ENGLISH COMMUNICATION HUB

USJ 1875 fdlt
Saint Joseph University of Beirut
Faculty of Languages and Translation



PARTNERSHIPS WITH SCHOOLS

Stronger teachers. Stronger teams.
A future-ready school.

University-backed professional development in English-Medium Instruction (EMI) for teachers, coordinators, and department heads.

University credit	Diagnosis first	Whole team	All in one
toward graduate degrees	evaluate, then advise	teachers, coordinators, heads	English, pedagogy, AI

IN COLLABORATION WITH

FACULTY OF EDUCATION (FsEDU)

cinia
CENTER FOR DIGITAL INNOVATION & ARTIFICIAL INTELLIGENCE

Book a school consultation →

ech.fdlt@usj.edu.lb
usj.edu.lb/en/fdlt/ech

Make English-medium teaching your school's strength.

Prepare every student for the AI era.

Lebanon's only live, credit-bearing university diploma in English-Medium Instruction: preparing educators to teach any subject in English, design courses that develop critical thinkers for a changing world, and lead the AI-era classroom.

Built on the Director's doctoral research on a new learning taxonomy for the AI era.

THE CHALLENGE

Teaching *in* English is not the same as teaching English.

Subject mastered. Message lost.

Knowing a subject does not guarantee teaching it clearly in English. Unclear explanations, questions, and feedback confuse students, and teachers cannot tell whether the gap is language or understanding.

Feedback given. Improvement unclear.

Vague instructions, criteria, and feedback leave students guessing what is expected, and unable to build coherent arguments, weigh evidence, or use sources responsibly.

Content covered. Learning unproven.

Completing the syllabus does not show that students understand or can apply what they learn, unless outcomes, activities, and assessment are designed to reveal it.

Discussion open. Most students silent.

Differences in English, confidence, and prior knowledge turn discussion into an activity for a few, while hesitant learners disengage.

Exercises completed. Independence missing.

Students reproduce explanations and complete familiar exercises, yet struggle to investigate a question, solve an unfamiliar problem, or justify a decision.

Submissions polished. Thinking outsourced.

AI helps students produce answers they cannot explain, verify, or apply, leaving each student's own learning uncertain.

WHY ECH

University-level expertise

USJ specialists, led by a Director with AUB, Harvard Kennedy School, and GW credentials.

Five specialists in one

Communication, writing, course design, classroom dynamics, and educational technology & AI.

Live and interactive

Online, hybrid, or face-to-face, never self-paced: breakouts, debriefings, direct feedback.

Issued by USJ

Credit-bearing courses, certificates, and Diploma, at continuing-education prices.

LEARNING TOGETHER

Learn with peers

Small live cohorts where teachers practice, observe, and give one another structured feedback.

Connect with other schools

Open cohorts bring together teachers and coordinators from different schools.

Team building & shared standards

Learning together strengthens teacher teams and builds common methods across departments and cycles.

AUB · Harvard · GW	Live	$400	USJ
Director's credentials	Online, hybrid, or face-to-face	per course for groups of 10+	All credentials issued by USJ

TUITION · PER PARTICIPANT, PER COURSE (EACH 16-HOUR COURSE = 2 CREDITS)

UNIVERSITY CREDIT AT CONTINUING-EDUCATION PRICES

Five specialists. One program.

One University Diploma, issued by USJ

INDIVIDUAL PARTICIPANTS

$500

per course · $250 per credit
$2,500 per certificate · $5,000 Diploma

GROUP RATE · 10+ PARTICIPANTS

$400

per course · $200 per credit
$2,000 per certificate · $4,000 Diploma

The group rate applies to 10 or more participants from the same institution. Program evaluations are quoted per engagement.

PROGRAM FACTS & ADMISSION

Start	A short consultation and, where useful, a school evaluation and needs assessment, quoted per engagement
Formats	Live online (breakout rooms, debriefings, direct feedback), hybrid, or face-to-face, in English, around your school calendar
Credentials	The Foundation and Executive Certificates in EMI together earn the University Diploma in EMI (20 credits); all are issued by USJ
Admission	Courses and certificates are open to teachers and staff; to receive the Diploma, participants must hold a bachelor's degree and at least B1 English (CEFR)
Cohorts	Departments, cycles, or whole-school groups, typically 12–20 participants
Open Diploma cohort	Level 1: March – July 2027 · Level 2: October 2027 – April 2028; in-house schedules are agreed with each school

HOW A PARTNERSHIP WORKS

01 Consult
A short conversation about your school's goals.

02 Evaluate
Review what is in place and identify the gaps.

03 Propose
A tailored pathway, format, and schedule.

04 Deliver & review
Courses run; progress is reviewed against agreed goals.

WHERE DOES A PARTNERSHIP START?

