrete aspects such as lexicon and grammar (Bezerra, 2012).

The second model is Academic Socialization, which postulates that new members of the academy are acculturated to discourses and genres mobilized in this context, which are seen as relatively stable in the different disciplinary fields (Lea; Street, 2006). Aspects of function and genre are therefore touched superficially, as inserted in a relatively homogeneous culture (Lea; Street, 1998).

Thirdly, ACLITS focuses on identity and meaning-making and treats academic discourses and genres as related to specific discourse communities (Cristóvão; Vieira, 2016). This model is largely interested in aspects of power, authority, and identity (Lea; Street, 2006) and encompasses textual practices as constituted and contested by discourses and power (Street, 2010).

4 Method

To analyze the proximity of EMI teacher education initiatives to the three literacy models, this qualitative research is focused on three samples of syllabi of teacher education courses for EMI professors in Higher Education. The samples were collected between August and October 2021 under the inclusion criteria: (i) describing course/workshop focused on teacher education; (ii) focusing on Higher Education; and

(iii) including any of the keywords “Inglês como meio de instrução”, “English as a medium of instruction”, “English as the medium of instruction”, “English medium instruction”, “English-medium instruction”, “English-Medium Education in Multilingual University Settings”, ou “English MOI policy”. These selected samples are described in Table 1.

Table 1 – Corpus presentation.

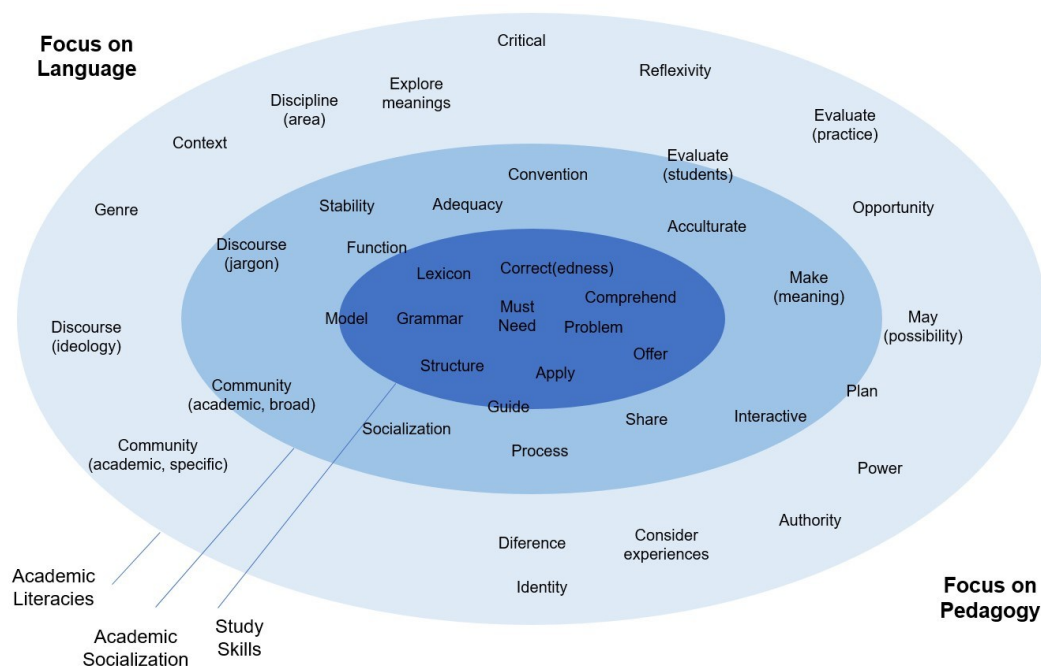
Sample	Title	Promoters	Available on	Collect date
C#1Cour	English for Teaching Purposes	Coursera e Universitat Autònoma de Barcelona	https://www.coursera.org/learn/teaching-english	23/08/2021
C#2Camb	Certificate in EMI Skills	Cambridge University Press & Assessment	https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/institutions/certificate-in-emi-skills/	20/10/2021
C#3Oxf	Europe - Oxford EMI Certificate for University Lecturers	Oxford EMI Training	https://www.oxfordemi.co.uk/content/europe-oxford-emi-certificate-university-lecturers	20/10/2021

Source: adapted from Rodrigues (2023).

In terms of categories, we will consider the three models of literacy described by ACLITS scholars (Lillis, 1997; Lea, 1998; Lea; Street, 2006; Lillis; Scott, 2007; Street, 2010): Study Skills (SK), Academic Socialization (AS), and Academic Literacies (ACLITS). Recurrent reading of the reviewed texts allowed us to unfold each of the models into a list of lexical items that can signal proximity with one of the models. The list is visually organized according to each of the three models and according to closer alignment with language or pedagogy in Table 1.

