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**ENGLISH AS A MEDIUM OF INSTRUCTION:
EXPERIENCE IN PREPARATION OF MASTERS OF SCIENCE IN
BIOMEDICAL ENGINEERING**

English has become the lingua franca of academic exchange. Lecturers in all subject areas are facing a new reality: seminars and lectures with a highly diverse and international student body that requires instruction through English. English as a Medium of Instruction (EMI) has become an important development in creating a truly international university [1].

The authors describe their experience in preparation of graduate students of non-philological specialties, for instance, Masters of Science in Biomedical Engineering (M.Sc. in BME) on the basis of the Academic Teaching Excellence: English as a Medium of Instruction Course delivered by the British Council in Ukraine.

It is known that biomedical engineer is ideally trained to work at the intersection of science, medicine and mathematics to solve biological and medical problems. Biomedical engineers must integrate biology and medicine with engineering to solve problems related to living systems [2].

There are three typical ways of delivering a lecture:

– Reading style (is not recommended. The lecturer reads aloud, only occasionally stopping to look at the audience).

– Conversational style (the conversational style suits the lecturer who knows the topic well and is a confident and interesting speaker. The lecturer gives the lecture as if having a one-sided conversation with the class. These lectures are usually prepared as a series of notes with support materials such as PowerPoint presentations. Students may be invited to answer and even ask questions from time to time. Conversational lecturers tend to use less formal language with many features of spoken English).

– Rhetorical style (the rhetorical style of lecturing includes rhetorical questions, i.e., questions to which the lecturer does not expect a response. Rhetorical questions may be used as a type of heading, and are immediately answered by the lecturer. Rhetorical questions may put a question into the listeners' minds to set them thinking, or may come in the middle of the lecture to hold the listener's attention) [3].

Of the various linguistic devices, the question is among the most useful for stimulating human interaction. Additionally, the question has long been recognized as an important interactional device employed by lecturers to activate and facilitate teaching and learning processes [4].

Here is a checklist to use as you plan a lecture:

- show a lecture outline (put a brief outline of headings);
- provide and refer to lecture outlines, give out handouts, etc.;
- define new terms;
- explain technical terms as they arise;
- repeat key terms (explain the same thing in more than one way);
- give clear explanations (the wider the range of examples chose to explain topics in lectures, the more likely it is that students will understand);
- announce lecture topics a week ahead;
- make connections between the lecture and the text book;
- link with the topic previously covered in class;
- check audibility (speak at a measured pace and use pauses. Pauses give the listener time for mental processing. This is not the same as speaking in an artificially slow voice);
- summarise the main points of what you are saying either orally, or with visuals;
- thesis card (for example, a professor asks every student to hand in a “thesis card” at the end of each lecture. On this card the students summarise the main point of the lecture in one or two sentences) [3].

According to the British Council recommendations a good lecturer invites questions from participants and gives sufficient time for formulation, checks comprehension on a regular basis, uses topic-specific vocabulary (technical language) and appropriate visual aids, emphasises important points via repetition or signposting, uses appropriate body language and gestures as well as humour, jokes or anecdotes which relate to the topic of the lecture.

Discourse markers, asking the right questions and reducing tutor talk time, encouraging student participation, using visual aids to enhance linguistic comprehension, effective feedback are used in authors' practice.

E-learning, podcasts, animations and quizzes, crosswords and puzzles, which relate to the topic of the seminar, the Marshmallow Challenge (teamwork, group activity) can also be used not only to increase the effectiveness of the education process but also to relieve the students' nervous tension.

Next suggestions from students were received: to use interesting methods on a regular basis; to use more visual aids; to use more jokes.

This work was made within the framework of the English for Universities project initiated by the British Council in Ukraine.

References:

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3. Reinders H., Lewis M., and Kirkness A. Good Teacher – Better Teacher. *Perceptia Press*, 2010.