With a short consultation to understand your goals and recommend the right pathway.

BOOK A SCHOOL CONSULTATION →

Everything you need to decide is on the pages that follow →

In this *brochure*

From diagnosing your school's needs to building the capacity of your teachers, coordinators, and department heads, ECH offers one connected path for professional growth.

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ech.fdlt@usj.edu.lb · usj.edu.lb/en/fdlt/ech · +961 1 421 000, ext. 5512–5513

01 THE CHALLENGE

Sound familiar?
You are not alone.

Schools are asking more of their teachers and academic teams than ever: communicating clearly, designing coherent learning, engaging every learner, and using AI responsibly.



01 ### Teaching in English
More subjects are taught in English, and teachers must explain, question, and assess with confidence.

02 ### Language anxiety in class
When teachers or students hesitate to speak, participation and learning drop.

03 ### Rising parent expectations
Families expect strong English and real readiness for an AI-shaped world.

04 ### AI arriving faster than policy
Leaders need clear direction, and teachers need practical, responsible ways to use AI.

05 ### Training that doesn't stick
One-off workshops rarely change what happens in classrooms every day.

06 ### Proving that it works
Leaders and boards need evidence that professional development pays off.

Excellent teaching requires more than subject knowledge.

It takes clear communication, sound pedagogy, thoughtful design, and responsible use of AI.

What makes ECH different.
Six reasons to partner with us.

01

University credit

Courses lead to certificates and a 20-credit University Diploma. These credits may later count toward a master's or doctorate.

02

Diagnosis first

Before any training, we evaluate what your school already has against its vision and goals, then advise you on what to do.

03

The whole school

Teachers, coordinators, and department heads develop together, while principals guide the plan through evaluation.

04

One integrated pathway

No need for separate providers: one program covers how to communicate, how to teach, and how to use AI well.

05

Measurable progress

Participants practise teaching short lessons, redesign their own courses, and get feedback. Progress is measured against goals agreed with you.

06

Three USJ units

Courses are taught by specialists from USJ's Faculty of Languages and Translation, Faculty of Education, and Center for Digital Innovation and AI.

IN THEIR WORDS · FIRST PARTICIPANTS AT USJ

> *The ECH English course was very interesting and engaging, and the instructor was exceptional. She knew how to keep us motivated and involved.*
>
> **Nada Farhat Mchayleh, DDS, MSc, PhD**
> Dean, Faculty of Dental Medicine, Saint Joseph University of Beirut

> *It also reshaped some of our pedagogical approaches, giving us a better understanding of learning objectives and how to deliver courses more effectively.*
>
> **Ronald Younes, DDS, MSc, PhD**
> Full Professor, Oral Surgery Department Head, USJ

> *What I have found most useful about the ECH Oral Communication course is the confidence I have gained.*
>
> **Roula El Hachem Wassef, DDS, MSc, PhD**
> Head of the Endodontics Department, USJ

Evaluate what you have. *Know where to go next.*

We start from what is already in place at your school, evaluate it against your vision and goals, identify the gaps, and advise you on how to proceed.



What we review

- Programs & curricula
- Lesson & unit plans
- Assessments & rubrics
- Classroom practice
- Teacher & leadership input
- Technology & AI use

What you receive

1. **Evaluation findings** — what works and what does not
2. **Gap analysis** — against your vision and goals
3. **Roadmap** — priorities and progress indicators

Flexible: commission the evaluation on its own, or follow it with targeted development for your staff.

For your whole team.
Five areas of practice.

ECH develops everyone who shapes learning in your school. Each area offers two levels of 16 hours, delivered face-to-face, online, or hybrid.

Principals
Set direction and act on evaluation findings

Department heads
Guide subject teams and align curriculum and assessment

Coordinators
Support, coach, and monitor teaching quality

Teachers
Strengthen communication, design, and classroom practice

COMMUNICATE

Oral Communication for EMI
Clear explanations, pronunciation, pacing, questioning, and discussion, so students can access subject knowledge in English.