Analytical procedures are based on rich feature analysis (Barton, 2004). This approach to discourse analysis proposes that analyzing discourse is to analyze the way linguistic features contribute to text interpretation in context. This can be achieved through analysis of more superficial, localized elements such as lexicon and grammar (language structure) or more ample elements such as genre and ideology (Barton, 2004). To the author, rich features evidence the relation between a text and its context.

Figure 1 – Rich elements related to the literacy models.



Source: adapted from Rodrigues and Ribeiro (2023) and Rodrigues (2023).

To conduct the investigation, recursive reading and scanning were employed to identify excerpts that entail literacies that each syllabus proposes as part of the course, i.e., practices the teachers will learn or further develop literacy. Also, these excerpts were classified according to proximity with each model, based on the model in Figure 1.

5 Results

In this section, we present findings concerning the proposed practices teachers will learn/engage in and the model of literacy evoked in them in the three syllabi that constitute the corpus of analysis (C#1Cour, C#2Camb, and C#3Oxf). As a continuum, the 'x' marking our coding is not so rigidly positioned under one or another model, as there might be more aspects influencing the coding (e.g. part of a list, -ing form suggesting language function description, level of modalization).

The reading of sample C#1Cour revealed 22 excerpts in the syllabus focusing on practices to be studied. It is important to highlight that the literacy models are organized in a continuum from a greater focus on language structure (Study Skills – SK) to a greater focus on ideological contexts, identity, power relations, and interests (Academic Literacies – ACLITS). Such continuity is visually represented by the lack of a clear line separating each model in the following table. The model that predominated in the excerpts was of Academic Socialization (AS), as detailed below. Table 2 indicates each excerpt's proximity to the models.

Table 2 – Rich features in C#1Cour.

#	Excerpt	Model		
		SK	AS	ACLITS
		←————→		
1	help university lecturers do their teaching in English, in line with university internationalization policies		X	
2	link up with colleagues from universities all over the world who share the same discipline and discourse community		X	
3	Describe the characteristics of the university lecture discourse genre (planning, agents, channels, phases, dynamics, and current flexibility of the genre)		X	
4	basic linguistic macro- functions within English teaching discourse		X	
5	appropriate linguistic exponents (vocabulary, structures, and phraseology)	X		
6	main micro- functions in English teaching discourse : metalinguistic, informative, evaluative, inductive, and social		X	
7	Consolidate their oral expression and interaction skills, and their grammar and vocabulary,	X		
8	Analysing the critical issues (contextual, linguistic, motivational and methodological aspects)			X
9	Improve through re-thinking your teaching to improve it.			X
10	Pronunciation	X		
11	Lecture discourse		X	
12	opportunity to reassess and improve your lecturing			X
13	What class sequence should I choose to teach in English?		X	
14	Functions related to discourse structure : beginning and ending a class, concluding.		X	
15	Functions related to clarifying concepts for the students: giving examples, classifying, comparing and contrasting, defining		X	
16	Which text models does a teacher's oral discourse make use of?	X		
17	Exposition and argumentation		X	
18	How can I structure oral discourse?	X		

#	Excerpt	Model		
		SK	AS	ACLITS
19	Functions related to information management: describing processes, expressing cause and effect, describing graphs, helping learners to manage new information.		X	
20	Functions related to evaluation: expressing certainty, presenting evidence, giving one's opinions.		X	
21	Functions related to induction: giving instructions, motivating learners.		X	
22	Functions related to socialisation : handling classroom interactions and questions		X	
Total		5	14	3

Source: adapted from Rodrigues (2023).

The analysis suggests a large proximity of the sample with AS model (14 excerpts). Most rich features encompasses individualized abilities and is strongly related to language form and structure, treating academic genres and discourses in a relatively stable way. Most of the features (e.g., #3, #4, #13) are related to language rather than pedagogy. Additionally, there is a special interest in orality, e.g., #7 (oral expression.), #10 (Pronunciation) and #18 (oral discourse). Some of the elements ("discourse structure" and "text models", for example) had their classification closer to the SK model due to their presentation as separated stages, with a certain structural influence that positioned them in a less central area of the diagram.

Concerning rich features aligned with the AS model, the focus on language seems to remain dominant although it amplifies the complexity and abstraction with mentions of linguistics concepts as discourse and genre, e.g., #3 (university lecture discourse genre), #4 (English teaching discourse) and #13 (class sequence). The indication of these excerpts as closer to AS is due to a lack of enough evidence expressing the academic communities as internally differentiated by demographic, regional, and disciplinary issues, which would indicate the ACLITS perspective.

