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Supporting and Learning from Academics

EMI Toolkit

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Introduction

English as a Medium of Instruction (EMI) is a complex and challenging reality of global education. It is an established element of teaching and learning and one that, despite much debate, is still largely underdeveloped. We know the rules of engagement, to an extent; we understand the overarching objectives, to a point; we are capable and informed teachers, as best we can be; and yet, it remains problematic and often frustrating.

EMI delivery raises many questions and creates doubts. Students can doubt both their language capability and subject knowledge, and we, the teachers, can doubt our own capability in language and pedagogy. EMI is about change and adaptation. The classroom dynamic changes; our style and approach changes; our confidence level changes; the quality of the learning experience changes. These are all realities that we cannot avoid or eliminate. We can seek to manage them, however, through a more nuanced understanding of EMI and as a result of a reflective approach to our own teaching practice and delivery.

This book is a work in progress. This book does not have the definitive answers for the perfect EMI teaching and learning experience. This is because EMI has no perfect answer or solution. Teaching itself is complex and ever-changing and subject to the whims and variants of every new class of students and every new day of external factors. Teaching is a calling more than a profession, and those of us lucky enough to be within its world have a responsibility to continue to learn and reflect: to share and explore; to accept that we are not aiming at perfection; to accept that mistakes will be made but to learn and build upon our knowledge and experiences to craft a more meaningful and engaging learning environment for our students.

Through a series of practical and real-world case study chapters, this book seeks to provide the reader with a window into the day-to-day challenges of EMI teaching around the world and to offer opportunities to learn from the examples (successful and otherwise) of global colleagues. Although our context changes from country to country, from class to class, there is a kinship in the community of EMI teachers that provides a framework for engagement and experience sharing.

In this book, we offer varying perspectives and lived examples of EMI design, delivery, classroom management, technology in teaching, assessment and quality

assurance. We provide insights from Taiwan, Uzbekistan, the UK and the Middle East to create a platform for global knowledge sharing.

The book begins with Chia-Yi Lin discussing EMI within the Asian context of higher education and offering a foundation for ongoing review. The core themes of EMI are outlined at the outset of the book to ensure that the reader is able to more fully comprehend the world within which EMI teachers operate and the key constraints, motivations and opportunities that both push and pull activity on a daily basis.

Chapter 2, Christopher Hill then outlines and highlights the key components needed for successful EMI delivery. This chapter, like those that follow, are full of examples and practical initiatives that teachers can adopt, adapt or develop to suit their own specific contexts and circumstances.

In Chap. 3, Christopher Hill reviews EMI pedagogy and discusses classroom management techniques, teaching philosophy and material design and delivery. This chapter examines the role that a teacher plays in the learning process and explores our need to be reflect and self-aware when it comes to content, depth, level and delivery of our material.

In Chap. 4, Christopher Hill explores the world on online EMI teaching and discusses the relative challenges and opportunities therein. The chapter pays particular attention to how we can encourage and improve levels of student engagement through the environment we create and sustain. The chapter also looks at how we can manage the online learning experience and issues of assessment and review that we must consider and develop.

In Chap. 5, Christopher Hill, Chia-Yi Lin, Yuen Ting Wan and Yu-Wen Chen provide both case studies and insight into the role of culture and multiculturalism in international education. The chapter explores the dynamic between teacher and student and offers practical suggestions on how this relationship can be navigated and developed.

In Chap. 6, Christopher Hill discusses the use of language in EMI teaching and develops a series of practical teaching tips and techniques to support further student engagement and knowledge retention.

In Chap. 7, Emad A. S. Abu-Ayyash, Mohammad A. Assaf and Mohammad I. Zabadi provide a detailed review and analysis of the value and importance of providing formative feedback in EMI classrooms. This informative chapter offers considerable insight into the process for developing appropriate and relevant assessment methods and how we can more fully support our students through the use of actionable and informative feedback.

In Chap. 8, Chia-Yi Lin, Yan-Hua Chen, Yu-Wen Chen and Christopher Hill present a series of case studies and reflective insights to illustrate the core issues at play within EMI delivery and discuss the transferability of solutions. This chapter firmly demonstrates the commonality of experience for EMI teachers, irrespective of context of location, and, in so doing, highlights the value in information and experience sharing.

In Chap. 9, Elena Volkova and Christopher Hill provides a case study approach of a long-established international university in Uzbekistan. Elena reviews the history

and associated challenges of creating and maintaining a successful EMI programme, and through a series of first person reflections, she provides incredible insight into the journey EMI teaching undergoes and the roles that are played by teachers, policy makers and students alike.

In Chap. 10, Christopher Hill and Lobar Mukhamedova explores the issue of quality assurance and provides an ethnographic narrative of her journey in supporting the development of transparent and sustainable EMI assessment methods and teaching protocols. As discussed in the initial chapters, the need to understand the broader context and environment of EMI teaching is critical as it shed light on motivational factors, opportunities and constraints. This chapter offers practical advice on how to navigate this journey.

In Chap. 11, Chia-Yi Lin provides an in-depth review of EMI within the Taiwanese context and offers historical and situational analysis as to the realities and future directions of EMI teaching and learning.

This book is a work in progress and an attempt to support EMI teachers and practitioners around the world. The reflective and practical nature of the book is designed to encourage active EMI course design and delivery engagement. We are united in our aims and objectives, and we should look to our community for ongoing engagement, knowledge exchange and support. This book is a practical guide, created in that vein.

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Contents

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Chapter 1
EMI Development in Asian Higher Education

Chia-Yi Lin

Bilingual education is defined as "instruction in two languages and the use of those two languages as mediums of instruction for any part, or all, of the school curriculum" (Andersson & Boyer, 1970). Changing historical and sociocultural attitudes and population demographics are important factors in the evolution of perspectives toward multilingualism in language learning. Relationships between local and international languages within countries, and within each community of speakers, are complex and challenging in equal proportion. For all the obvious gains that the use of English in education brings to the bilingual systems of Asia, the language is often viewed with openly expressed suspicion by planners, politicians, and academics of the region (Tickoo, 2010). Nonetheless, bilingual education is common in countries across the globe and, especially in today's global marketplace, English learning has only increased in importance. While this has spurred a growing interest in and demand for learning English, it remains a challenge to ensure the attainment of a high standard of EMI achievement while maintaining the quality of education that students receive. The following analysis of bilingual education policy and development in Singapore, Hong Kong, and Malaysia provides a reference for other education systems seeking to develop students' English language ability without undercutting their intellectual achievements.

1 EMI Development in Singapore

When it comes to bilingual nations/regions, Singapore is often viewed as being at the top of the list. Singapore's successful effort to promote bilingual education and transform the nation into a multilingual country can be traced back to the 1960s, when the government decided to recognize four official languages—English, Mandarin Chinese, Malay, and Tamil. Former prime minister Lee Kuan Yew, widely known as the founding father of modern Singapore, foregrounded the importance of bilingualism when he acknowledged that Singapore could not join the ranks of highly

developed countries while its three main ethnic groups remained monolingual in separate mother tongues, yet these groups could not retain their cultural identity by becoming monolingual in English; thus, the country had to resort to bilingualism for economic, social, and cultural reasons (Ong, 2015). Owing to the wide variety of ethnic groups residing in Singapore, English was then selected as the lingua franca for inter-ethnic communication. Since 1966, regardless of which mother tongue a student speaks and which language their school chooses for the delivery of educational content, English has been a mandatory subject of study, with math and science required to be taught in English from first grade onwards. This approach, however, led to lower enrollment rates at non-English-medium schools, which prompted the government to enact its bilingual education policy: all students must learn English as their first language, along with a mother-tongue language of their choice, be it Mandarin Chinese, Malay, or Tamil, as their second language. By 1987, English had become the sole language of instruction at all educational levels (Bolton et al., 2017).

Singapore's bilingual education policy was put into practice in 1966, and has remained in effect until the present day. Ever since the policy was enacted, Singapore's educational outcomes have topped global rankings, a clear indication that bilingualism does not burden Singaporean students or negatively impact their learning. According to the TIMSS International Study Center (1996), Singapore ranked first in eighth grade achievement in both mathematics and science in 1996; the country still retained that ranking in 2019 (Mullis et al., 2020). Moreover, Singapore's English-friendly educational setting has turned it into an ideal destination for international students wishing to study abroad, further boosting the diversity of its schools. This benefits the country greatly in terms of the acquisition of global talent, and thus improves the competitiveness of the nation. Two of Singapore's most prominent universities, the National University of Singapore (NUS) and Nanyang Technological University (NTU), were recognized as being among the world's top 15 universities (ranked 11th and 12th, respectively) in the 2022 QS World University Rankings by virtue of their educational excellence, the high quality of life in the city, and the diversity of the student body (2021).

Singapore's bilingual policy has been of significant benefit to the country in terms of easing ethnic tensions, gaining a competitive edge in the global economy, and most importantly, mastering globalization (Ong, 2015). Recently, at an event marking the 10th anniversary of the Lee Kuan Yew Fund for Bilingualism, Singaporean Education Minister Chan Chun Sing emphasized the advantages that bilingualism has brought to the country in recent years (Chew, 2021). It is possible, even likely, that Singapore's bilingual education is the cornerstone of the country's prosperity.

Its position as one of the first countries to implement bilingual education back in the British colonial era has given Singapore a tremendous advantage in the race for global competitiveness, especially now that internationalization has become the irresistible force of the global higher education market (Bolton et al., 2017). In fact, Mr. Lee Kuan Yew defined his view of a national university as an "organism which responds to the needs and the challenge of our time in this particular part of the world and in this society" (Lee Kuan Yew, 1966). Therefore, it was not surprising that after the financial crisis of 1997, the public university became the most important factor

in "powering Singapore into a knowledge-based economy" (Ministry of Manpower, 1999). It was during this period that the Global Schoolhouse initiative was endorsed by the Education Working Group under the Economic Review Committee (Toh, 2012). The goal of the initiative was to enroll an additional 100,000 international students in Singaporean schools by 2012; since then, the number of international students in Singapore has been projected to increase from an estimated 2.5 million in 2004 to more than 7 million by 2025 (ACE, 2006). Schools were also encouraged to increase the number of foreign instructors on their faculty. These outcomes would have been impossible to attain without the success of bilingual policies and English Medium Instruction.

Singapore's bilingual policy laid a solid foundation on which the Singaporean higher education sector internationalized and subsequently instituted strategies such as International Enterprise Singapore, international degree programs, online courses, and branch campuses of higher education institutions. These strategies would not have been successful without the massive effort put in by the Singaporean government. The results have had a direct impact on Singaporean universities' top-tier status in world university rankings.

2 EMI Development in Hong Kong

Hong Kong, a region that shares a more similar demographic profile with Taiwan, is a meaningful case to look into in terms of bilingual development. With 92% of the population being Chinese (Race Relations Unit, The Government of the Hong Kong Special Administrative Region), Hong Kong differs greatly from Singapore, where high demand for a lingua franca—in this case English—facilitated the success of bilingualism. Yet Hong Kong's history as a British colony from 1841 to 1997 means that English is still widely used in both the public and private sectors there, though the most commonly used language in daily communication is Cantonese.

According to Poon (2009), the development of Hong Kong's Medium of Instruction (MOI) has been quite political in nature, and the debate over CMI (Chinese as a Medium of Instruction) versus EMI goes back a long way. While some argue that a good command of English opens up more educational and career opportunities, others claim that teaching in a foreign language in which students' skills may be weaker sacrifices educational quality. CMI schools used to outnumber EMI ones until the 1970s, when Hong Kong began to play a major role in the world economy as the gateway to China. The demand for English proficiency increased as people began to regard English as an international language that would confer upward mobility, and therefore preferred EMI schools for their language training (Johnson, 1994).

However, after the British handover of Hong Kong to China in 1997, the compulsory Chinese MOI policy, prompted by sentiments of national pride and cultural nativism, compelled secondary schools to adopt CMI practices (Pérez-Milans, 2016; O'Halloran, 2000). Still, exceptions could be granted under circumstances such as high student/teacher English capabilities and support strategies, and thus 114 schools

retained EMI systems (Poon, 2009). Schools in Hong Kong were then evaluated on a 6-year basis; EMI schools that failed to meet the criteria were switched to CMI, and vice versa. This policy was the subject of severe criticism later on, as it was blamed for the decline in overall student English ability as well as the labeling effect, where EMI schools were viewed as more prestigious and promising (Poon & Lau, 2016).

In 2010, a more finely-tuned policy was enacted that gave schools autonomy to determine their MOI themselves, whether EMI, partial-EMI, or CMI. In addition, the government poured more resources and provided more support to help CMI schools improve. For example, junior high school students were exposed to subject-related English during extended learning activities (ELA), which could consume up to 25% of total lesson time, in classes that prepared them better for the transition to the senior high school EMI curriculum (Pérez-Milans, 2016). The results of a study conducted by Poon and Lau (2016) elucidated the challenges and difficulties faced by both teachers and students as well as the strategies and measures adopted to resolve them. Undoubtedly, while English is listed as one of the official languages of Hong Kong, the struggle to elevate students' English proficiency is far from over. There are also some signs of emerging issues involving linguistic and cultural diversity that are beginning to affect how schools handle language education policy (Pérez-Milans, 2016). Nevertheless, it seems that the majority of people in Hong Kong are in favor of EMI and remain resolved to hold on to their heritage of bilingualism.

In Hong Kong, speaking or learning the English language is highly associated with an elite education and higher social-economic status (Amico, 2018). Perceived as the most "prestigious" language, EMI remains popular in the higher education sector in Hong Kong. However, as mentioned previously, the debate on whether to use EMI or CMI intensified after the handover in 1997 (Pérez-Milans, 2016; O'Halloran, 2000). As the government has increased the enrollment rate in higher education, students' English proficiency qualification for university EMI courses has become a concern for instructors (Yeung, 2020). Indeed, one recent study highlighted the linguistic challenges experienced by local students (Gardner & Lau, 2017), and according to one longitudinal study, the number of graduates of CMI schools admitted into local universities was approximately 25% that of graduates of EMI schools (Tsang, 2008).

Like Singapore, Hong Kong has benefited from using English as the primary medium of instruction, for instance by increasing the number of international students and faculty members and offering a familiar, welcoming environment for foreign scholars. English is imperative for internationalization, which consequently assists in advancement in world university rankings.

3   EMI Development in Malaysia

Malaysia, a former British colony whose situation is similar to Singapore's, chose a different path for its national bilingual development. The development of bilingual education in Malaysia came hand in hand with British colonization (Ozóg, 1993). After its independence in 1957, instead of retaining its advantageous English legacy,

the Malaysian government officially ruled that their sole national official language would henceforth be Bahasa Melayu, the language spoken by the majority of the country's population. This National Language Policy was nationalistic in origin. It aimed to encourage integration through monolingualism (Chan & Abdullah, 2015), and at the same time endeavored to bridge the economic and social gap between those who spoke English, a favored language with greater potential for professional mobility, and those who only spoke Malay (Gill, 2005). It was believed by the Malays that proclaiming Bahasa Melayu as the official language would earn them linguistic capital and thus more promising opportunities (Gill, 2005).