WRITE & GUIDE

Academic Writing
Clear materials, instructions, assessment tasks, and feedback, and stronger guidance of student writing.

DESIGN & ASSESS

Instructional Course Design for the AI Era
Aligned outcomes, lessons, and assessment through backward design, inclusive design, scaffolding, and mastery-oriented rubrics.

TEACH & ENGAGE

Classroom Leadership & Student Engagement
Participation, psychological safety, and productive routines that reduce language anxiety and build collaboration.

INTEGRATE TECH & AI

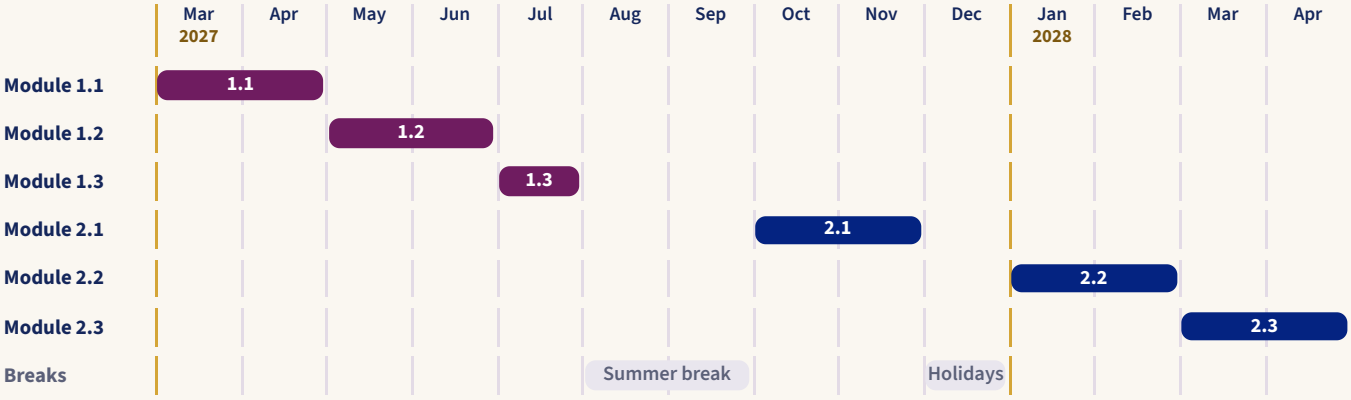
Educational Technology & AI Integration
Digital tools for active learning, formative assessment, and feedback, with responsible, critical use of AI.



DIPLOMA TIMELINE (TENTATIVE): MARCH 2027 – APRIL 2028

The open Diploma cohort. *Month by month.*

Teachers can join the open University Diploma cohort, or follow an in-house schedule agreed with your school.
10 live courses · 20 credits · 160 contact hours.



Level 1 Foundation Certificate in EMI

3 modules · 5 courses · 80 hours · 10 credits

MODULE 1.1

- Oral Communication
- Academic Writing

March & April 2027
4 hours/week

MODULE 1.2

- Instructional Course Design (UbD + EMI)
- Managing Classroom Dynamics

May & June 2027
4 hours/week

MODULE 1.3

- Educational Technology

July 2027
3.5 hours/week

Level 2 Executive Certificate in EMI

3 modules · 5 courses · 80 hours · 10 credits

MODULE 2.1

- Advanced Oral Communication
- Advanced Academic Writing

October & November 2027
4 hours/week

MODULE 2.2

- Advanced Course Design (UbD + UDL)
- Student-Centered Teaching Approaches

January & February 2028
4 hours/week

MODULE 2.3

- Advanced Educational Technology

March & April 2028
2 hours/week

Complete Level 1
Foundation Certificate in EMI

→

Complete Level 2
Executive Certificate in EMI

→

Complete both levels
University Diploma in EMI · 20 credits, issued by USJ

UbD: Understanding by Design · **UDL**: Universal Design for Learning · **EMI**: English-Medium Instruction. Dates are tentative and may be adjusted. Courses are delivered live: online (breakout rooms, debriefings, direct feedback), hybrid, or face-to-face. To apply or ask about dates, email **ech.fdlt@usj.edu.lb**.