The excerpts classified and aligned with ACLITS - #8 (contextual and motivational), #9 (re-thinking), and #12 (opportunity to reassess) - suggest room for teacher reflection on their pedagogical practice in a comprehensive way, integrating

linguistics and pedagogical aspects. In this case, it seems valid to highlight the proximity of the three excerpts to the pedagogical end of our diagram.

With regards to sample C#2Camb, 36 excerpts were identified as topics to be developed in the course. This sample presents more focus on pedagogy if compared to C#1Cour. Table 3 systematizes the findings.

Table 3 – Rich features in C#2Camb.

#	Excerpt	Model		
		SK	AS	ACLITS
		←————→		
1	communicate more effectively in English with students and colleagues		X	
2	use a range of language in different situations , from lectures and tutorials to conferences and online discussions			X
3	increase familiarity with a range of skills	X		
4	Different lecture styles			X
5	Introducing a lecture		X	
6	Signposting and cohesion in lectures	X		
7	Concluding a lecture.		X	
8	Structuring seminars		X	
9	Giving step-by-step guidance		X	
10	Using questions to guide students		X	
11	Answering students' questions.		X	
12	Explaining procedures		X	
13	Setting up groups		X	
14	Monitoring groups and practical sessions		X	
15	Ending a group discussion or practical session.		X	
16	Setting goals and expectations			X
17	Advising students on strengths and weaknesses	X		
18	Problems and solutions	X		
19	Focusing on the individual student.			X
20	Online communication skills	X		
21	Writing emails		X	
22	Managing group communication		X	
23	Responding to online communication.		X	
24	Giving constructive feedback			X
25	Giving targeted feedback			X
26	Distinguishing between necessity and suggestion		X	
27	Organisation of feedback.	X		
28	Preparing for academic interviews		X	
29	Writing a conference proposal		X	
30	Engaging in peer mentoring			X
31	Networking in social situations .		X	
32	Different students' characteristics and needs			X
33	Institutional conventions		X	

#	Excerpt	Model		
		SK	AS	ACLITS
		←		→
34	Institutional differences			X
35	Relationships within university settings.			X
36	Participants apply the language and skills they have learned	X		
	Total	7	21	8

Source: adapted from Rodrigues (2023).

Regarding the SK model, similar to the first sample, some excerpts in the second text also mobilize an atomized, generalist approach to the abilities, which could be interpreted as treated as transferrable to other contexts (such as #3, #18, and #20). There are also marks of focus on vocabulary and grammar (#6), textual structuring (#8 and #27), online communication with no reference to specific genres (#20), and the agency of learner reduced to language skills “appliers”/users. Moreover, excerpts #3, #17, and #18 signal a familiarization of EMI abilities and the view of deficit/weakness. In this case, familiarity with skills rather than teaching and discussing, and the notion of weakness are consistent with the SK perspective.

In terms of AS, also preponderant in this sample, the literacies related to language (#5, #7, #12, #21, #23, #28, and #29) explore the notions of functions and genre. The genre class, for example, is elaborated with the concepts of introduction and conclusion, with no further clarification on what these stages mean or include. Different from the first sample, this one includes other genres such as academic interview and conference proposal. Related to pedagogical issues, C#2Camb seems to promote a processual view of learning with emphasis on the student (#9, #10, and #11) and interaction activities between students (#13, #14, #15, #22 and #31).

Thirdly, excerpts from the ACLITS perspective comprehend the perspective of students as individuals (features #19, #25, and #32), agents of their own learning (#30), and the need to consider language knowledge concerning specific communicative situations (#2). In addition, aspects of institutional conventions and differences, closely related to ACLITS, were also identified (#33, #34, #35). In this case, excerpts signaling ACLITS perspective consider both linguistic and pedagogical aspects. However, the

latter seems to be yet more emphasized. Conversely, the overall items seem to be focused on language primarily, even though language for teaching (e.g. writing, answering, explaining).

In the third sample C#3Oxf, six excerpts were identified as rich features of literacies to be developed (Table 4). The pattern of predominance of AS seems to be maintained. Although the previous samples emphasized more language features to be developed, these features seem backgrounded in C#3Oxf.

Table 4 – Rich features in C#3Oxf.

#	Excerpt	Model		
		SK	AS	ACLITS
1/6	Become confident in lecturing and teaching through the medium of English (EMI) / Be a confident EMI University Lecturer		X	
2	Gain an understanding of the issues and solutions involved when teaching an international class		X	
3	Teach your subject through EMI	X		
4	Make university learning motivating and interactive		X	
5	Manage students with different language levels in your lecture or seminar			X
Total		1	3	1

Source: adapted from Rodrigues (2023).

The SK model was identified in #2 because of the traditional view of learning as transmission encapsulated in “gain” and the deficit notion in “issues and solutions”.