In 1967, the Malay language was further promoted as the medium of instruction in all schools. By 1983, essentially all education was delivered in Bahasa Melayu, including in public universities. Despite the fact that Malaysia was well aware that English was the route to more and better opportunities and was still teaching students English as a second language in schools, the country's bilingual literacy did not turn out to be as outstanding as the government had anticipated (Chan & Abdullah, 2015). The drop of students' English abilities was evident, and thus the government altered the language policy in 2002, announcing a change in medium of instruction from Bahasa Melayu to English in the fields of mathematics and science. This decision overwhelmed the public back at the time, especially considering all the effort that had earlier been put into the rectification of its language policy (Gill, 2005). The people hence addressed a range of concerns about the change in policy, including the loss of importance of Malay, and students and teachers' ability to receive/deliver content in English (Rahman & Singh, 2021). Eventually, owing to political, social, and educational opposition, the policy was reversed in 2012, changing the medium of instruction once again from English to Bahasa Melayu.

A year after the reversal of the language policy, the Malaysian government publicized the Malaysia Education Blueprint in 2013, which placed a strong emphasis on English learning and teaching. Currently, Malaysia is not making any clear declarations regarding becoming a bilingual country or implementing bilingual education. With its latest language policy, Malaysia is attempting to both "uphold the Malay language and strengthen the English language" (Rahman & Singh, 2021). While English is not used as the medium of instruction due to the protection of Malay dominance, it is considered highly significant as a second language and is taught as a mandatory subject in schools.

Since the publication of the Razak Report (Omar, 2015), both Bahasa Melayu and English have been used as MOI in higher education institutions. This language policy was first implemented at the University of Malaya when it became a bilingual university and then gradually extended to five public universities in Malaysia. Despite the English language being considered a second language, English is still a popular instruction medium in higher education in Malaysia due to its role in gaining international visibility and internationalization (Galloway et al., 2020; Hasim & Barnard, 2018), and in fact the government restored EMI for teaching STEM courses in 1993. This mindset is popular in many Asian countries (Kaur, 2020), where being equipped with a high degree of English skills is strongly associated with higher economic status and career development. In Malaysia, EMI courses are viewed as assisting the

nation in developing a world-class education system and advancing in the rankings. However, as with many language policies, differences over the use of EMI still exist, and this has triggered an ongoing debate about national identity, student performance, and whether to use Bahasa Melayu or English as the main medium of instruction (Kaur, 2020).

4   EMI Development in Taiwan

Advances in technology have led to an unprecedented acceleration of globalization and internationalization in recent decades. English, as a common means of communication worldwide—a so-called lingua franca—has become an essential ability to have for future success in the world. Thus, in 2018, the government of Taiwan launched the Bilingual Nation 2030 policy. The blueprint for this policy consists of 3 main goals—to bolster Taiwan's bilingual education system, to improve the public's English proficiency through demand-driven learning, and to enhance the nation's overall competitiveness. The development of bilingual higher education has now entered the picture and strategic approaches to increase EMI courses call for our immediate attention.

EMI refers to the use of the English language to teach academic subjects in non-English-native countries (Oxford EMI Training, 2022). Learning in EMI courses is focused on academic knowledge pertinent to the students' major field of study rather than the language itself. That is, English language courses are not regarded as EMI. In the EMI setting, 70% of class communication has to be in English, while under certain circumstances, other languages are allowed in a principled manner. Essentially, the delivery of academic content and learning materials, including the interaction between students and lecturers and the assessment of learning outcomes, must be carried out entirely in English. However, in-class discussion between students, although highly encouraged to be conducted in English, can occasionally benefit from the aid of other languages for better comprehension and understanding. In EMI courses, students engage in all four aspects of the language—listening, speaking, reading, and writing—at the same time that they acquire the academic knowledge of their major subjects.

4.1   Evolution and Current Practice

The development of English language education in Taiwan dates back to the 1900s, and has progressed gradually since the founding of the country in 1912. Yet, a genuine awareness of its significance only became visible in the early 2000s, when former President Chen Shui-Bian suggested the adoption of English as Taiwan's second official language (Price, 2014). This idea was outlined in *Challenge 2008* in the section

titled "Cultivating Talent for the E-generation" in the Six-year National Development Plan (Taiwan Today, 2002). A concrete language policy was only approved in 2018, when the Cabinet-level National Development Council (NDC) launched the "Bilingual 2030" plan following President Tsai Ing-Wen's emphasis on "cultivating more outstanding bilingual and digital talent" in her 2020 inaugural address (Office of the President, Republic of China [Taiwan], 2020). Tsai pledged to bring Taiwan's Bilingual Plan to fruition by 2030 (Everington, 2020). The Bilingual 2030 policy is a two-fold vision that promises both to help Taiwan's workforce connect with the world and to attract international enterprises, thus enabling Taiwanese industries to build ties with global markets and create high-quality jobs by fortifying the English proficiency and related competences of future generations.

Learning English is increasingly valued in Taiwan, and the demand for English language ability is currently at an all-time high. According to Chang (2008), in a survey of 489 Taiwanese parents' attitudes towards English education, 94.7% of the respondents reported that learning English is important, and 67% had their children start learning English in kindergarten. However, despite the fact that most students' English education starts fairly early on, owing to external factors, their English ability generally does not reflect the amount of time and effort invested. Some argue that this is because of Taiwan's traditional test-oriented education system; others believe it is the result of inappropriate English curriculum design and pedagogy; still more insist that it is because of the lack of real-world language exposure outside the classroom.

Currently, most of English training in the public school system is focused on listening, reading, and writing, and is geared toward helping students excel at standardized exams such as the Joint College Entrance Examination (JCEE). English, for most students, is a mandatory school subject that affects their test scores and thus their pathway to better high schools, universities, and career choices, rather than a universal communication tool or necessary skill that will increase their competitiveness in the world of the future. English education in Taiwan currently overstresses the importance of written tests and grammar rules (Watt, 2021). This phenomenon leads to students' inability to apply English in real-world situations. Examples abound of students educated via the current English-teaching approaches falling short of their supposed language level (Hatch, 2021).

English curriculum design and course materials in Taiwan are heavily influenced by the country's test-centric educational culture, especially at the junior and senior high school levels. For example, Riches (Taipei Times, 2021) shared his experience working as an editor at an ESL magazine publisher. When composing content for English learning materials commonly used by high school students in Taiwan, he had to work within a very rigid structure, using only vocabulary and grammar that matched the designated levels. He was unable to use "pour," considered an intermediate word, in an article about tea because the content was set at the beginner level. This kind of constraint only hinders English learning, as it essentially restricts students from picking up the most natural and spontaneous usages (e.g. "pouring tea into a cup" instead of "taking tea out of a pot then putting it in a cup").

On top of everything else, the environment in Taiwan is not at all conducive to learning English due to a lack of immersive, all-English settings. The current English

environment in Taiwan is built artificially. Students may be required to use English on certain occasions, for instance during classes, but rarely do they actually need it in day-to-day life.

4.2 A Blueprint for EMI Training and Delivery, and Possible Challenges

The purpose of the EMI approach is to increase students' exposure to English not in terms of the language itself but rather within the cultural and academic contexts. EMI does not only involve the use of English as the language of instruction; it also requires more holistic pedagogies, curriculum design, learning materials, and teaching competencies.

With encouragement and support from the government, several higher education institutions in Taiwan have begun strategizing and planning for EMI. The first step in successfully delivering EMI courses is to ensure the quality of the teachers. Teaching in English, given the same content, can be entirely different from teaching in Chinese. Relevant support needs to be put in place to help teachers better transition from Chinese-medium teaching to English-medium teaching. Universities have been providing an abundance of training and capacity development resources, including English language skills training, pedagogical skills training, the expatriation program, mentor consultation, and EMI delivery guidelines. Language skills training focuses on teacher's linguistic pedagogy and oral production skills; pedagogical skills training focuses on behavioral pedagogy, teaching philosophies, and teaching considerations in the EMI context; the expatriation program allows instructors with a local doctoral degree to conduct academic studies at foreign universities or research institutions to increase their academic and bilingual communication abilities; mentor consultation consists of one-on-one sessions in which EMI instructors can directly engage with the mentor for comprehensive EMI teaching advice; the EMI delivery guidelines are a toolkit manual that covers crucial EMI delivery techniques for instructors.

To successfully deliver an EMI course, it takes the instructor a huge amount of time and effort to simply prepare the teaching materials. Without a proper reward mechanism to acknowledge instructors' dedication, the lack of a sense of recognition could easily become a barrier to the delivery of EMI courses. Additionally, the transition from Chinese-medium to English-medium courses may impact learning efficacy, further demotivating and frustrating instructors. In many cases, students admit to facing difficulties when trying to absorb academic content in English. Supplementary support in the form of handouts, tutorials, and extra office hours should thus be considered to assist students in their studies. Most importantly, the actual enhancement of students' English relies heavily on their frequency of language use. That is, the establishment of an English immersion environment is crucial.

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Chapter 2
General Requirements for Successful EMI Delivery

Christopher Hill

In this chapter, we will discuss the profile of an EMI teacher and outline the core competencies and skills needed to work in this field. The chapter discusses the role of the EMI teacher in context and provides an overview of teacher capabilities and skill requirements. It is of course not feasible to expect that all EMI teachers will possess all of the possible skills outlined in this chapter but by constructing the profile of an EMI teacher, the chapter will encourage a review of existing capacity and lay the foundation for possible professional development opportunities to be identified (Alhassan, 2021).

This chapter will conduct a review of core competencies of language use, disciplinary competence, learning outcomes, course design and materials preparation, and classroom management, and the value behind each one in context. It will provide the foundation for further discussion—in subsequent chapters—that looks at the specific skills and techniques to be employed for each of the core competencies. This chapter sets the scene and identifies the key areas for ongoing discussion and development, which will be highlighted and detailed in later chapters.

1 Reflection and Planning

It is important for us, as EMI teachers, to realize that the process of EMI teaching is incredibly challenging and that mistakes will be made throughout. While this is of course true, to an extent, for all teaching, the additional challenges presented by EMI ensure that we must approach this with an open mind and a willingness to learn as we progress. As educators, we know that learning involves mistakes. This is true for our students and this is true for us as teachers. What is important is that we recognize this reality and not try to hide from it. We do our students a greater service by acknowledging this fact and working to minimize repeat instances.

As educators, and as EMI teachers, we should look to incorporate Kolb's learning cycle (1984) (Fig. 1) into our daily approach to material preparation and delivery.

Fig. 1 Kolb's learning cycle
(Kolb, 1984)
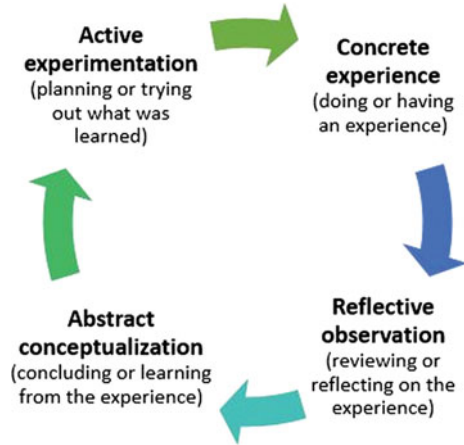
Planning and delivery often receive the bulk of our attention, but the ability to reflect and learn from mistakes is crucial for ongoing success and interactive student experiences.

It is important for us to reflect on our EMI teaching experiences and review what worked well and what did not. This element of teaching is often overlooked, or at the very least not given formal recognition and space. We should build this into our teaching process and not just leave it to be an afterthought or something we do during breaks in teaching. We know that not all students are the same and that no one approach will work for all, but we can plan and we can develop an increased number of techniques and skills that will enable us to adapt to situations as they arise in our classrooms.

At the end of each of our EMI classes, we should attempt to conduct a personal and professional inventory of the experience. This will help us to capture a real-time review of the event and provide a platform for ongoing development. An inventory of this nature is focused on several key elements:

- What worked well and why?
- What didn't work well and why not?
- What motivated the students to engage? (any specific topics, techniques, or activities?)
- What did students appear to struggle with?
- Were there any areas that we found particularly challenging? (what about them made them difficult?)

If we can get into the habit of reviewing our experiences and using Kolb's approach (Fig. 1) then we should be able to achieve several key goals. We will normalize the process of recognizing and talking about mistakes. We can then convert these from negatives to positives and be able to use them as a method for improvement and forward-thinking, rather than for dwelling on past errors. We will also be able to build a toolkit of adaptive responses to EMI teaching and use our reflective reviews

to create more engaging and interactive classrooms, which will in turn support further student learning and knowledge retention.

EMI teaching can often feel like a lonely and isolated experience. As EMI teachers we face considerable challenges and yet we often do so alone. A review of international academic literature will rapidly demonstrate that many of these challenges are faced by EMI teachers the world over. We are not alone in this process and yet we often act as if we were. In order to combat this, and to create a forum for discussion, we need to establish the habit of peer-to-peer knowledge exchange and review. A peer support network can be enormously valuable in this regard. It provides the opportunity for experiential sharing; the ability to learn from others and to try out new techniques; the chance to realize that the mistakes we are making are being made by others; the reflective development of the whole; and the ability to identify key areas where further support and training are needed.

2   What Does an EMI Teacher Look Like?

This is an interesting question and of course, there is no single model or definition that will fit all EMI teachers. One of the key advantages of the reflective approach and peer network, discussed in the section above, is the realisation that EMI teachers come in all shapes and sizes and we can learn from the experiences of our colleagues to further enhance our own capabilities (Macaro et al., 2019). There is no perfect form of the EMI teacher and so this is not something that we should aspire to. Rather, through reflection and awareness, we can better construct the types of skills we might need in order to provide an enhanced EMI learning experience.

There are of course a series of capabilities that all teachers need and these range from enthusiasm, organization and planning, multitasking, openness, adaptability, communication skills, and patience. These are not unique to the EMI landscape but are nonetheless a part of it. In addition to these, we posit that a successful EMI teacher will also be:

- Dedicated
- Flexible
- Engaged
- Prepared
- Resilient
- Willing to try new things
- Comfortable with uncertainty
- Reflective
- Linguistically competent
- Pedagogically competent
- Equipping professional knowledge of subjects taught.

It is unrealistic to assume that we can all be experts in all these categories but we can try to be better. We can try to be better through a process of trial and error,

reflection, and discussion. A willingness to try and learn is perhaps one of the most important attributes that an EMI teacher needs (Macaro et al., 2017).

3   Preparation and Delivery

How should we approach the task of EMI teaching? It can be daunting and often confusing and there are many challenges and obstacles along the way. We need to break the problem into more manageable sections and plan our course accordingly. If we look at EMI teaching from the perspectives of what we should do before class begins, what we should do during class, and what we should do after class has ended, we give ourselves a clear structure to follow and develop.

3.1   What Should We Know Before Class?

It is very helpful to have a working knowledge of the level of English proficiency that students bring to the EMI classroom is central both for teaching to any explicit or implicit language learning outcomes and for providing support for English as a language of learning the content.