Learn it. Apply it. *Demonstrate it.*

A hands-on, practice-oriented journey that turns knowledge into professional practice in the classroom.

Explore
Identify teaching challenges and learner needs.

Design
Develop practical teaching solutions and materials.

Apply
Put learning into practice through micro-teaching, simulations, or case work.

Reflect & improve
Evaluate results and refine practice.

Micro-teaching
Practise EMI instruction and refine performance through structured feedback.

Course & lesson redesign
Transform existing courses using UbD, UDL, EMI principles, and coherent alignment.

Authentic projects
Create materials, activities, assessments, rubrics, and digital learning environments.

Student-centered learning
Apply problem-based, inquiry-based, collaborative, and scaffolded approaches.

Technology & AI integration
Use digital tools and AI for feedback, formative assessment, and differentiation.

Reflection & revision
Use feedback, metacognition, and revision cycles to strengthen competence.

Mastery-oriented: Assessment emphasizes demonstrated competence, authentic application, feedback, revision, and continuous improvement, rather than minimal completion.

The result

- **Practical, classroom-ready skills** for today's classrooms
- **Greater confidence** and professional growth
- **20 university credits** that may count toward a master's or doctorate

Three ways to partner.
Clear pathways for your staff.

EVALUATE

Program Evaluation

An independent review of what is in place, measured against your school's vision and goals.

- ✓ Evaluation findings
- ✓ Gap analysis
- ✓ Recommendations and roadmap

DEVELOP

Targeted Program

Focused courses for a defined group, such as a department, grade level, or leadership team.

- ✓ Courses chosen with ECH
- ✓ Face-to-face, online, or hybrid
- ✓ Optional certificates

TRANSFORM

Whole-School Partnership

Evaluation, development for teachers, coordinators, and department heads, and follow-up, as one connected plan.

- ✓ Evaluation and roadmap
- ✓ Development across the school
- ✓ Progress review against indicators

PATHWAYS FOR PARTICIPANTS



Targeted courses

One course or a school initiative

Foundation Certificate in EMI

5 courses × 16 hours

Executive Certificate in EMI

5 courses × 16 hours

University Diploma in EMI

20 credits · 14 months

March 2027 – April 2028

20 CREDITS

Credits that keep counting

The Diploma's 20 credits may count toward future **master's or doctoral studies**, subject to the receiving program's approval.

Academic leadership. *International experience.*



NADA SALEM ABISAMRA

Director, English Communication Hub (ECH)
Faculty of Languages and Translation (FdLT), Saint Joseph University of Beirut (USJ)

American University of Beirut
Teaching Diploma & Master's in Education (TEFL) · currently teaches English Communication

Saint Joseph University
B.A. in Modern Languages · Maîtrise coursework in Translation (Attestation de maîtrise)

Harvard Kennedy School
Executive Certificate in Public Leadership

The George Washington University
Adjunct Professor · 39 credits of Ed.D. coursework in Curriculum & Instruction and Educational Technology Leadership

USJ · PhD in Education
Developing a new learning taxonomy for the AI era

3	2	4	1
universities where she teaches: USJ · AUB · GW	academic systems: U.S. & Lebanon	leading universities: USJ · AUB · GW · Harvard	new learning taxonomy for the AI era

THE DIRECTOR'S ACADEMIC & PROFESSIONAL BACKGROUND

Career

Taught English at USJ for 15 years, then spent 20 years building her academic and professional career in the United States. Back in Lebanon, she returned to teaching at USJ and currently teaches English Communication at AUB. She served as Representative of the USJ Rector for Educational Excellence and Philanthropy and serves on the USJ Ethics Committee.

The George Washington University

As Adjunct Professor at the GW School of Business, she teaches professional communication, academic writing, instructional course design, and educational technology, and mentors in executive education. From 2006 to 2014, she served as administrative director of its M.S. in Finance program, then as Assessment of Learning Coordinator for AACSB accreditation.

Harvard University Kennedy School of Government

She earned an Executive Certificate in Public Leadership through three programs: *Leading Successful Programs: Using Evidence to Assess Effectiveness*; *Women and Power*; and *Leadership, Organizing and Action: Leading Change*.

A New Taxonomy for the AI Era

Her PhD research at USJ reconceptualizes Bloom's Taxonomy, the most widely used framework for designing learning, for a world shaped by AI. It defines what learners and professionals must master to work effectively alongside AI, with direct implications for how every educator and trainer designs learning.

