Enhancing Collaboration for Effective EMI Support

This workshop showcases collaborative EMI activities created by EFL and content and content lecturers to support students in acquiring both content knowledge knowledge and language simultaneously.

Made with Gamma

Objectives

1 To showcase collaborative EMI activities created after negotiating of content and language lecturers.

2 To introduce the platform for developing EMI activities.

3 To demonstrate practical tips of the interactive platform for EMI EMI activities that can be used to engage students.

Understanding EMI

English Medium Instruction (EMI) has been defined as 'the use of the English language to teach academic subjects academic subjects (other than English itself) in countries or jurisdictions where the first language (L1) of the (L1) of the majority of the population is not English' (Macaro, 2018, p. 19). Thus, EMI activities refer to to instructional activities conducted in English as the primary language of instruction in higher education settings. education settings. These activities aim to support students in acquiring both content knowledge and proficiency and proficiency simultaneously.

Successful Content-Language Collaboration

Social Science and Language Integration

Content and language lecturers lecturers co-designed lessons. lessons.

Engaging Activities

Activities included low- and high-order activities such as matching, true & false, multiple multiple choice, analyzing data, data, case studies, group work, work, and class discussions to to help students acquire both both content and language skills. skills.

Collaborative Approach

The collaborative approach between content and language language lecturers ensured effective EMI support for students.

Vocabulary Matching

1 Matching Terms

Students match vocabulary terms to their definitions.

2 Reinforcing Understanding

The activity helps students solidify their understanding of key economic concepts.

3 Collaborative Learning

The task can be done in pairs or groups to encourage discussion and learning.

A Match the following vocabulary terms with their definitions.

DEFINITIONS	WORDS
1. A market structure characterized by a single seller of a product or service with significant control over the market.	A. Rent seeking
2. The goal of a monopoly to maximize its profits by finding the price and output combination that generates the highest profit.	B. Producer surplus
3. he practice of charging different prices to different groups of customers based on their willingness to pay.	C. Marginal cost (MC)
4. The additional revenue generated by selling one more unit of a product.	D. Profit maximization
5. The additional cost incurred by producing one more unit of a product.	E. Marginal revenue (MR)
6. The difference between total revenue and total cost, taking into account both explicit and implicit costs.	F. Perfect price discrimination

True or False

B Read the statements below and identify whether they are True or False.

1. Monopoly firms can adopt either single-price or price discrimination strategies.
2. Monopolists charge the highest possible price to maximize profits.
3. Monopolists will expand output until marginal revenue equals marginal cost.
4. Monopolist profits attract new market entrants due to low entry barriers.
5. The demand curve determines the optimal behavior of a monopolist.
6. Price discrimination involves charging different prices to different groups of customers.
7. Price discrimination can increase total quantity supplied and economic profits compared to a single-price strategy.
8. Price discrimination requires at least two identifiable groups of customers with different price elasticities of demand.
9. Price discrimination is only possible when customers paying the lower price cannot resell the product to customers paying the higher price.
10. Perfect price discrimination eliminates deadweight loss and consumer surplus.

Analyzing Economic Scenarios

1   Identifying Key Components

Students analyze economic scenarios by identifying the key factors, such as disposable income, disposable income, consumption, and fiscal/monetary policies.

2   Applying Economic Models

Students use models like IS-LM to examine the relationships between interest rates, output, and output, and policy measures.

3   Drawing Conclusions

Based on their analysis, students provide recommendations for policymakers to achieve desired economic outcomes.