It is important to develop appropriate delivery mechanisms, through content selection and structuring, in order to raise the opportunities for student engagement and comprehension. This is linked to the point above as an understanding of language capabilities enables us to organize our delivery methods and approach accordingly.

It is crucial to be aware of our own strengths and weaknesses and plan our delivery accordingly. If we find elements of the language to be used challenging, then we need to practice this and find ways to relay the message to our students. This could perhaps be through the use of audio clips followed by our explanation of the terms or topic. We can look to vary delivery to enhance the access points for our students and support subject and language retention.

3.2   What Should We Do During Class?

While a vast amount of our success in class depends on our preparation before we enter the room, what happens during the class can have a significant impact on the learning experience and outcomes. This is where our ability to adapt and 'read the room' are invaluable. Our ability to reflect on what is happening in real time and adapt accordingly will serve to provide our students with a responsive and interactive learning environment.

From an attitudinal perspective in class we need to be open and approachable. There already exist significant barriers between our students and their learning

(language, material, engagement patterns) that we do not need to be an additional one. Our job is to be a conduit to the learning. We do this by creating a safe and open environment, one in which our students are encouraged to ask questions and engage.

From a delivery perspective, the following techniques can be very helpful for EMI learners:

- Break large amounts of information into smaller pieces
- Perform regular comprehension checks
- Use the scaffolding strategy
- Use visual aids and avoid relying on text heavy slides
- Encourage students to ask questions throughout the class
- Be interactive—include interactive tasks to promote engagement.

These will all be dealt with in detail in later chapters, including practical examples and case studies to follow and adapt to your context.

The key message we should follow in our EMI classes is to simplify the language. The primary goal of EMI teaching is subject-based and not language based. The goal is not to teach our students English but rather to teach them the subject at hand, using English. Simplifying the language we use can be very beneficial as it increases the access points for students.

3.3 What Should We Do After Class to Support Our Students?

It is important for us to recognize that a great deal of learning can take place outside of our classroom. While there are clearly assumptions we can make here about students, individual study and responsibility, there is nevertheless an opportunity here to promote sustainable learning patterns. We are fully aware that the language capability of our students plays a significant role in both their ability to engage in EMI classrooms, and in our ability to successfully promote interaction and knowledge gain. Why then should we not seek to encourage individual growth outside of the classroom and by so doing, potentially improve the levels of engagement inside the classroom?

There are several approaches that we can adopt here but they are all underpinned by a core competency of the EMI teacher, namely patience. We must accept the fact that even our best intentions for support may not be taken up by our students. This does not mean that we should stop trying, it just means that we need to be patient. The more work we put into this approach, after all, the greater the possibility of a higher quality EMI class experience. We can attempt the flipped classroom approach whereby we provide, in advance of the class, clear and detailed guidelines on activity, reading, information access with accompanying questions or areas for in-class discussion. The access points here can be varied to suit multiple learning styles. The key here is to establish a pattern of guided individual activity. We can encourage our students to set up informal, or formally arranged by us, peer discussion groups; we can provide clear and easy access to online resources (including text, audio and

video) that students can consume at their own leisure. It is important that we accept a clear reality here. Unless we make this type of activity compulsory and directly linked to an assessment grade, student uptake will be low. Again, this does not mean that it is not worth trying. There will be several students who do take advantage of these opportunities and the more that we can highlight this in class and demonstrate the value of the approach, the more likely it is that the practice will grow.

4 SWOT Analysis

An excellent way to begin our journey as EMI teachers is with an honest SWOT analysis (Fig. 2). This process involves a review of our **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats with regard to EMI teaching. In order to make this effective, we need to be as honest and reflective as we can be. This is not a commentary on 'how good we are as teachers' but rather on how prepared we can be to face the daily challenges that come our way.

Some of these elements will be internal and focused on our own capabilities, training and comfort level. Some will be external to us and be driven by variables, at times, out of our immediate control. Having a clear understanding of our own capabilities as EMI teachers provides us with the ability to play to our strengths and to develop and work on our weaknesses.

Examples to consider here could include the following:

- our own individual language capability
- student language levels
- subject matter
- curriculum constraints/requirements
- class size
- multiculturalism of students
- physical layout of the classroom
- use of technology
- assessment methods.

Fig. 2 SWOT analysis

Strengths	Weaknesses
Threats	Opportunities
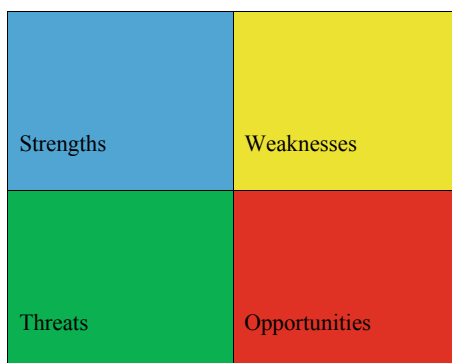
This list is of course not exhaustive but does provide an indication of the types of issues that could be assigned to the four respective boxes of **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats. The more aware we are of the respective challenges and opportunities, the more prepared we can be to face them head on. The more prepared we are, the greater the learning experience for our students.

5 Key Challenges for EMI Teachers

As outlined above, EMI teachers around the world face many of the same challenges. The more we can learn about these challenges and the more we can identify possible responses, the better prepared we will be as EMI learners. It is possible to group the key challenges we face into two broad categories—linguistic and pedagogical.

5.1 *Linguistic*

While we have already discussed some of the key elements of this category above, there are core elements that are evident in the experience of EMI teaching globally.

Adhering too closely to the subject textbooks when delivering material—this makes sense as it provides a safety net of sorts and can be seen as a clear mechanism for quality assurance and consistency of delivery. The challenge here is that this can make the delivery less interesting or engaging for students. It is a natural position to take for an EMI teacher. Where we feel we may lack confidence, or capability, in our use of English, we will look for ways to secure our position and ensure a strong base of material delivery. This highlights a key point about EMI teachers, namely the need to build confidence in our own capabilities. This is largely achieved through trial and error. We need to practice. We need to recognize that we will make mistakes along the way and so we also need to build in a process of reflection and revision.

Language proficiency can have negative consequences on our confidence and capabilities. Feeling less confident in English than in L1 can lead to reduced language manipulation and elaboration. This can, for example, lead to the need to paraphrase when teachers lack the exact terminology to be able to explain the discipline-specific concepts, theories or themes. We must also pay close attention to our pronunciation as this is a clear and critical access point, for our students, to the learning we are trying to impart.

5.2   Pedagogical

Classroom management is critical. The ability to establish a safe and secure working environment, one in which students have the opportunity to hear and absorb information absent distractions, and are confident enough to ask questions, provides a good foundation for both increased interaction and learning retention. This begins with us, the teachers. We set the ground rules for classroom behavior; we establish expectations—what students can expect from us and what we expect from them; we are the initial and immediate point of access for our students. We link them to the learning and vice versa.

Our classroom management should be based on clarity and consistency. When we deliver a task for students, our instructions should be clear, the expectations for student activity and reporting evident, and our feedback and support must be open and constructive (Dimova, 2021). We want to create an environment where students are confident and capable of asking questions, of interacting. Our attitude and approach dictates, to a large extent, student behavior and levels of interaction.

6   Next Steps

As EMI teachers, we face daily challenges—some of which we cannot overcome. Our goal is not to be perfect but to be better prepared and more aware. As mentioned previous, the core of EMI course is to teach subject matter in English, and not language itself. Through the processes outlined in this chapter, and discussed in detail later on in the book, there is an opportunity to prepare material thoroughly and with purpose for EMI learners; to establish and encourage an interactive and discursive learning environment; and to connect our learners to pathways to knowledge and skill development that supports individual and independent growth.

Getting into the reflective habit can have a significant impact on our teaching capability, the development of our core competencies, and the learning experience for our students. We are not alone in this process. We can learn from our mistakes and we can learn from the experiences of others. We can adapt and we can become more aware, more responsive and more competent EMI teachers. We need to understand the key implications of the linguistic and pedagogical challenges we face; we need to be patient with our students; we need to develop our techniques and tools; and we need to adapt. The process of EMI teaching is challenging, complex and complicated. It can be managed, however, through open communication, reflection and ongoing professional development. We are a global community of EMI teachers and we need to reach out to each other, share experiences with each other, and promote a professional community of engagement, interaction and development.

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Chapter 3
Classroom Pedagogy

Christopher Hill

This chapter focuses on practical issues of classroom management and delivery and explores issues of engagement and interaction. We will explore the development of teaching philosophy and how this can support our ongoing teaching experience, including material development and delivery. The chapter will discuss practical issues of classroom behavior, as well as management and the extent to which our delivery and actions can support or hinder student interaction. The chapter will conclude with a review of large and small classroom designs and how this can be used to our advantage to encourage successful EMI teaching.

Pedagogy is often used as an interchangeable term for education. It is also understood to be the approach to teaching and the manner by which this approach impacts the development of learners. Pedagogy does not operate in a vacuum but is influenced by the social, cultural, and societal variables within which it operates. The word comes from ancient Greek and is constructed of two elements: paidos (boy or child) and agogos (leader). Pedagogy, then, is the literal process of leading a child to learn. This requires that we know where we are going, or at least, have in mind the direction we intend to head.

1 Teaching Philosophy

Pedagogy often grew out of one's teaching philosophy. It is important that we ask ourselves what we are trying to achieve through the process of teaching and learning. What are our primary goals? What are our objectives and how do we best achieve them? Higher education was significantly impacted, as a result of the COVID-19 pandemic and the accompanying changes to delivery models, assessment, and pedagogy and this has placed new and increasing pressures on both students and teachers. The higher education sector adapted with a speed previously unseen in our world. This book is not a commentary on the pandemic period but rather seeks to explore issues of ongoing pedagogical reform and evolution that requires a formal

and appropriate response. The pandemic highlighted key issues of change that will be further discussed in the context of EMI pedagogical development throughout this book—most notably that of student engagement and interaction.

The manner by which students access, retain and use information has evolved dramatically over the past few generations of learners. With the full spectrum of global knowledge available at the literal push of a button, the necessity to retain information has waned to all but nothing. This reality impacts approaches to learning, and therefore by extension, our approaches to teaching. There is a necessity to ensure that classroom delivery, and our pedagogical approach overall is more interactive and incorporates exploring pathways to information rather than relying on inbuilt knowledge. We need to encourage the journey rather than focus on the destination.

The profession of teaching, at all levels, should be concerned primarily with the learner and not the teacher (Wenhong & Fang, 2022). If the focus is on the learner, we place our attention on how information is perceived and understood. This impacts our delivery approach and helps to promote a more inclusive and interactive experience. We have to ask ourselves what we are hoping to achieve and then build a process of delivery and engagement that supports realizing this. One of the key questions we need to ask ourselves in this process is, who are our learners? We need to understand their capability levels; both in terms of language usage and subject knowledge. This is not always possible, given the often-large numbers of higher education classes, but can be supported by pre-class surveys to gauge level, integrated systems between administration and academics to capture student levels and raise awareness accordingly.

2   Lecturing as Communication

Traditionally speaking, we have used the lecture format to provide efficiency, consistency, and a sense of community within higher education. Using the large class lecture format, we were guaranteed to reach a large audience in one go (efficiency), ensure that they all received the same message at the same time (consistency), and offer an opportunity for the development of a community of learners (community). While the lecture method may well 'achieve' these three goals, we understand that it is flawed in its ability to encourage deep learning and to fully engage students in the learning process—particularly when we are using EMI and face barriers to comprehension and access.

The teaching experience should be used to develop intellectual understanding, develop intellectual and professional competencies, develop communication skills, support personal development, and encourage student independence. In this regard, the lecture has the opportunity to inspire, engage and support students on their journey to understanding and learning. This process can be limited, however, as a result of key variables at play:

- the capability of the teacher
- the capability of the student
- curriculum we teach
- the quality of the material
- the style of delivery
- the level of student language comprehension
- the classroom set up and arrangement
- evaluation and reflection.

A lecture is a form of communication. The teachers give out information—the students receive the information—the students then act upon the information. Our concern needs to be in the second of these three components, the receiving of the information. We can control the first (our delivery of the information) but we need to focus on the second as if students do not receive and understand the information, they will not be able to move to the third element of the process and the learning will have been limited.

With EMI teaching the manner in which we speak; our pace of delivery; the language we use; the opportunities we provide for engagement and reflection all play a role in supporting understanding and knowledge gain on the part of our students. Subsequent chapters in this book will address practical issues of delivery and language use and offer concrete examples for classroom use.

Common issues that impact student engagement in lectures include the level of enthusiasm and empathy, on the part of the teacher; the level of information, assumed knowledge, and pace of delivery; and the variety of activities undertaken. The last of these is of particular relevance for EMI learners as a varied approach that includes the four key components of successful EMI teaching (speaking, listening, writing, and reading) will greatly enhance the opportunity for student engagement, skill development, and knowledge retention. Varying what students hear, see and do during the classroom experience is incredibly valuable.

3   Teaching Aims

In order to be able to focus on the learner, we need to consider how we approach our teaching; how we put our material together; what level of language and technical difficulty we use; what types of learning activities we have at our disposal. A simple approach to consider is as follows:

- Selecting and structuring the content
- Devising engaging tasks for learners
- Delivering and managing the process.

Based on the discussion above, our knowledge (however limited it may be) of our students can only help us in this process. We select and structure the content based on the level of students in our classroom and the level of the subject being delivered. We consider the breadth and depth of the subject. What scope of the subject need to be

studied and how it should be studied? We devise tasks for our learners based on their level and the intended outcomes of the class. We then come to focus on ourselves and explore how best we can deliver the learning experience. It is rare that we have time in our classes to include all the material on the syllabus and this can often lead to rushed or condensed delivery. One approach that we can employ is the process by which we decide the inherent value and importance of our material. By dividing it up accordingly, we are able to identify what must be included, what should be included, and what could be included if time permits (Fig. 1). This approach enables us to tailor our delivery approach to the respective capabilities of our EMI learners and provides us with the ability to ensure core learning is achieved and additional learning can be used for fast track students or as a learning activity outside of the classroom.

It is important to pay particular attention to our delivery approach as this impacts our learners' ability to engage with the material. If we have, as outlined above, considered the level of our students and created relevant tasks to support engagement, but failed to consider the delivery approach, our success rate will still be lower than expected. All three elements of the process (selecting and structuring the content; devising engaging tasks for learners; delivering and managing the process) are relevant.

A good way to approach this is to consider the following process:

- What do you want your audience to learn? (objectives/outcomes)
- What story do you want to tell? (materials)
- How are you going to tell it? (structure)
- How are you going to keep them interested? (techniques).