The AS model seems quite present in feature #4, which proposes learning processes to be interactive and probably less centered on the professor as the source of knowledge. Still on this model, excerpt #1 tackles the issue of the qualification of a confident teacher, without stating the criteria nor the purpose of such feeling. It is also unclear whether such confidence is related to language proficiency, theoretical competence, teaching methodology, or even an amalgam of them all. It seems this confidence is presented as a superficial trait; however, it also allows the interpretation of a preoccupation with the individual professor. Thus, it was classified as proximate to the intermediate model.

Feature #5 seems aligned with ACLITS perspective as it considers students to have varied levels of proficiency and treats them in terms of difference, distancing from other descriptors as “higher”, “lower”, or “better”. In this excerpt, rather than opting for a descriptor that may offer negative or depreciative appraisal, it emphasizes the aspect of students’ proficiency as diverse, or different, and the task the lecturer must manage the interaction in such a setting.

The findings reinforce the principle argued by Lea and Street (1998) that the models are not necessarily self-excluding but rather encompassing of their predecessors. In our corpus, we could identify a greater proximity of AS model and that the language and the pedagogy foci are observable in the three samples, which seem to emphasize these “poles” differently. At the syllabus level, there seems to be little emphasis on a third pillar that - following Mancho-Barés and Arnó-Macià (2017) - could be mobilized in EMI teacher education: that of multilingualism and multiculturalism. This pillar can be an important aspect considering EMI for IaH and a country of continental proportions as Brazil, promoting the valorization of multiple cultures, languages, and experiences. This valorization also points to attitudes aligned with an ACLITS perspective that EMI professors could have in the areas of language and pedagogy, such as welcoming diverse language repertoires (including different languages spoken, accents, and known genres) and learning experiences (e.g. different learning stages, learning styles, and previous literacy practices).

6 Final remarks

In this article, we aimed to analyze three samples of syllabi of EMI education courses for Higher Education professors under the scope of ACLITS. Our analysis points to the fact that the two major trends in EMI education – focus on language learning and focus on pedagogical qualification – are present. Particular emphasis seems to be directed towards language focus on the analyzed syllabi, except C#3Oxf in which more pedagogical aspects seem to be foregrounded. This is to some extent

consistent with the current state of research that points to a prevalence of applied linguists as frequent actors involved in EMI teacher training (Gimenez; Marson, 2022; Macaro; Aizawa, 2022)

In terms of the models, the majority of the features are proximate to the AS model. One of the reasons could be the necessity or need to offer “fairly wide pedagogical applications” (Swales, 1998, p. 111), due to the fact that offering highly specific courses for a small group of professors from a given (disciplinary, institutional, and/or national) culture might not be always practical. All the analyzed texts point to a concern with teachers’ language education and their qualification on a set of language functions that are important to their work activities. We also noticed none of the syllabi use genre as the departure point for language and pedagogic education.

Concerning the ACLITS framework, the elements aligned with this model bring a suggestive role of the teacher’s activities basically as a classroom actor, i.e., there is not enough evidence supporting that the courses were developed to include other activities related to preparing the teacher to participate in the developing, monitoring, and evaluation of EMI policy. In the analysis, C#2Camb might be the one that most clearly presented activities the professors may engage in out of the traditional class period. An apparent lack of focus on out-of-classroom activities has also been suggested in the analysis of the representation of EMI professors in the first of these syllabi (Rodrigues; Ribeiro, 2022). This is not to say that the courses do not offer enough qualification for EMI adoption; however, considering our local community needs and the organization of a public federal institution, the faculty is closely involved in institutional policymaking, and they will probably participate in discussions about EMI at major, department, and college levels. Therefore, it seems reasonable to include more overtly broad discussions of EMI policy planning and assessment.

In sum, rich features for ACLITS were around 18.8% of identified elements - C#1Cour presented 3 (13,6%), C#2Camb 8 (22,9%), and C#3Oxf 1 (20%). However, as mentioned before, it is AS the model to which the three samples seem closer. The emphasis on Academic Socialization in the syllabi suggests there is space for the development of local EMI teacher education initiatives. Such initiatives could suffer less “pressure” for a large-encompassing course aimed at wide audiences.

In this sense, the local proposal we envisage poses genre as one of the central aspects, as a means to explain, theorize, and teach language (Motta-Roth; Heberle, 2015), also including aspects of genre awareness to help teachers promote successful and effective participation of their students in the practices their communities require from them. As a possible means to foster language learning in tertiary education, EMI could be turned into an instrument to achieve more equitable access to additional languages, academic literacies, and plurilingual, intercultural interactions in academia. All these issues are also relevant to be included in reflections at laboratories and departments involved with language teacher education and that engage with pre-service teachers in language support actions (e.g. EAP/ESP courses, language consultancy, language policy), as these pre-service professionals will probably work with EMI students and staff.

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