Diaspora Leadership in Washington, D.C.

She led Project Roots from 2011, then served as first Director of the Christian Lebanese Foundation in the World (now Maronite Foundation in the World, USA) until 2019, helping more than 20,000 Americans of Lebanese descent register as Lebanese citizens in Lebanon through nationwide campaigns. She also co-founded The Maronite Academy in 2012.

International Educational & Leadership Initiatives

As Founder and CEO of the American Foundation for Educational Excellence (AFEE) and the International Foundation for Women's Empowerment (IFWE), she leads initiatives in languages, leadership development, educational technology, and institutional collaboration.

RECOGNITION

Woman Leader
Selected in 2019 among 97 women leaders in the Arab world by the University of Maryland's Kahlil Gibran Chair for Values and Peace.

Marquis Who's Who in America
Recognized and featured as a Top Executive in Education and Leadership.

Learn from USJ experts *across three areas of excellence.*

ECH brings together USJ faculty in communication, pedagogy, and digital innovation, so each competency is taught by specialists in that field.

English Communication Hub

Faculty of Languages and Translation (FdLT)



Nada Salem Abisamra

Director, English Communication Hub (ECH)

Professional communication, academic writing, instructional course design, and educational technology.



Dr. Ghada El Hachem Akiki

Assistant Professor, FdLT · ECH Faculty & Editorial Collaborator

Academic English, communication, research methodology, writing, curriculum design, and critical thinking.

Pedagogy & Educational Research

Faculty of Education (FsEDU)



Prof. Bassem Kandil

Head, Department of Education – English & Arabic Sections, FsEDU

AI in education, data-driven decision-making, research methodology, quality assurance, and school improvement.



Prof. Nehmé Safa

Professor · Head of the Scientific Committee, Educational Research Laboratory

Curriculum and instruction, educational technology, graduate education, and educational innovation.

Digital Innovation & AI

Center for Digital Innovation and Artificial Intelligence (CINIA)



Wadad Wazen Gergy

Director, Center for Digital Innovation and Artificial Intelligence (CINIA)

Digital transformation, educational engineering, AI integration, and faculty development.



Mario Gharib

Team Leader – Educational Platforms Administrator, CINIA

Digital learning, intelligent learning systems, instructional design, and AI-supported assessment.

09 COMMON QUESTIONS

Answers for *school leaders.*

THE FIRST QUESTION WE HEAR

Where does a partnership start?

With a short consultation. We evaluate what you have against your goals, then propose a tailored plan.

Good to know

- Diploma admission: a bachelor's degree and at least B1 English, or equivalent readiness.
- Both Certificates together earn the University Diploma.
- Diploma credits may count toward future studies, subject to the receiving program's approval.
- Scope, methods, timelines, and fees are agreed for each school.



Book a consultation
Scan to email us

Who should take part?

Teachers, subject and program coordinators, department heads, and teacher trainers. Principals partner with ECH on evaluation and planning.

Is it only for English-medium schools?

No. ECH works with any school. Pedagogy, course design, classroom leadership, and responsible AI apply in every language, with English support where needed.

Do we have to commit to a full program?

No. Start with an evaluation or a single course, then build toward certificates or the Diploma.

How is it delivered?

Live online (breakouts, direct feedback), hybrid, or face-to-face, in English, around your school calendar.

How do participants show what they learned?

Through practical assignments, micro-teaching, design projects, and applied assessments. Diploma participants also build a portfolio.

Can participants earn a university credential?

Yes. Courses, certificates, and the University Diploma in EMI are all issued by USJ. Diploma: 20 credits, March 2027 – April 2028.

What does it cost?

$500 per 16-hour course (2 credits), $2,500 per certificate, $5,000 for the Diploma. Groups of 10+ from one institution: $400 per course.

Another question?

Email us at ech.fdlt@usj.edu.lb



PARTNERSHIPS WITH SCHOOLS

Prepare your school *for the future.*

Student success starts with those who lead and teach.

Support your teachers, coordinators, and department heads, advance your school's goals, and ready your students for an AI-shaped world.

1	2	3	4
Book a consultation	Share your goals	Receive a tailored proposal	Start and track progress

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Scan to email us and book a consultation

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