Once we have considered these key elements we can turn our attention to what is possible. The amount of material that could be included will always outweigh the time we have to deliver it. It is more important to select relevant 'must' material that can be adequately covered in the class, with opportunities for reflection and knowledge checking. Our successful objectives/outcomes should be Specific; Measurable; Achievable; Relevant to your audience; within the Time available. This is the SMART approach and it focuses on the art of the possible rather than the desirable. If the aim is to increase knowledge and skill development for our students, rather than simply covering a certain number of slides, then we should be focused on the learner and what makes the most sense—in terms of content and delivery—to support this.
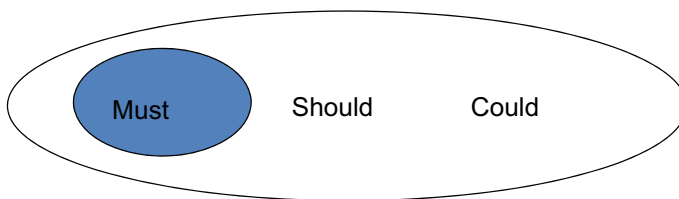
Fig. 1 What should we include in our teaching materials?

4 Selecting and Structuring Content

It is important that we think about how we tell a story in our classes. We need to build up a picture and bring the learners along with us for the journey. This means they need to know where we are going; how we aim to get there; what it will look like when we arrive; and any key features to look out for along the way.

The approach we select will be dictated by our subject knowledge, the capability of the students in class, and the nature of what we are hoping to achieve on any given day. When we deliver our lectures, we can approach them in a variety of ways and the one we select will be determined by which best fits the class objectives. Not all examples will work for all subjects and so we must use our discretion and understanding of our subject to craft the most appropriate approach at our disposal. A list of possible options includes:

- Classical
- Problem centered
- Progressive—storytelling
- Comparative.

These options provide a template for how we structure our material and a map for how the class will unfold. This is a guideline for our delivery but we must be aware that rigidly adhering to a template will often lead to reduced levels of engagement and interaction.

When it comes to selecting and structuring the content there are several key approaches that we can employ. These will often depend on the subject matter and the specific class we are delivering. Options range from:

- Simple to Complex
- Big Picture to Detail
- Concrete to Abstract
- Practice to Theory.

We need to consider our exact teaching environment, including student level, subject material, and our own capability and comfort zone. The better suited we are for the delivery model, the better the student learning experience. Our confidence levels and capability translate to the learning experience. Our enthusiasm sparks enthusiasm in our learners. Our language capability encourages development in others. Returning back to the theme above of lecturing as communication, we need to develop techniques that encourage interaction. Participation is not always possible in large classroom settings without the risk of disruption to the flow of delivery. However, there are ways in which we can build these in and this will be discussed in more detail in later chapters. We can look to encourage interaction using the approaches outlined above and a good general foundation to consider is Gagné's Nine Events (Miner et al., 2015) of Instruction:

1. Gain the attention of the students
2. Inform the students of class objectives

3. Stimulate recall of prior learning
4. Present the content
5. Provide guidance to the learner
6. Elicit performance
7. Provide feedback
8. Assess performance
9. Enhance retention and transfer.

4.1 Gain the Attention of the Students

It is important to start the class by gaining the attention of our students. This helps us to ensure that students are motivated and ready to participate in class. This increases the level of engagement and likelihood of learning. There are several ways that we can do this and they have the dual benefit of increasing engagement with the subject matter and supporting language learning. We can use thought-provoking questions to raise interest and focus levels; we can ask students to ask questions that other students have to answer; we can present an interesting problem or challenge that we will then refer back to throughout the class. This last option has the additional benefit of allowing us to check understanding throughout the class by linking back to a central theme/topic/problem and building the learning approach around this.

4.2 Inform the Students of the Class Objectives

Once we have their attention, we need to let our students know what they can expect from the class and what they will be able to accomplish. This allows us to introduce key topics and themes, including any key language that we will be introducing, right from the start. We can then build on this throughout the class to check students' understanding. This process provides a degree of security for the students. They know what to expect and can follow along more easily. We need to describe and outline what they will be able to do by the end of class and discuss how the learning will benefit them. This gives the class a sense of focus and relevance to the learner.

4.3 Stimulate Recall of Prior Learning

This process helps our students to link new information to something they have previously learned or experienced. This process of making connections is hugely valuable as it helps students to ground their knowledge in the actual rather than the theoretical. To achieve this, we can ask them questions about previous experiences and we can give them examples or a real-world experience that is similar or connected

to the one they are learning about. If we can engage students in this manner, and make learning a part of their day-to-day world, their levels of understanding will significantly increase. This is an excellent opportunity and technique to use language that has a practical, and therefore less technical, aspect. By simplifying language and linking it to everyday use, we raise levels of engagement and acceptance.

4.4 Present the Content

This element is firmly linked to the examples above about selecting and structuring the content. We present our students with new information and employ teaching techniques best suited to encourage engagement. We need to organize our material logically and provide examples throughout. We need to vary the visuals and use text, graphics, audio, and visuals as this promotes engagement from the diversity of learners that we will have in our classes.

4.5 Provide Guidance to the Learner

This element of our teaching approach includes ongoing engagement and coaching to demonstrate how to learn and to check what has been absorbed and understood. We need to use examples and resources and a constant system of checking throughout the class to monitor understanding. We can use case studies to link our discussion to the real world; we can use language checks with short call-and-response answers or tables with missing words/phrases to be added to promote ongoing language acquisition.

4.6 Elicit Performance

This process allows us to gauge deeper learning by checking skill acquisition. We use practice exercises and activities in class to test learning and skill development. The students gain a sense of growth by applying their knowledge to practice. We can use a series of practical exercises to support this such as, role-playing; call and response questions; practical demonstrations; language worksheets with missing elements; classroom discussion; fishbowl exercise—organizing a large group of students for inner and outer circles to explore different perspectives and actively engage for deeper discussions.

4.7   Provide Feedback

Once our students have had the opportunity to demonstrate their knowledge or skill development, as above, we need to be able to provide immediate feedback. This is a process of reflection and knowledge embedding. It is of particular value for EMI teaching where repetition and association are key for long-term knowledge gains. We can use this as an opportunity to highlight good practice and to widen the connection to incorrect answers by demonstrating the commonality of the problem and the extent to which it applies to all learners. In this process, it is important that we are positive and objective and provide feedback on areas that the student can directly work on and control.

4.8   Assess Performance

We need to be able to determine the extent to which our chosen teaching approach and underlying pedagogy are appropriate for the subject at hand and so including mechanisms that accurately chart student growth and learning retention can be very useful. We can use tests, questionnaires, one-minute essays, and open questions to check progress in this regard.

4.9   Enhance Retention and Transfer

The final step involves the acting upon element outlined above. This process largely takes place outside of the classroom and after the class itself. We need to give our students the resources needed to retain and transfer knowledge. Repetition and application of the knowledge are highly valuable here and if we can encourage our students to create mind maps, outlines, and overviews of what they have learned it helps to reinforce the learning. If we can encourage them to do this in a variety of ways including written, visual, and audio then we are further supporting their learning through EMI.

5   Signposting

For all of these approaches, we need to use signposting. This is a technique that significantly increases the likelihood of EMI student engagement. The technique provides clarity, focus, and reflection. It gives the teacher an opportunity to measure understanding and awareness on a micro but sustained level throughout the class. We can use signposting for both content and structure.

> I would like to talk about EMI learning in higher education. First, I will look at the role of the learners; second, I will explore the role of teachers and finally, I will look at the teaching material we use.

A simple example, like the one above can help to give the learners a map of what is coming, and the flow of information that they will need to be aware of. We can then use this as a recurring theme throughout our classes to punctuate the end of a point, to assess understanding, and to link it to the next point we are going to discuss. A key challenge faced by EMI learners is the feeling of being lost in a class. If they are unable to understand a key point along the way, they often lose the thread of the class where one thing leads to another. The use of signposting enables us, the teachers, to perform ongoing micro checks of understanding and to break down the full class into smaller and more manageable components. If we plan our delivery using this technique, we can insert the signposts after key elements of delivery and themes that we think our students may struggle with.

We can also use direct links between elements of our material. This reinforces the connection and flow of the material, as above with signposting, and provides an additional level of language check and reflection. While it may seem that including elements like links and signposting takes away time from the classroom delivery, they do in fact add value and impact. It ensures that our learners, particularly those who may need more time with both language and subject matter, are able to follow along and engage more closely with the learning. A simple example of this is:

> If you remember, I explained the main reasons why reflective pauses were important, well here we see the result of that initiative and how it impacts our teaching today.

We use techniques like signposting and links in order to maintain students' attention and to check their levels of understanding. We can then use this knowledge to better design our teaching. If there are areas that routinely cause problems of understanding, we may need to devote more time here to explain issues in more depth. We may need to use less complex language or include more visuals. These regular checkpoints serve to inform us of student engagement and provide a source of reflection for our teaching approach (Peel, 2018).

6 Teaching Delivery

When it comes to the actual delivery of the material, we need to consider all the elements outlined above and those that are directly related to the presentation, both in terms of the visual and audio, of the material itself. Once we have thought about structure and content selection we need to turn our attention to body language, the pace of discussion, language use, and timing. We need to be cautious of saying too much too quickly or assuming too much prior knowledge on the part of our students. While there are of course occasions when we are required to use technical terms in our teaching, we should try to avoid using too much specialist language without a connection to the real world and practical application. This consideration is directly

linked to the use of signposts and links above and focuses on regular checks to monitor language comprehension.

It is important to structure our talks properly and in a manner that fits both the subject matter and the audience in front of us. We need to remember to stress the major points and key elements that fit firmly within the 'must' component of our teaching. Where there are issues of considerable relevance or those which we expect will cause difficulties or challenges to our students, we need to ensure we have allocated sufficient time for our explanation, reflection, and knowledge checking—using tools listed above such as tables, call and response, or surveys. It is important to end the session in a manner that summarizes what has been covered, what it will link to next time, and, where possible, the value and application of the material covered. For EMI delivery it is also essential to use the end of the session as a revision of key language terms students 'must' know.

When teaching, and in particular when teaching using EMI, it is paramount to SLOW DOWN. The faster we speak, the more likely we are to lose our students. If a student has difficulties with English, then their attention will waiver, and the harder it is for them to access the discussion and follow the instructions. We need to make sure that we face the audience and encourage open engagement and interaction. We can use slides to visually represent unfamiliar words and then we can use these slides to prompt a discussion. This covers several of the key EMI delivery elements by using reading, listening, and speaking to develop knowledge. We need to keep asking questions throughout our teaching sessions to gauge understanding.

We need to avoid poor voice control. If we speak too quickly, too slowly, or too quietly we risk losing our students; if we speak in a monotone voice we risk losing their interest; if we hesitate too much in our delivery we risk losing their attention. Thorough preparation is needed to provide a valuable EMI learning experience and this preparation is linked to content, structure, and our delivery of the material. If we want to sound more intelligent, we need to speak a little slower. If we want to sound more powerful, we should use short, to-the-point sentences with few adjectives and adverbs. If we want to sound more articulate, we should make a special effort to pronounce the final sound in a word (t and ng). If we want to sound more confident, we should open up our body language and hold our head up. Shorter words with shorter sentences enhance our meaning and make us much easier to understand. We can cut down on some of the technical jargon and look to increase the access point to our discussion throughout.

7   Small Classrooms and Large Classrooms

We have discussed the above techniques that can be employed in lectures to increase engagement and promote interaction. The approaches outlined are relevant to subject delivery and specifically to delivery using EMI strategies. The background environment is that of the traditional lecture and the manner in which our structure and delivery of material can directly impact levels of engagement and understanding.

Now our focus shifts to smaller classrooms. While it is certainly true that not all subjects, courses, or degrees readily align themselves to a smaller classroom setting and the constraint of student numbers is a very real issue that directly impacts our ability to promote interactive activities, there are techniques that we can apply throughout our teaching practice (Johnson, 2015).

In order to develop effective small groups, whether these are in the form of a bespoke seminar or small class, or in our ability to parcel out a larger class setting into smaller groups, we need to focus on active participation. This requires that we use activities that facilitate action. These need not to be a single student standing up to answer a question but rather a small group, constituting a safe environment, that is able to debate and discuss ideas. The aim here is for a purposeful activity that aligns with Gagné's framework of engagement (Miner et al., 2015), supported by thorough preparation. Activity should be linked to the intended outcomes and objectives of our underpinning pedagogy. Where possible we can arrange seating in such a way as to promote direct discussion in a contained environment through curriculum design. This approach allows students to talk amongst themselves without the pressure and oversight of the whole class. Their findings can then be fed back to the main group and further discussed. This supports the issues listed above about student engagement and skill development. It is important here to firmly establish the ground rules from the start. This is in line with Gagné's second element (Miner et al., 2015), namely 'inform the students of the class objectives' as it helps to reduce the fear aspect and enable students to align their work with expected outcomes and objectives. This provides us with a measurement scale and an ability to demonstrate student learning and offer formative feedback to support ongoing learning. Where possible we should seek to make the group smaller. This can be done in small classes but also in lectures, where time management is handled effectively, by asking students to work with others in their immediate vicinity.

In order to be successful in classroom management, we need to consider, and develop our capability in the following key areas:

- Planning
- Getting discussions started
- Listening
- 'Drawing-out' contributions
- Not talking too much
- Pastoral.

Our role as teachers in this process can be a complex and evolving one. We are at times a leader, a neutral chair, a facilitator, a commentator, a participant, a drop-in wanderer, a counsellor, and an external viewer. We need to navigate an ever-changing landscape of teaching and learning; student expectations and experience; governmental input; employability agenda; technology in teaching.

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Chapter 4
Teaching EMI Online

Christopher Hill

In this chapter we will explore further issues of student engagement but with the particular focus on the online teaching and learning environment. While there have been dramatic and significant changes to the teaching delivery model, not only as a result of the pandemic but also from the advance of technology and society, there is still much to be learned about the environment, student engagement and learning patterns, material design and teaching techniques (Hodges et al., 2020). This chapter will discuss some of the recent changes and examine how best we can respond to these to maximise the value of the learning experience for our students.

It is an unavoidable trend that increasing online learning has adapted in the higher education sector. Originally, when the higher education sector is facing challenges to generate more income through broadening its accessibility and tremendous pressure from online open course providers, it seems necessary to respond to the calling to adapt more technologies into its curriculum and the hit of pandemic intensify the demands. As Covid-19 is transitioning from a pandemic to endemic, many universities return, and have already returned, to face-to-face teaching, but there remains the possibility of adopting a hybrid approach to delivery—with some learning face to face and some online—and so we have a responsibility to ensure that we are able to learn from the lessons of pandemic teaching and apply them to provide a more integrated and student-facing learning experience.

This chapter will also explore issues of assessment in the online learning space and how we can adapt this, while maintaining quality assurance and ethical integrity, to best suit the needs of our EMI learners.

1 Student Engagement

We need to ask ourselves how engaged our students are in class? We need to think about this carefully as it has significant implications for how we design, deliver and monitor our teaching activities. As discussed earlier in this book, the aim and focus of

our teaching should be on the learner. If this is indeed where the focus rests, then we should consider the manner in which they are receiving, processing and acting upon the information. To return to an earlier point, the teachers give out information—the students receive the information—the students then act upon the information.