Speaking Scenarios

Scenario 1: Present a persuasive speech advocating for the use of monopolies in the market. Explain how they can lead to 'profit maximization' and how 'price discrimination' can benefit both the company and consumers.
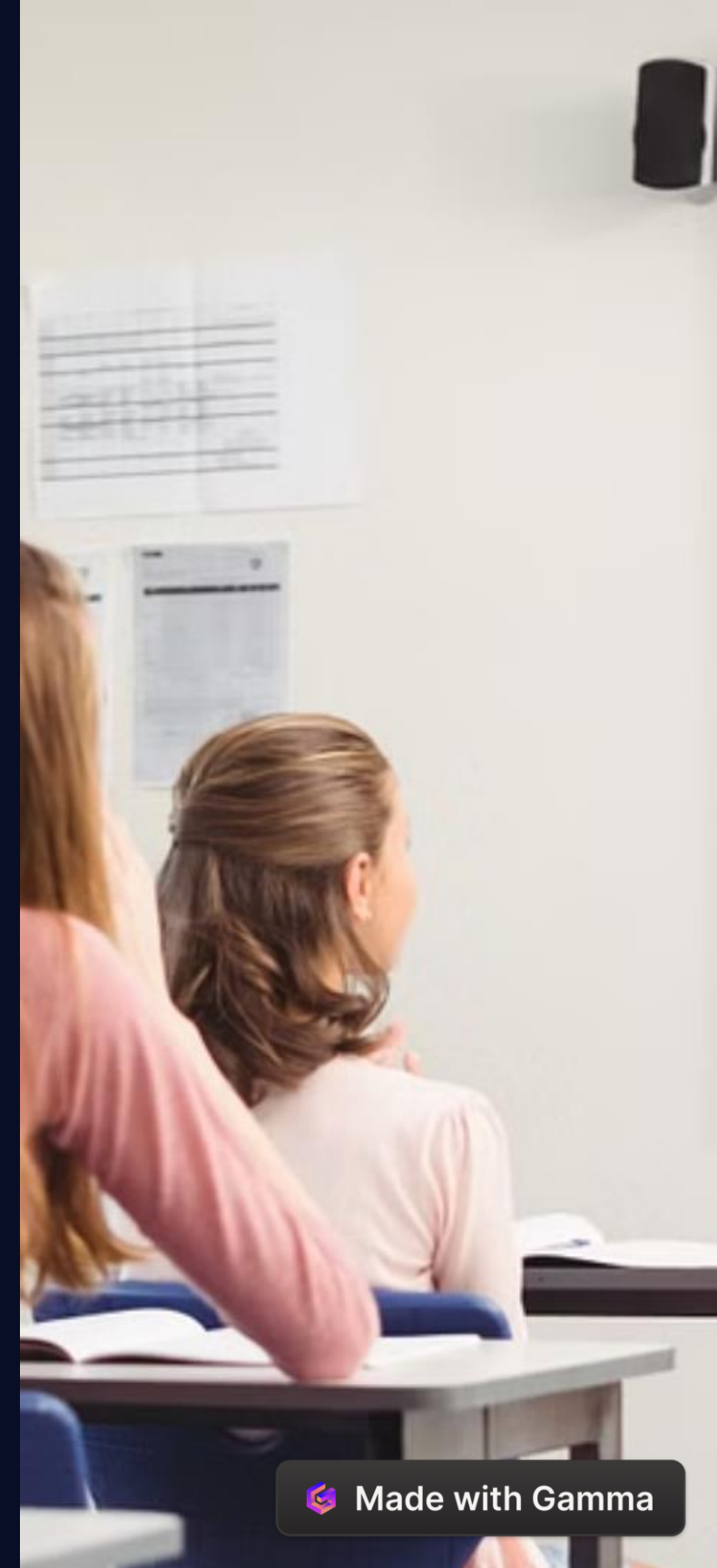
Scenario 2: Present a persuasive speech promoting a new product or service using the concept of 'marginal revenue' and 'marginal cost.' Show how understanding these terms can help a business make better pricing decisions and increase 'economic profit.'

Scenario 3: Price Searching

Imagine you are a CEO of a company and present present a strategy to your employees discussing discussing the importance of being a 'price 'price searcher' in the market. Use real-life examples to explain how this strategy can lead to lead to 'consumer surplus' and 'producer surplus.'

Scenario 4: Explain to a friend the concept of 'deadweight loss' in the the economy. Use real-life examples examples from personal experiences to experiences to illustrate the negative negative effects of this phenomenon. phenomenon.

Scenario 5: Create a job advertisement for a position within a company that specializes in 'rent seeking.' Use persuasive language to attract potential candidates and explain the potential benefits of this type of business strategy.

2. Capturing attention:

Case study scenarios

SAULE

"I totally support the idea of deriving the aggregate demand curve by understanding the components of GDP. For example, when my disposable income increased last year due to a bonus at work, I ended up spending more on clothes and dining out, which boosted consumption. It makes sense that disposable income affects consumption levels directly."

Task: Analyze the scenario provided provided by Saule, based on the the procedure below.

1. Identify the key components of the scenario: disposable income, consumption, fiscal policy, monetary policy.
2. Analyze the effects of changes in disposable income on consumption consumption and aggregate demand.
3. Examine the impact of expansionary fiscal policy policy on output and aggregate demand.
4. Consider the potential effects of expansionary monetary policy on

ZHENIS

"I'm not convinced about this whole idea. I mean, think about it, sometimes you might get a raise but still choose to save most of it for future emergencies. Last year, my salary went up but I saved almost 90% of the extra income because I wanted to build my emergency fund. So, personal choices and circumstances can also play a big role."

Task: Analyze the scenario provided by Zhenis, based on the procedure below.

1. Identify the key components of the scenario: personal saving decisions, the impact on aggregate demand, fiscal policy, monetary policy, and policy coordination.
2. Analyze the role of personal choices and circumstances in saving behavior and its potential impact on aggregate demand.
3. Explain the goods and financial market equilibrium and how personal saving decisions

ELMIRA

"I'm kind of in the middle here. I see the logic behind deriving the aggregate demand curve, but I also think it's complex. For instance, last month I couldn't decide whether to spend my extra cash on buying a new laptop or saving it for a vacation. It's tough to predict how individuals will behave with their disposable income."

Task: Analyze the scenario provided by Elmira, based on the procedure below.

1. Identify the key components of the scenario: individual spending decisions, goods market equilibrium, financial market equilibrium, fiscal policy, monetary policy, and policy coordination.
2. Analyze Elmira's perspective on the complexity of deriving the aggregate demand curve and the challenges of predicting individual spending behavior.
3. Explain the goods market equilibrium and the

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- Open questions

- ABCD questions

- True / False statements

- Dialogue based on topic

- Titles for a text

- Reading bits

Writing

- Essay topics

- Famous quotes

- Four opinions

- Link words into sentences

- Creative writing

NEARPOD

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Hands-on Activity 1: Creating a Sample EMI EMI Activity using TWEE;

Hands-on Activity 2: Integrating a TWEE Activity into NEARPOD;