EMI Reading Summary Form

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

*It’s an accounting class at the University of La Sabana in Colombia.*

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

*There are about 30 students per class. Their English is described as 5 out of a 7-point scale. That could be high intermediate or low advanced. (Without knowledge of the scale, it’s impossible to know for sure.) That is the only information we have about the students.*

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

*There is no specific mention to EMI, EFL/ESL, or pedagogy training for these students. It’s mentioned on page 33 that the author recommends that the content teacher works with the Foreign Language Department to share skills regarding pedagogy and second-language acquisition. This suggestion by the author leads me to think that there is no EMI training for the content area teachers.*

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?

*Student affect is only referred to a few times in the article. The overall idea is that the students lack confidence to complete their content area classes in a second language and teachers need to use skills (provided in the article) to set them at ease.*

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

*Challenges include: false cognates, students not understanding the concept the first time they learn it, students are unable to use their L1 to show what they understand, teachers cannot rely on one textbook for their course, authentic course material is too difficult for the students’ English level.*

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

*Solutions include: 7 strategies listed on page 27, teacher’s repetition of key words, making students use the words frequently, new lecture design: one hour teaching and one hour of practice, active student participation, varying method of instruction, writing exercises simply at first and then more complicated as the semester continues, working closely with the Foreign Language Department.*

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

*It seems like the program went well overall. There are few references to specific successes. Here are a few: (p.31) because written assignments are judged based on content knowledge and not grammatical structure and are only seen by the instructor, students gained confidence as the semester continued. (p.31) Using different manners of instruction (tables, graphs, projections) helped students understand the material easier than lecture-only models. (p.33) working with the Foreign Language Department to help support the teachers and students with their methods of instruction and written papers.*

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.

*[personal response. Possible suggestions below]*

* 1. *Work with a mentor teacher who has been teaching in this setting for 1+ semester.*
  2. *Form a good working relationship with the FLD.*
  3. *Be creative in lessons. Use visuals, videos, tables, and group work to move away from lecture-heavy classes.*
  4. *Be open to changing your assignments and expectations.*
  5. *Find students who succeeded in this class in previous semesters and ask them what they found most useful.*