There is perhaps no standard duration of a higher education learning experience. Some lectures are one hour, some are two, and some are four! There are examples of a combination of lecture and seminar with the more traditional method of information dissemination (lecture) being followed by a more interactive discussion (seminar/tutorial). We have examples of the flipped classroom where students are asked to do preparatory work in advance of the class and be ready for specific discussion or activities; there are laboratory and highly practical classes; there are language sessions. Each of these examples have their own implications for student engagement and while we can explore these in turn, it is important to remember that there is no blanket approach, or perfect solution, we can apply. Students are individuals and while we are able to generalise and provide support on as wide-reaching a scale as possible, we will not be able to cater for all learners and learning styles all the time. It is precisely for this reality that we must vary our teaching approach and content management.

The typical student attention span is outlined in Fig. 1 and clearly demonstrates that there is a marked drop off right from the start of the class. Assuming that attention is indeed there at the start of the class, there is a very real need to incorporate Gagné's rules of engagement (Miner et al., 2016) in order to spark and maintain attention.

If we are able to vary the pace and delivery of our teaching, it has the dual advantage of promoting ongoing and sustainable student engagement (see Fig. 2) from a purely pedagogical perspective and also encouraging EMI learner engagement through the increased number of access points and varied approaches to information processing and retention. The process of varying our delivery is a constant, whether we are
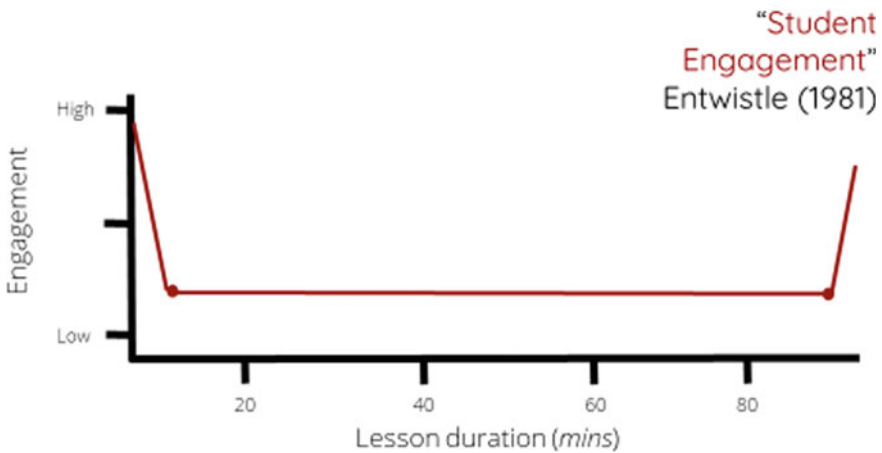
Fig. 1 Student engagement with traditional delivery
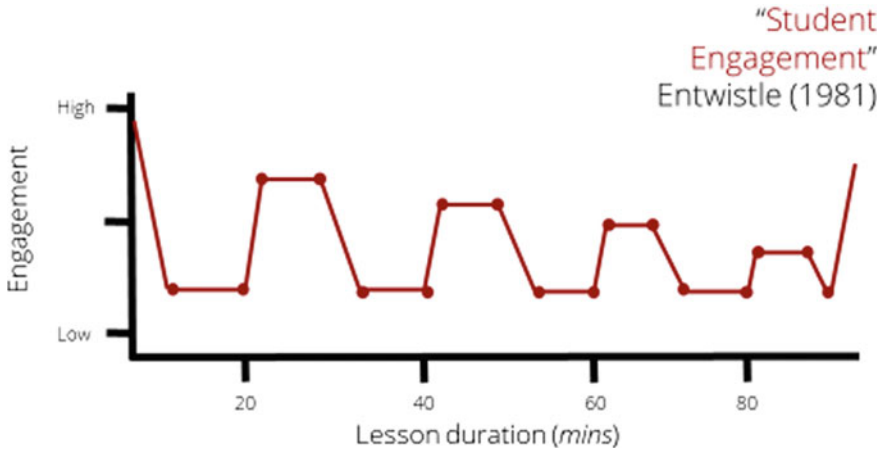
Fig. 2 Student engagement with intervention delivery

delivering face to face classes, or online sessions and can have the effect outlined below.

While the attention span is not constant throughout the session, it is much improved from Fig. 1. It is important for us not to strive for the perfect lesson. This is perhaps a myth. There are too many variables at play for us to be able to capture the attention of all, all the time. What we can aim for, however, is a more inclusive and engaging learning experience. This can be achieved, by an awareness of learning patterns and styles, attention to the teaching environment and patterns of interaction, and the development of interactive teaching techniques.

One clear technique that we can employ is to introduce a new activity every twenty minutes. This does not need to be a major activity that would significantly disrupt the flow of the class. The goal here is to change the attention span. This can be achieved through the use of call and response questions; a short video clip to watch and respond to, or the use of interactive handouts.

2 Challenges with Online Learning

One of the key challenges we face with the online learning environment is that of, ironically enough, connection. When we are physically in the classroom, we have a distinct advantage, compared to the online space. We can see our students and they can see us. We can move around and maintain a presence and connection to them. There is, in essence nowhere to hide in the physical classroom. We can make eye contact, read body language, and adapt and amend our approach based on the reaction (or lack thereof) that we see in front of us. The extent to which we choose to do this is of course a personal, and arguably professional, choice but the option is there

nonetheless. This option is of particular value with EMI teaching where immediate comprehension is critical for ongoing engagement and understanding. If we see our students visibly struggling with a concept, we can try a different line of explanation. We can use call and response based on what we observe. We are responsive and it helps to provide a supportive system of collaboration between us and our students.

The online learning space is much more complicated. While it provides opportunities and tools that perhaps exceed the physical in some ways, there are a myriad of challenges unique to this learning environment. The primary obstacle is visibility. Many teachers struggled with the lack of visibility during the pandemic and there were widespread examples of students not turning their cameras on during class. This is clearly a highly significant issue. If we assume, for the sake of argument, that all those students who did not turn on their cameras were indeed in attendance (a fact we know to be heavily disputed by both experience, evidence and human nature), there remains the issue of connection and engagement. If we cannot see somebody, how do we truly interact with them? There are obvious examples to refute this, the telephone being a clear one where conversations can take place to a successful resolution, but within the teaching sphere, this can be a genuine challenge and problem.

It is important to state that a physical classroom does not guarantee engagement or interaction. While there may indeed be nowhere to hide, there are in fact plenty of ways to avoid interaction and engagement. Time in class is limited and teachers will need to move on from a question or topic sooner or later. A core strategy for non-engagement is simply to delay the response. If a student can 'wait out' the teacher, the teacher will turn to someone else, or answer the questions themselves in the interest of timing. Many of our techniques are designed to promote engagement but they cannot guarantee or force it. The reason behind a varied approach is to constantly search for the key that unlocks the pathway to engagement.

2.1   Use of Technology in Teaching

In order for us, as teachers, to have a chance of success in the online learning environment, we must pay attention to the issues covered in Chap. 3 regarding material selection, design and delivery. We must focus on the learner and their immediate needs. We must think about content selection and sequencing, and we must do all this while using a platform that does not directly correspond to our traditional understanding of patterns of interaction and collaboration. The fact that we can use technology in our day-to-day lives does not mean that we can use it in our teaching practice. The fact that students can, and do, use technology in their daily lives does not mean that they can apply them fully in learning. Technology is a tool. While this may seem like a redundant statement, it is nonetheless true. Technology in teaching is what we and our students make of it. If we are flawed teachers in the physical classroom, this will be further exacerbated in the online environment. However, if we are good teachers in the physical classroom, this will not directly correlate to the digital space. We have to learn how to use the medium and how best to engage our students through it.

Fig. 3 TPACK model
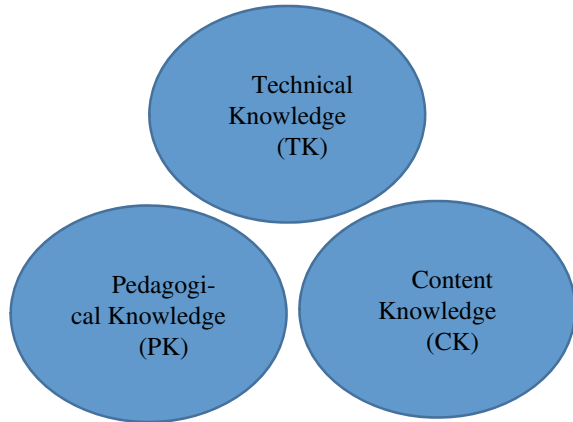
A good example of how to approach this is the TPACK model (Harris et al., 2009) that combines technical, pedagogical and content knowledge into a unified foundation for online teaching. The model can be visualized as in Fig. 3.

The intersection of all three elements is key for a successful online teaching delivery experience. We need to understand our learners and know what instruction theory, techniques or methods is suitable for them (PK), we need to know our material and subject we are going to teach (CK), and we need a working understanding of our environment and the associated challenges and opportunities (TK). The use of technology can add value to our delivery model and has advantages for the EMI learner (these will be explored in more detail below), but we must be aware of the limitations of online use (some of these are based on the capability of the technology itself to do what we need, and some are based on our own capabilities as teachers) and adapt our teaching approach accordingly. The core issue underpinning the use of technology during the pandemic was necessity. As we move away from this constraint, the key issue becomes relevance. The theoretical foundation to this is encapsulated by the Technology Acceptance Model (Davis, 1989) (see Fig. 4).

As teachers, we need to be convinced that the approach we are using is of value, no matter what it is. If we continue to see online learning as a platform where our students do not turn on their cameras, do not actively participate in the learning
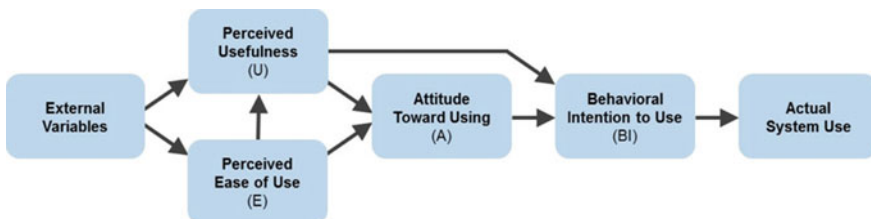
Fig. 4 Technology Acceptance Model

process, and do not seemingly gain anything from it, then we are unlikely to devote time and energy into making the process better. Online teaching can be a frustrating, and often lonely process. Many of us spent months during the pandemic, teaching to a black screen. Talking to the void with no real understanding, or awareness, of whether our students were even attending the class, let alone interacting and gaining from the experience (Schlesselman, 2022). This caused frustration and resentment, and led to a natural desire to return to the face to face option. A perhaps rather uncomfortable question that we should be asking ourselves however, is, to what extent were—or are—our students truly present in face to face classes? They may be physically present but are they intellectually with us? Physical presence does not guarantee engagement.

2.2   Managing an EMI Classroom Online

In order to develop a valuable and interactive online EMI classroom and learning experience, we need to be aware of the parameter within which we are operating and the extent to which we are able to adapt our approach to best suit our intended outcomes.

The SAMR model (Puentedura, 2013) provides us with a valuable underpinning for ongoing discussion and practice:

Substitution: technology acts as a direct tool substitute with no functional change.

Augmentation: technology acts as a direct tool substitute with functional improvement.

Modification: technology allows for significant task redesign.

Redefinition: technology allows for the creation of new tasks, previously inconceivable.

This model promotes the transition from enhancement to transformation in our online teaching and, if we can achieve *redefinition*, we will have successfully harnessed technology to provide our students with an integrated and innovative response to their learning needs.

An example of the process would be:

Substitution—we use a computer to write an essay.

Augmentation—use tools such as spellchecker, table creation and hyperlinks in our essay production.

Modification—write an essay collaboratively in a group of four students using MS Word online or google docs.

Redefinition—write an essay collaboratively and embed it into a webpage so it can be corrected and commented on by peers and fellow students.

When we begin to consider using online learning for EMI teaching, we need to ask ourselves a series of fundamental questions:

- what will I gain by replacing the task with technology?
- does the technology add new features that improve the task at hand?
- does the task significantly change with the use of technology and does this have implications for my module design and assessment criteria?
- does the technology allow for the creation of a new task/learning experience that would have been impossible without it?

Using technology for the sake of technology can often cause us problems. We need to be comfortable with both the practical and theoretical aspects of technology integration in our teaching. What is the purpose behind using this tool and can I use it effectively? A few key examples of techniques we can use to support interaction and check knowledge understanding are possible in both the face to face and online space.

Group work—investigating

- Students can work together to investigate a question and report their findings back to the class.
- Students can find scholarly evidence to support or to refute the claim, or collect personal experiences around campus in an informal survey. In this way, students help generate course content and present it to their peers.
- Other good examples include a case study or an investigation of a specific law, regulation, or procedure. Students can also generate their own problems or case studies using course content and/or external scholarly sources.

This example can be used effectively in the online space but requires careful management. It is important to clearly outline the expectations and timeline prior to beginning the exercise. Students must be given clear parameters of activity and have a clear understanding of how, when and what they will need to feedback to the larger classroom. This has the advantage of breaking learners down into smaller and safer groups for discussion. It creates a varied approach to learning; it supports individual and group activity; and it provides an opportunity for reflection and feedback in front of the whole class—thus supporting consistency.

Group work—critiquing

- Students have to apply their knowledge and problem-solving skills, especially if the critique must include possible solutions on which the group must agree. Students not only identify what's wrong, but also potential causes and how to fix them.
- Peer evaluations (e.g., of an oral presentation) or peer/group editing are also examples of critiquing.

This example harnesses key skill development and promotes analysis and peer-to-peer engagement. It provides an opportunity to incorporate several of the key EMI learning practices as it involves reading, listening and speaking.

3   Practical Issues

In order to successfully manage an online classroom, we need to establish certain guidelines and boundaries. We need to both set and manage expectations—for ourselves and for our students. As discussed above, the aim is not to create the perfect classroom experience but rather to work with the tools available to us and promote an interactive classroom that provides the maximum opportunity for learning development and knowledge retention.

We should begin with a core agenda:

- Establish a pattern for the classroom delivery. We can base this on the intervention process outlined above.
- Attempt to reduce the number of distractions at the start of the class. We do not want to waste the initial attention we have and we want to deliver a clear and concise message.
- Provide a clear outline of expected behaviour. This can include the use of cameras, how to ask questions, the use of the chat room, etc.
- Provide a clear outline of expected academic engagement. What do we anticipate seeing from our students and how should they best engage with the subject matter?
- Vary our approach. Use different engagement techniques and moderate our voice and delivery pattern to increase engagement.

Once we have established our approach and made this clear to our students, we are able to proceed to the practical delivery and engagement approach we intended to implement. We have discussed above the need to examine our approach in the physical teaching space and build a pattern of engagement that best engages with our learners. This is even more true in the digital space. We discussed above how we are able to adapt and respond to body language and facial expressions in the physical space and offer additionally examples or approaches where language or content comprehension requires additional support. This is more problematic in the online space and so we need to prepare and balance the inevitable confusion that will arise in the span of a normal teaching session. Online teaching is difficult and in many ways, much more taxing than face-to-face. It requires more preparation and more consideration for the areas where problems may arise, and a development of possible solutions to address these.

