



Title of Project:

Teacher Cognition: English-medium Instruction at LIFE

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Project Overview:

This project examines how teaching behavior and classroom practices in English-medium instruction (EMI) courses at the Faculty of Life Sciences (LIFE) at the University of Copenhagen (KU) can be described by full-time tenured professors who are Danish mother-tongue speakers of English and have been certified on an internal proficiency test as having the necessary English language skills to cope with the communicative demands of graduate level teaching. Much of the current focus of research regarding the shift toward the globalized university and EMI in higher education in non-English countries has focused on the attitudes of the stakeholders, student preparedness and learning consequences of this shift on teaching and learning. This study focuses primarily on the lecturers and their comments and their concerns related to teaching. I seek to reveal underlying teacher cognitions in relation to professional identity, professional expertise and professional authority in relation to teaching outside one's mother tongue, as well as consider compensation strategies, linguistic and didactic, used for English-medium teaching in a multicultural, multilingual graduate classroom. The results of this study will contribute to the present research knowledge in the field of EMI about academic staff and help to shed light on continuing education needs of lecturers in this setting.