EMI Reading Summary Form

1. What is the setting of the EMI class/program? (country, level, school)

*An overview of EMIs in higher education in Asia with a specific focus on Vietnam later in the article.*

1. What is the student population of the EMI class/program? (age/level/language spoken/socioeconomic status, etc.)

*Students must be university-aged.  
A suggestion is made that the EMI structure favors the higher socioeconomic class in India and Vietnam since those who speak English as a native language (in India) or have access to English (in Vietnam) are generally more affluent than their classmates.*

1. Were teachers trained in pedagogy in their fields? In EMI practice? In English?

*In the Vietnam example, teachers appear to have language instruction from abroad and are therefore seen as capable of teaching EMI.*

1. Is student or teacher affect (emotional response to a situation) in the EMI class/program/transition expressed openly? If so, what is being said?

*Not addressed in the article.*

1. What challenges or difficulties were encountered in the EMI class/program?

*Students levels are too low to be successful in the EMI program.  
The quality of education is declining (p.2) due to the students’ inability to comprehend the English required in the EMI format.  
(page 3) National identity and the loss of L1.*

1. How were challenges approached? Was there resolution, or were plans made to improve situations in the future?

*Not addressed in the article*.

1. What went well in the implementation of the EMI class/program? Why?

*(p.1) Students feel that their language ability increases while being in the EMI program.*

1. Based on this case, what recommendations would you make to new EMI teachers in this setting? Write three or four sentences with the most important suggestions.

* *Protect the L1 or heritage language of the EMI students. Emphasize the importance of English being an L2.*
* *Encourage administration or the government to increase access to low-income students.*