Step 1: The Environment

We need to be more engaging and interactive in virtual other than we do face-to-face. In order to compensate for the lack of the physical, we often have to be more animated and proactive in the digital space. Whether our students have their cameras turned on or not, we must. We also need to think carefully about the space in which we are teaching and how we are presented online. The use of a simple background is often best as it helps to reduce distractions—and to protect our privacy.

We need to make sure that our slides are relevant and easy to follow. When students are learning through their computers, there will always be the temptation to

wander away from the class discussion and make use of other resources or distractions available to them. Clear and relevant slides can support engagement, and our delivery. While it is perhaps somewhat of a flippant remark to say that teaching is a form of acting, there is a truth in the need for us to be engaging for our students. We need to change our tone, our pace of delivery and the examples we use. We are trying to keep our learners involved. We need to make sure the language we use is appropriate and relevant, and in context. We need to tell them a story and offer them the tools required to follow us on the journey.

Step 2: Preparation

We need to prepare. If we are going to incorporate technology such as videos or audio clips, we need to be sure how they work. We need to test them as there is no surer way to lose an audience's attention than for the technology to fail, forcing us to divert our attention to fixing the problem, rather than interacting with our learners.

There are many tools at our disposal in online learning but they need to be relevant and appropriate. Face-to-face learning has a significant reliance on PowerPoint slides—often to the detriment of connecting with the learners—and there can be a tendency to overcompensate with increased use of tools in online learning. We need to make sure that we know how to use the tools at our disposal and that we apply them where they are best suited. The use of tools can serve us well for attention intervention.

Step 3: Connection

We need to better understand our learners. What is it that motivates them to learn? What is it they find challenging? What prevents them from engaging, or turns them off altogether? While we cannot cater our delivery to suit all needs and we should not compromise on the quality of our offering, there are ways that we can seek to better connect to our students. This will naturally depend on the subject matter that we are teaching but there are considerable opportunities to incorporate techniques that more fully promote and encourage interaction. It is important to be aware that this is often a process of trial and error. We should have, as teachers, a bag of tricks from which we can pull techniques best suited for the teaching exercise or subject matter. Not everything we try will work. We need to be aware of this, try not to take it personally and then proceed to different methods.

Connecting with our students is often about building points of connection and reflection. A lecture requires concentration for a long period of and an interactive learning session that offers multiple access points to check and revise understanding can be of tremendous value. As indicated above, it is important to manage the expectations and outline ways for academic engagement. We can support this by goal setting. These can be on a macro scale over the course of the entire module or course. They can also be on a micro scale and limited to a single classroom experience. We set these objectives at the start of class; we explain how they will be delivered; and then we offer check points along the way to gauge comprehension. We can use call and response, interactive handouts and quick fire quizzes to do this.

Step 4: Managing Delivery

We need to keep our classes interactive. Too much reading or too much silence will see a drop off in student engagement. It is much harder to provide our students with text to read and digest online than it would be in person. Instead we should look at ways of asking them to seek out information (this helps to build the knowledge pathway skill set and varies their attention and activity levels) and by asking multiple and frequent questions. This naturally involves increased planning on our part and should involve student feedback, interaction, or contribution every three-five minutes of the class. While this may appear disruptive, it will increase both the levels of interaction and understanding. The constant engagement supports language development and comprehension too.

We need to break down our material into easily digestible chunks. This means using simple slides that are not overloaded with too much text or information. We need to vary our pace and provide constant checks for understanding and reflection. We need to address our time management in these cases as the delivery of this approach is significantly different from a traditional face-to-face lecture where there is an expectation, if not acceptance, of text-heavy presentations with little opportunity for engagement and interaction.

Step 5: Engaging with Our Learners

Online learning can produce a sense of isolation and disconnection from our fellow students. One of the key objectives of online teaching is to build a sense of community, which creates a connection where it might not be felt. We can follow some simple techniques here such as learning our students' names and using them when we call on them and interact with them. By making the process more personal, we begin to build the community. We can link the last class to the current class and point towards where we will be heading in the next class. This provides a continuum and helps us to check learning and comprehension, and to enhance the feeling of a journey we are on with our students. We also find building a supportive network among learners is essential. Having students get to know each other by posting self-introductions online and having them to participate in group work, students start to send messages through online messenger or course platforms to one another to discuss coursework or any unclear issues during online course information or instruction. This is to replicate how students interact in the physical classroom so they can exchange course information and tips or even form study groups to strengthen student engagement easily. In the process, students will learn how to self-learn, which is one of the critical skills of successful online learning. By engaging with our students and finding what motivates them, we make the learning experience more enjoyable and increase the likelihood of engagement and student attention retention. We should give regular feedback to our students throughout the class. Where we can link discussions to answers provided previously by students ('that is a great point and links very well to what Angela mentioned a few minutes ago'), we demonstrate that we are listening and we value their contributions. This all works towards building the sense of community

and creating a safe learning environment in which it becomes possible to develop language capability and to practice delivery and discussion.

Above all, we should be positive and open. We need to make our students feel part of the class and valued for their time and contribution. We need to be patient and understand that this is not an easy situation or learning environment.

4 Assessment in Online Learning

Assessment has many purposes (Means et al., 2009). It encourages students to achieve and allows them to diagnose their own strengths and weaknesses; it gives students feedback about what they have learned (at a subject and conceptual level); it helps predict success for future work; it documents what has been mastered, contributed and the progress made by the individual and group. The assessment of student learning begins with educational values and is most effective when it reflects an understanding of learning, is multidimensional, integrated and revealed in performance over time. Assessment works best when the programmes it seeks to improve have clear, explicitly stated purposes. Assessment requires attention to outcomes and equally to the experiences that lead to those outcomes. Assessment works best when it is ongoing, not episodic.

There are many technologies and tools that we can use to support e-assessment:

- Classroom communication technologies
- E-portfolios
- Online simulations and games
- Online exemplars and models of written work
- Database and lists of FAQ's
- Answer gardens
- Online questions posited by students
- Online tests
- Plagiarism detection software.

The key issue here is that of authenticity—as must the tools we use to deliver the material in the first place. Technology can support higher order thinking and can facilitate group work and some of the key reasons for using online assessment are:

- Alignment of curriculum and assessment
- On-demand testing
- Students progress at different rates
- Adaptive testing
- Better immediate feedback.

We must, however, be aware of the challenges in using online assessment methods such as understanding the role of metacognition in learning, knowing how to transform the knowledge and how to assess accurately, the use of open book/open web examinations, analysing and improving cognitive processes (Trust et al., 2020). We

must consider how the online approach can support reflection and critical skills; incorporate peer assessment; accurately capture group work, creativity and communication skills. Technology is a tool and it has many advantages but it must be applied appropriately and effectively to support the ultimate aim of enhancing the learning experience.

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Chapter 5
Understanding the Role of Culture in Teaching

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1 Introduction

The main focus of this chapter will be the issue of multiculturalism and its impact on the design, strategy, and implementation of education. While this chapter does not purport to be comprehensive in its coverage of this issue, it will discuss areas of potential interest and relevance.

The internationalization of education can, at times, leave people behind. Assumptions made about the preparedness of people of varying cultures and backgrounds to handle the disruptions of internationalization can prove problematic if they fail to take into account the cultural diversity inherent in learning and teaching styles. Demand for international education is on the increase—but how should international education be defined, and is the understanding of it the same among both students and academics? What do students expect and what should they expect from their investment? What do we as educators have an obligation to provide? Does education extend to the personal as well as the academic?

Development necessarily involves compromise and learning to develop in partnership and collaboration. The people of a country should not be required to relinquish their cultural identity in favor of a completely internationalized education system; rather, there should be a concerted effort to consider identities, strengths, weaknesses, and alternative approaches, and to seek mutual understanding. There will naturally be a dominant player in this equation but the structure need not be so pervasive as to prevent the incorporation of varying perspectives; indeed, such myopia stunts growth and halts development and can well lead to increased conflicts. We have seen this problem in arenas outside of education, and ours is no less susceptible to the dangers of arrogance and naivety.

Barriers to learning exist in many different forms and are not strictly limited to language, although this can of course represent a major obstacle. There are issues of reputation, approach, acceptance, methods of processing information, methods of delivering information, and the very structure itself that play into the relative success rate of different teaching practices. These barriers must all be considered in

our aim to provide comprehensive and effective teaching praxis, as must balancing individuality and conformity to the model.

Academics must exhibit continuity not through complete uniformity in the way in which they deliver material or teach, but in the way they represent the university and the message they deliver. As long as there is potential for conflict between academic colleagues, there is a considerable probability that students will bear the brunt of this inability to harmonize the message. "Cultural differences were rarely highlighted by participants. Nonetheless, differences in organizational cultures were viewed as more problematic than differences in national cultures." (Heffernan & Poole, 2005). Thus, one of the primary problems of EMI delivery is that of guaranteeing the quality of the product and the transparency of the delivery. Differences inherent in culture do not signify weakness or inability but rather highlight the fundamental differences that exist in approaches to education and further cement the primary reason for the internationalization of education in the first place.

"Culture has been shown to have a strong impact on international relationships" (Baran et al., 1996). International relationships comprise people from different cultural backgrounds, where each person "carries within him or herself patterns of thinking, feeling and potential acting which were learned throughout their lifetime' (Hofstede, 1991). Cultural sensitivity and an understanding of the cultural context are necessary for effective relationships. The more internationalized we become, the more sensible we should be.

2 Global Context

With increasing globalization, culture takes on an ever more important role in our life. Spencer-Oatey (2008) defines culture as the set of basic assumptions and values, orientations to life, beliefs, policies, procedures, and behavioral conventions that are shared by a group of people, and that influence each member's behavior and their interpretation of the meaning of other people's behavior. Personality influences specific individuals and is partly inherited and partly learned, while culture functions at the group level to define group identity. Classroom dynamics are greatly influenced by students' personal characteristics as well as the sociocultural setting in which they function. Student motivation is fundamental to language learning. In particular, English learning outcomes suffer if students experience a lack of motivation due to cultural differences.

The use of a single or multiple languages in education may be attributed to numerous factors, such as the linguistic heterogeneity of a country or region, specific social or religious attitudes, or the desire to promote national identity (Tucker, 1999). For example, the United States—a self-proclaimed "nation of immigrants"- has historically had an uncomfortable relationship with its immigrants and their languages. However, there have been exceptions at different times in the nation's history. During the eighteenth century, many of the new settlers spoke French, Dutch, and German (Kloss, 1977/1998), and the German language was widely spoken in

the new colonies. In 1870, when the country experienced an economic recession, it was said that bilingual skills in English and German would be beneficial to business and trade interests. By the 1880s, a more restrictive language policy was ushered in, largely in response to the recent immigration of increasing numbers of Southern and Eastern Europeans. The Naturalization Act of 1906 made English speaking compulsory for attaining US citizenship. Thus, the long history of bilingual education in the US has shifted depending on politics, the economy, and the size of the immigrant population (Ruiz, 1984). Even in the present day when many different language programs exist, English is still the official language and bilingualism tends to be a subtractive option for students. According to the report *Bilingualism in 2022: US, UK and Global Statistics* (Gration, 2022), Spanish is the most popular second language to learn in the US. Two-way immersion programs, which are popular in the US, became a way to integrate language minority students (e.g., native Spanish speakers) and language majority students (e.g., native English speakers) with the goal of bilingual proficiency for both student groups (Pacific Policy Research Center, 2010). In such programs, all students receive roughly half of their instruction in both their native language and the target language (Dormer, 2018).

U.S. Census Bureau statistics show that 21.6% of the people in the US (one in every five adults) speak a language other than English at home. According to the above-mentioned Bilingualism in 2022, over a third (36%) of UK adults speak more than one language fluently. This means that there are around 24.5 million bilingual adults in the UK. In Europe, learning a foreign language is compulsory, with English as the most studied foreign language. The importance of English is recognized throughout Asia, and EMI is now spreading in the region for largely pragmatic reasons (Kam, 2002). In recent decades, the Australian government, educators, and linguists have been formulating and implementing policies to promote bilingual education among Australia's aboriginal people (Li, 2016). According to Grin (2003), language policy is a systematic, rational, theory-based effort at the societal level to modify the linguistic environment with a view to increasing aggregate welfare. Language planning is a government-authorized long-term, sustained, and conscious effort to alter a language's function in a society for the purpose of solving communication problems (Weinstein, 1980). The examples above serve as an acknowledgment that history, geography, and population shape the definition of culture and that culture then further transforms the way in which language is taught.

3 Cultural Differences and How a Multicultural Classroom Affects Teaching

The above findings suggest that if a classroom is structured with students from different backgrounds and cultures, it is essential for educators to understand their differences and maintain an awareness of each individual while implementing EMI

CULTURAL CATEGORIES		
Linear-active	**Multi-active**	**Reactive**
Talks half the time	Talks most of the time	Listens most of the time
Does one thing at a time	Does several things at once	Reacts to partner's action
Plans ahead step by step	Plans grand outline only	Looks at general principles
Polite but direct	Emotional	Polite and indirect
Partly conceals feelings	Displays feelings	Conceals feelings
Confronts with logic	Confronts emotionally	Never confronts
Dislikes losing face	Has good excuses	Must not lose face
Rarely interrupts	Often interrupts	Doesn't interrupt
Job-oriented	People-orientated	Very people-oriented
Sticks to facts	Feelings before facts	Statements are promises
Truth before diplomacy	Flexible truth	Diplomacy over truth
Sometimes impatient	Impatient	Patient
Limited body language	Unlimited body language	Subtle body language
Respects officialdom	Seeks out key person	Uses connections
Separates the social and professional	Interweaves the social and professional	Connects the social and professional

Fig. 1 Lewis model of students' categories

into the teaching pedagogy. As per the Lewis Model, students/learners worldwide can be divided into three categories: Linear active, multi-active, and reactive (Fig. 1).

- The Linear-active category is the easiest to identify; it encompasses the English-speaking-world (North America, Britain, Australia, and New Zealand) and Scandinavian and Germanic countries.
- The Multi-active category is more scattered and includes Southern Europe and the Mediterranean countries, South America, sub-Saharan Africa, and Arab and Middle-eastern countries.
- The Reactive category tends to be more localized in and around Asia, except for the Indian subcontinent.

The internationalization of higher education is characterized by a coming together of people with different cultural orientations, thinking patterns, perceptions, and emotions (Otten, 2000). It is critical for educators to understand the culture of each individual student before any teaching pedagogy is developed and delivered. Effective classroom interaction methods are crucial for language development and students should have opportunities to interact with the teacher and classmates, receive feedback, request clarification, and initiate communication (Suryati, 2015).

To effectively handle differences between students in multicultural classrooms, we must first identify what "differences" are. These can be discussed in terms of extrinsic and intrinsic differences. Extrinsic differences comprise architecture,

the mode of clothing, everyday practices, and language and script, while intrinsic differences consist of culture and value systems, attention and perception (holistic vs. analytic), problem-solving (relational vs. categorizing), and rhetorical structure (linear vs. circular/indirect) (Pae, 2020). Language is not merely a means of communication; it also expresses an underlying culture. Cultural differences embedded in language are often difficult to translate into other languages (Nevgi et al., 2008). People from different cultural backgrounds express, learn, and even listen in different ways. According to Hall's context theory (Hall & Hall, 1990), different cultures have different ways of communicating; some communicate explicitly (low-context cultures) while others communicate implicitly (high-context cultures).

For instance, it's common for open-ended questions asked by the teacher to be met with silence in East Asian classrooms, whereas such questions often lead to heated participation in Western classrooms. The Eastern emphasis on the importance of diligence in the pursuit of perfect scores is evident in Confucius' ideas that hard work was the direct route to great success. This is why Asian students often get high marks in paper examinations rather than in-class participation. Confucius also believed in "respectful learning," which requires students to respect the authority (Wan, 2021). Thus, Eastern students tend to keep quiet to avoid conflict and mistakes in public in contrast to the positive engagement of Western students in the classroom. Where such differences exist, the educator's role as the bridge becomes indispensable.

Within the classroom, communication can be significantly affected by high- and low-context variation along with the factors above. The EFL teacher bears the brunt of this responsibility. Once a Western teacher understands that high-context cultures do not frequently produce students who act and react in a similar manner to what the teacher may have experienced in teaching in their own culture or from their personal educational experience, then they can teach with greater understanding and in a more productive way (Bent, 2018). The teacher's cultural awareness—or lack of it—determines not only the atmosphere in the teaching space but also the learning outcomes of the students. Teachers who learn more about their students' backgrounds, cultures, and experiences will feel more capable and efficient in their work as teachers (Alsubaie, 2015). Additionally, studies have shown that some educational contexts are likely to prevent students with low language proficiency from engaging in fruitful social interaction and reasoning related to their learning tasks (Vedder et al., 2006).

4 Local Context: Taiwan as a Multicultural Society

Since 2019, Taiwan has implemented native language education for "new immigrants" from Southeast Asian countries (Kasai, 2022) and included Taiwanese, Hakka, and Indigenous languages as elective languages under the provisions for native language instruction (MOE, 2022). In the 1990s, Taiwan designated four major ethnic groups on the island: 'native' Taiwanese, Mainlanders, Hakka, and

Indigenous peoples. This designation served as a recognition that Taiwan is a multi-cultural nation. Although the term 'New Immigrants' is commonly used to refer to female spouses from Mainland China and Southeast Asian countries, the Taiwanese government officially defines New Immigrants as "spouses of Taiwanese who are foreigners or stateless, or people from Mainland China, Hong Kong, or Macao" (MOI, 2015). Statistics from the National Immigration Agency show that there is a total of 554,706 foreign spouses residing in Taiwan, a number slightly higher than the population of Taiwan's Indigenous tribes (NIA, 2019). Among those with Southeast Asian nationality, Vietnam (108,340) is the most common home country, followed by Indonesia (30,385) and Thailand (9102). As existing data show that almost 90% of new immigrants are women (NIA, 2019), this population can be understood to be a part of the international phenomenon of 'feminized migration' in East and Southeast Asia (Hsia, 2018). The children of these women will grow up in a bicultural background.

In addition, according to Total Fertility Rate—The World Facebook (CIA, 2022), Taiwan has the lowest total fertility rate in the world. In the past few years, due to the low birth rate in Taiwan and increasing global competition in the higher education sector, the Taiwanese government has initiated quite a few international recruiting campaigns, including Study in Taiwan, The New Southbound Talent Development Program, the Taiwan Experience Education Program (TEEP), and the Huayu Bilingual Exchanges of Selected Talent program (Foundation for International Cooperation in Higher Education of Taiwan, 2022).

Thanks to these efforts from the Taiwan Ministry of Education, the number of overseas students at Taiwanese colleges and universities has grown from 57,000 in the 2011 academic year to 128,000 in the 2019 academic year. The number dropped to 92,963 in the 2021 academic year due to COVID-19 border controls (National Development Council, 2022). Although China is generally ranked as international students' top country of origin in universities around the world according to OECD data, the majority of international students studying in Taiwan hail from Vietnam, Indonesia, Malaysia, and Hong Kong (National Development Council, 2022). In the 2021 academic year, National Taiwan University had the highest number of international students of any university in Taiwan, followed by National Cheng Kung University and Ming Chuan University. The percentage of international students at the 10 universities with the largest number enrolled ranged from 6.93% to 12.9% (Ministry of Education, 2022).

In the past, many universities had an insufficient number of EMI courses for their international students. Chinese, the language used in the classroom, acted as a barrier for most international students, making it difficult for them to complete their credits and fulfill their graduation requirements. International students frequently commented that they had difficulty communicating in Chinese, which interfered with both their social and academic life.

In 2021, the Ministry of Education approved a list of Key Cultivation Universities and Colleges to implement the new Program on Bilingual Education for Students in College (BEST Program). The resulting use of English as a medium in the classroom

to teach professional courses has been a different kind of challenge—for non-English-native students. Regardless of the language used, going to college is the time when most local and international students leave their hometown and experience the stress of entering a different culture and different environment. Therefore, helping students become more aware of cultural differences and incorporating this awareness into teaching is one of the core values of EMI instruction.

Multicultural education does not only include the education of students in cultural diversity and the education of children of different ethnicities but goes far beyond this, as it shapes the educating institution's image and seeks to meet the broadest possible range of needs (Rachmawati et al., 2014). Educators in such a university atmosphere must possess specific competencies such as a supportive attitude, flexibility, and an empathic vision, which are essential for teaching in a multicultural environment (Aktoprak et al., 2017). In the set of case studies described below, NCKU professors shared their experiences delivering EMI courses in a multicultural classroom.

5 Case Studies: EMI Instruction in a Multicultural Context

An assistant professor from the Department of Photonics pointed out that foreign students generally speak better English than local students, providing activity/study groups with foreign students with an advantage. On the other hand, a professor from the Department of Nursing stated that students' English proficiency and accent can greatly vary.

And even though Taiwan is already a multicultural society, some of the students have had limited opportunities to interact with people from different cultural backgrounds. An assistant professor from the Department of Industrial Design indicated that international students usually form separate groups for class projects because they are familiar with their classmates from the same cultural background; however, local students often don't understand different cultural backgrounds because they have never experienced different lifestyles. This leads to a gap between local and international students.

Additionally, the situation can differ at different levels (undergraduate or graduate) or in different fields. Research indicates that postgraduate students actively negotiate and renegotiate their learner identities and belonging in the context of higher education environments and develop new subject positions (Towers et al., 2022). An assistant professor from the Department of History stated:

> The students I have taught so far normally participate in cross-cultural interactions without much hesitation. Some students (both international and domestic) hesitated to a limited extent at the beginning due to language barriers, but have since interacted successfully with students of other cultural backgrounds in lively in-class discussions and high-quality project work.

In multicultural classes, educators must figure out how to engage students with diverse backgrounds and must develop their cultural awareness to improve the design

and delivery of their EMI courses. There are many means by which educators can do so.

For instance, an associate professor from the Department of Physical Therapy said that she raises a lot of questions during teaching to ensure the students understand her materials. An associate professor from the Department of Aeronautics and Astronautics specified that for students from diverse cultural backgrounds, he assigns a project topic that is relevant to most countries in the world, such as renewable energy. An assistant professor from the Department of Nursing noted that by engaging in mutual discussion, the whole class can learn from one another about the dilemma faced by the elderly in nursing care and the current distribution of social support in their respective countries.

Teachers play a vital role in building a positive learning environment in their classes based on equal treatment of students by teachers as well as among the students themselves (Thuy, 2018). Even simple steps can make a visible breakthrough. By way of illustration, one professor asked students to share their home countries' festivals or symbolic items. A professor from the Department of Biotechnology and Bioindustry Sciences chose to arrange mixed groups of both international and local students.

While the instructors are instrumental, universities also share a great responsibility for improving the quality of EMI courses. According to one assistant professor, the imbalances in the number of foreign and local students cause a lot of trouble, as shown in the following comment:

> I hope that the school can stipulate that students have a certain level of English before enrolling, or provides EMI bridge courses to overcome the problem of uneven English proficiency among the students.

A teaching assistant is also an urgent need for many teachers delivering EMI. A professor and an assistant professor both mentioned this point. For students, a teaching assistant can also play a key role on a more intimate level, leading group discussions and responding to students' needs immediately. NCKU is currently planning on training more EMI teaching assistants with the goal of providing at least one teaching assistant per course in the near future.

5.1 Case Study 1: Multicultural Classroom in the Department of Business Administration

As universities continue to attract growing numbers of international students, addressing how teachers deal with cultural diversity in the classroom has become increasingly important (Woods et al., 2006). This case study reports on EMI teaching for legal issues in business administration within the multicultural classroom.

5.1.1   Clear Delivery is Above All

An assistant professor in the Department of Business Administration states, "Both of my EMI courses are law-related, and clear content is very important in such courses." Ultimately, EMI is primarily a tool for teaching content rather than a tool for learning English. Since university-level courses are professional courses instead of English courses, he has made adjustments including simplifying the content on slides and canceling weekly group discussions.

He observes that when students with no legal background select his course, they tend not to be very active in class participation compared to other courses. "However, as law penetrates into many aspects of modern life, sometimes students are willing to share their own personal experiences, or they can sympathize with parties in the legal cases discussed in the course." He encourages active class participation through case studies and keeps interactions with students short and manageable to help them build confidence.

5.1.2   Constructing a Comprehensive Learning Environment

Students tend to better understand the content relevant to their own cultural backgrounds, as stated by the instructor:

> For example, when I talk about police enforcement in the United States, it is the US students who know more about it. On the other hand, it takes some time for international students to understand issues that have taken place in Taiwan.

We can see that the teacher's ability to take on different perspectives and multicultural attitudes is critical for negotiating the complexities of diversity in classrooms. These qualities enable teachers to better align their teaching to their students' needs (Abacioglu et al., 2019).

In response to the current situation, he has slowed down the pace in the class, noting that "I just need to spend some extra time to do the explanation and the background introduction."

Accents have occasionally been an issue as well. For instance, the assistant professor revealed that it was difficult for classmates to understand some international students' accents during class discussions. In a culturally responsive classroom, it is important to celebrate the variety and help non-native speakers realize that diversity is an advantage and that it enriches the whole classroom. That is the perfect method to help students achieve fluency in English without feeling uncomfortable (Dautbašić, 2019). When accent issues occur, he invites such students to join the discussion and uses slides as an aid to make sure the whole class understands the content of the discussion. As Howarth and Andreouli (2015) stated, a community does not emerge and does not survive without the recognition of diversity.

5.2 Case Study 2: Multicultural Classroom in the Department of Industrial Design

This case study focuses on a multicultural classroom in Industrial Design and reports on the construction of a stress-free English environment, and how the teacher encourages the students to discover their own motivation for learning. "Once a student discovers their core motivation for learning, nothing can stop them from learning," the assistant professor of this studied case pointed out.

5.2.1 Background—Aim to Shape a Comfort Zone for the EMI Classroom

An accent can create an impression that we don't know our second language very well, or that we are not competent. A throwaway comment like "Wow, despite your accent you speak quite good English!" could affect the self-esteem of a non-native speaker and make them feel hesitant or shy (Rahman, 2022).

This instructor considers the most crucial element at the undergraduate level to be firing up students' motivation and creating a comfort zone for the English learning environment. Even students with excellent English ability can be afraid to speak in front of the class or express their opinions. In the following paragraphs, we'll discuss how the instructor creates a comfort zone for EMI, and how he fosters a multicultural classroom.

5.2.2 Bridging the Gap Between Cultures—Expanding the Comfort Zone

The instructor noticed that international students tend to form separate groups for class projects because they are familiar with their classmates from the same cultural background. Therefore, he separates students from the same cultural background and assigns one or two local students to their team. He also prepares a camera to record what students say during class and only comments once they finish instead of interrupting their thought the processes. He then asks them to watch the recorded video after class and present the content again next time.

To help bridge the gap between local and international students, the assistant professor lets students share their favorite foods because the food is generally an excellent cultural product for bringing people together. "It always works and is effective for intercultural communication."

Teachers who unite classrooms with activities both inside and outside of the classroom stand a better chance of boosting student achievement and ameliorating the negative effects that have been observed in multicultural classrooms in the past (Alsubaie, 2015). Likewise, the instructor leads intercultural activities within the

classroom to build the confidence of the students, using them to expand students' comfort zone from their own cultural group to the whole learning environment.

6 Conclusion

Culture and multiculturalism are at the heart of all international education and must be viewed accordingly. The tendency in the past has either been simply to ignore other cultures and remain true to the dominant model or to brush differences under the carpet and attempt to muddle through. Neither approach represents a sophisticated or even practical solution to the problem at hand. Perhaps it is this word, 'problem,' that is holding us back? Culture and multiculturalism are indeed factors present in the existence and delivery of international education, but viewing them as something to be harnessed and included rather than marginalized or ignored may prove more successful. This is no easy task, but an awareness of how and why people act, teach and learn the way they do provides opportunities for inclusion and advancement rather than exclusion and resentment.

A simple awareness of the difficulties inherent in delivering education on an international stage, while useful in the abstract, does not guarantee results. We must better prepare our students and our staff and allow them to develop using a combination of the existing model and their own skill set. Co-existence and cooperation will lay the groundwork for a fully integrated and comprehensive approach to international education that ensures continuity while incorporating local and international input. The challenges that face us as international educators are substantial but so are the rewards. The opportunity to shape and develop education policy based on a wealth of new research and collaboration with education professionals should be sufficient to promote the activity of this nature. The ability to better educate and prepare students on a global scale is motivation enough, but EMI must not be entered into blindly. There are many pitfalls along the way but the rewards are great. Preparation and awareness will increase the chances of success.

We should not devote our time and energy to breaking down and re-creating our students or ourselves, but rather work to develop a greater understanding of the nature of the diversity at hand and harness its latent potential. Great training and even greater awareness will provide the tools for this and enable a more balanced approach to education that rests on inclusion rather than elitist exclusion.

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Chapter 6
English Language Use

Christopher Hill

In previous chapters, we have discussed the specific nature of EMI teaching and explored the reality that the primary function of EMI is not teaching a language but rather teaching a subject through the use of a language—English. This provides its own set of challenges, as we have previously outlined and discussed. An EMI teacher is often not teaching in their first language to students not learning in their first language. This is naturally challenging and can often give way to the tendency to revert to the shared mother tongue—assuming this is the case.

In this chapter, we will explore ways in which EMI teachers use their language competencies to guide students and facilitate learning outcomes. We will look at the ways in which EMI teachers apply their words and how they are able to express complex terms and concepts in an accessible manner. We will then further look at how EMI teachers can place stress on words and phrases, as well as the pitch of their voice, in order to convey attitudes, feelings or opinions. The chapter will also discuss the use of language to build and promote an environment of cultural engagement and awareness and how we can use language to direct our students and provide a roadmap to assist them in following and understanding the learning aims and objectives.

1 Language Tips

Our use of language will be impacted by several key issues: our own individual capacity, the subject matter, and our students. While we may not have control over all of these (subject matter), we do have the ability to manipulate, or adapt, language to better serve our purpose—namely an engaging and accessible learning experience.

There are techniques that we can use to enhance the language component of EMI teaching. As outlined above, our goal here is not to teach English but without a working knowledge of and confidence in using English in class, our students will not be able to engage with the subject matter. As we are, largely, unable to control the language capability of our students, we must therefore turn our attention to our

own language use. We have the ability and indeed responsibility, to use relevant and accessible language during the classes.

Where possible, we should emphasize productive language skills and use every opportunity to build upon the individual and collective language capabilities of our learners. This can be done through call and response to an individual or through the use of interactive handouts or onscreen examples. Language is the vehicle to increase understanding. Language enables our learners to better understand and discuss core concepts. If we want our students to produce a hypothesis, an example of productive language skills can be as follows:

- 'If _____ was added, then _____ because _____.'

This type of example has value for both subject and language development. There is a causal linkage of concepts through relevant and sequential terms. By using targeted and productive language skills we are supporting the development of logical and coherent thinking, on the part of our students, and demonstrating the importance of purpose-driven expression. We increase the awareness of the value of language, words, concepts, and the manner in which they all interact.

We need to speak more slowly than we would normally do. This can be both frustrating (from a timing perspective) and feel unnatural but it will support student engagement and understanding. This is of course, directly linked to our preparation and session delivery. We need to build in more time for delivery, reflection and concept checking. This should not be seen as a limitation of EMI teaching but rather a necessary component of promoting learning. We can of course provide additional pathways to information gathering using technology. This can help to offset the time spent in class on issues of language and understanding. We can provide material online (using many different types of source and information) and allow and encourage our students to access this in advance of class. We can then use the class to check understanding and support ongoing engagement with the core terms and concepts.

It is important that, in addition to the pace of our delivery, we increase the wait time between asking a question of our students and when we might reasonably expect their responses. This can feel very unnatural in the moment and often as if no answer will ever come. We need to become comfortable with this degree of silence. Where possible, we can offer an alternative wording to the question and we can check to gauge understanding. We can make the question/query visible on a power point slide so that students can both hear us ask the question, and read it for themselves. This is a key element of EMI delivery. We need to be able to offer multiple pathways, or access points, to the information we are trying to convey. Once we have offered these entry points, we need to give our students time to absorb the questions and find their way to a solution. This takes time and patience.

2 Language Delivery

It is certainly acceptable to incorporate students' native languages into our delivery if this is something we are comfortable with and it is appropriate to do so (Brevik et al., 2020). As mentioned above, there will naturally be occasions in EMI delivery when both teacher and student are engaging in English as a second (or third) language. There will be times when the teacher and students also share a common first language, which is not English. Where this is true, using the process of "translanguage"— mixing English with the students' native language can be helpful to explain certain key terms. This would of course be much more problematic in a non-homogeneous class, where there is a diversity of mother tongues other than English. It would not be impossible but we would need a sensitivity to the approach so as not to exclude students from the learning process. Where appropriate, this technique can help to circumvent a lengthy process by getting to the heart of the matter and embedding the concept within a context readily understood by both teacher and learner. The use of a native language term must then be related to the subject matter construct and the use of EMI. The value here is not in 'tricking' the EMI system but rather in providing an immediate access point that can then be related back to the wider context and language use.

It is also important for us to simplify sentences. Complex words and terms confuse students and distract them from the content of the lecture. This should not be seen as a weakness but a core element of all teaching. If the learners cannot understand the terms being used, then how can we expect them to grasp concepts of higher reasoning? Language and communication are basic and essential components of the learning process (Lee, 2014). When we talk about simplifying, we are not talking about dumbing down. We are talking about providing an access point to our learners. If we lose them at the very start of the class, we will struggle to get them back again. If we take our time to encourage engagement and support understanding, we significantly increase the possibility of ongoing and sustainable interaction and learning.

In our use of language, we should look to emphasize the most important parts of the material being delivered. This can be done through the use of tone, pace and volume. If an element is critical to ongoing understanding and engagement, we should pay it due attention. This will involve repetition, discussion, reflection and checking. While this may appear to use a considerable amount of our delivery time, it will be worth it in the long run. If the only goal of a class is to complete the information outlined in the curriculum, then there is very little use for a teacher at all. If all that is required is for the material to be read out loud, then the value of a teacher must be reviewed. What we provide is a gateway to information and learning. What we must do is open the gate to our learners and help guide them through. While we can of course not force them to walk through the gate, we should do all that we can to remove any obstacles in their way. If necessary, sentences and terms can be paraphrased to make sure the students grasp their meaning. Complex concepts, terms and problems can

be explained in several ways to let students identify and select the ones they best understand.

2.1   Role Play

In addition to the summarizing activity outlined above, we can encourage our students to engage in language development through subject discussion. This provides a platform for confidence building, subject interrogation and engagement, skill enhancement, and language development. To organize this activity, we need to identify a topic or theme for discussion and that we can explain how it links to our learning aims. Depending on the size of our classes, this will have varying levels of success. While it clearly works more effectively with smaller class sizes, it is possible to develop this model for larger classes. To deliver this activity we can:

- Break our students into small groups—ideally with three in each but this will naturally depend on class numbers
- Each student takes it in turn to role play an example of subject focused language use in your classroom

  - This has been clearly defined and outlined by us. Not in language detail but in overall approach

- The students are expected to do the following:

  - Introduce the topic
  - Outline a key task for students to complete
  - Review their understanding

- In order to review the activity, group members offer their feedback on the clarity of delivery and language used by the student presenter.

We can then feedback as a full class and use this as an opportunity to highlight instances of good practice and to identify any common challenges that arise. Through the use of constructive feedback, we can help build a safe environment, increase student confidence in interaction and public speaking, and support a deeper understanding of key concepts and elements of our subject delivery.

3   EMI Delivery Techniques

Where possible, we should encourage our students to read diverse texts. As mentioned above, this could be a function of the flipped-classroom approach as we know that asking students to read significant chunks of text in a classroom setting (and particularly in an online classroom setting) is counterproductive to engagement and learning.

Reading and then thinking and talking about different genres is a robust sequence for learning academic language.

Another valuable technique is to introduce summary frames to our teaching activities. Summarizing is a simple and fail-safe approach to academic language activities. Firstly, we ask our students to read a section of text (nothing too extensive) to themselves and then provide an overview summary of the text to their partner. This helps students to gain subject knowledge as well as skill enhancement in synthesis and presentation—in addition to supporting the ongoing language development.

As above, we can ask our students to use interactive handouts, or focused response structures in order to provide a summary of the material. Examples of this could be as follows:

- If the text under review is problem/solution orientated, then we can use:

  – "_____ wanted _____, but _____, so _____."

- If the text under review is cause/effect, the we can use:

  – "_____ happens because _____."

    We can use the same approach to help our learners engage with foundational issues of presentation and knowledge dissemination. Indeed, we can use these techniques ourselves in our own lesson planning and delivery as the focus is clearly on signposting.

    – "The topic of my presentation is _____."

- "In the first part, I will provide a few basic definitions. In the next section, I will explain _____. In part three, I am going to demonstrate _____."

    We can also ask our students to write with a transition handout in order to provide focused guidance and direction. This exercise must, of course, be linked to the subject at hand. The aim here is, again, to incorporate the use of productive language skills.

4 Things to Avoid

There are many pitfalls that we can fall victim of in our approach to EMI delivery (Habok et al., 2018). In this chapter, and in previous chapters, we have discussed the need to plan our sessions, understand our learners—as best we can, and focus on learning as the key objective of our activity. For the EMI teacher, we need to be cautious about our use of language and the manner in which we deliver it. If language is too complex or our pace is not appropriate, we risk losing the attention and engagement of our students. If we go too fast, or too slow, we limit the opportunities for student development. If we use poor or unclear pronunciation, we reduce the access points for our students. If we speak in a monotone and do not vary our pace or volume, we create a static environment with no real emphasis or value-driven statements. Not everything we say has equal importance and so we should not seek

to emphasize or stress every single word or statement. Everything we say appears to be the same message, delivered in the same way, with the same value. In the absence of importance being placed on key elements, students will switch off and disengage. Once this has happened, regaining their attention is incredibly difficult and challenging.

Common issues facing EMI teachers is the tendency to try and say too much too quickly. As discussed above, there is a need to go slower. To do this, we need to plan accordingly and allow time for reflection, absorption and information checking. If we assume too much prior knowledge on the part of our students, we risk disseminating information at too complex a level—either from a subject or language perspective, and this results in a reduced access point for the learners. Likewise, if we incorporate too much technical or specialist language the result will be the same. As indicated above, where we can we should look to simplify our approach and then build on the foundation we create accordingly.

Structuring the talk poorly can have a negative impact on our learners. It is important that we use the tools and techniques outlined in previous chapters. We need to incorporate signposts and build in time for call. We need to ensure that we plan and time our sessions well to allow for discussion and knowledge checking. We need to have a clear start to our sessions, using accessible language that provides a guide for what students can expect and what is expected of them. We also need to have a clear end to the session that offers a chance for final review and reflection. A good ending to our session allows us to further highlight the key messages we want our students to have absorbed during class. An example of a planned delivery session is as follows:

- Introduction
    - Introduction—interest, need, title, range, objectives, expectations
- Main Body
    - explanation
    - involvement
    - checking understanding
- Conclusion
    - summary
    - key themes
    - final reflection.

This structure provides the foundation upon which we can place our subject themes. We need to ensure that we use relevant and appropriate language during the different stages of the class. Start with open and accessible language and follow with clear and simple terms and directions that encourage engagement and interaction. We then move to focused and purpose-driven language in the main body of the session, thus supporting knowledge and language capability gains. We then move

to reflective and summary language at the end and further evaluate if the delivery method is successful.

5 Culture in the Classroom

It is incredibly difficult to be fully informed and aware of all the cultural sensitivities that we may encounter in our classrooms. This is arguably easier to manage in a homogenous class—although this does make very problematic assumptions about individuals and our ability to generalise against an entire population—it is increasingly complicated in a diverse and international student setting. Our use of language should aim to be inclusive and not exclusionary. Where possible we should avoid gender specific terms or making assigning gender value to specific jobs or attributes. We should look to include examples from a variety of cultures in order to deepen the knowledge exchange that takes place in our classrooms. We can ask our students to offer examples from their own experiences and backgrounds and then relate these back to the subject matter at hand. We are not expected to be experts on all cultural differences but we should be as well informed as we can be and, while not seeking to offend, we should look to learn and enhance the cultural experience in our classroom through the use of examples, perspectives and connections.

Through the use of open dialogue and accessible, non-threatening language, we provide our students with a safe and inclusive environment for learning. If we can achieve this, we provide a greater sense of confidence and security for students to speak up in class, and the ability to relate complex subject terms to the real world experiences, thus enhancing their understanding. By recognizing the culture of our students, we draw them into the learning experience and encourage them to reflect on how the learning outcomes may impact them and their communities. We make the learning to become practical and relevant. Through a recognition of student cultures, and our use of positive strengths-based language and examples, we establish an interactive dialogue for all in our classes. We then further provide instructional conversation for feedback and a frame of reference with the increased access points for all our learners.

6 Good Practice

In all our sessions, we need to SLOW down! The more time we give to our learners and the more we can modulate our pace of delivery, the greater the chance of engagement and understanding. We need to face our audience and be open and accessible. We are the gateway to learning and we need to make this clear to the learners. Along these lines, we can use slides to show unfamiliar words and regularly ask questions of our students to promote ongoing understanding checks. This needs to become a normal

practice and one that students accept as fundamental to the learning process, and not one from which they shy away or attempt to avoid and hide behind their colleagues.

There is no value in racing through our material if we have lost our learners in the first five minutes of class. It is better to go slower, take our students along the journey and support learning, even if we do not make it to the end of the allotted class slides. A little knowledge is much better than a full reduction in student attention and engagement. To encourage engagement, we should use short, to-the-point sentences with fewer adjectives and adverbs. To sound more articulate, we should make a special effort to pronounce the final sound in a word (t and ng). To sound more confident, we should promote open and relaxed body language by holding our body upright and lifting up our head. We should vary our pace and use strong words that hold lots of visual appeal.

7   Delivery Methods

The EMI classroom delivery model is of course firmly based upon the traditional delivery model. In both instances, the main objective is the successful dissemination of information, benchmarked against the intended learning outcomes. In both examples, teachers must navigate learner diversity, resource management, internal and external variables, personal capacity, and subject matter—to name but a few core issues. In EMI teaching we also have the specific challenge of language capability (Xie, 2017). This of course exists, to an extent, in all teaching but is of particular relevance in the sphere of EMI. This is compounded by the additional issue of teacher language capability—and subject specific language capability.

As with all teaching, we as EMI teachers need to consider how we are presenting our material and how it will be received by our learners. We know that there will be learners with a lack of subject knowledge or a lack of language capacity, or with a lack of both. We face the challenge of simplifying our delivery to accommodate these realities, while also ensuring the quality of subject matter and adherence to curriculum delivery expectations. Students need scaffolding to support their learning. Concepts and ideas need to be introduced, discussed, reviewed, and assessed for understanding. Our lesson plans need to be constructed around both language and content. This provides a roadmap for our learners and for us as facilitators to their learning.

The more time we can spend on preparing our teaching sessions will be of considerable benefit to both our leaners and ourselves. The more confident we are with our material and with our ability to deliver it, the more relaxed we will feel, the more accessible we will be in class, and the more likely our students are to respond and engage with the subject matter. The more confident we are we will be more flexible and responsive to the environment in each classroom and be able to adapt to the specific needs of our learners on any given day. There are a series of core techniques which we can employ to support effective language delivery and increase the likelihood of student engagement.

- Break large amounts of information into smaller pieces

  - Do not overwhelm our students
  - Give them time to digest ideas and concepts
  - Use signposting phrases along the way, such as orders or linking verbs for cause and effect

- Perform regular comprehension checks

  - Give ourselves the opportunity to perform micro-checks throughout class
  - Ask simple questions to find out if students are following your lecture
  - Assist in building confidence through review and reflection

- Use the scaffolding strategy

  - First, you can explain to the students how a task should be done
  - Then you complete it with them
  - Next, divide the class into groups and let them complete it in smaller teams
  - After that, the task can be done by each student individually

- Use visual aids

  - Sometimes a powerpoint presentation is not enough, in which case you can include additional material, such as videos, graphs, and tables.
  - Make these interactive and learning focused
  - Everything used in our teaching sessions is in the service of advancing our learning aims

- Let students ask questions in the course of the class

  - Do not wait until the class is over
  - Establish a safe environment of trust and openness
  - Use constructive responses to student questions
  - Recognise the confidence and bravery it can take for an EMI learner to ask a question

- Personal contact matters

  - Try to include interactive tasks in the classroom delivery
  - Engage your students with different learning techniques
  - Show your students that you are accessible and approachable.

We need to recognize that language is a living thing (Chapple, 2015). While the purpose of EMI teaching is not to teach a language, it is to use a language to teach. In other words, EMI teachers are using English as a vehicle or media for learning and skill development. If the learners cannot adequately, or successfully, engage with our language use and delivery, their ability to learn and understand the subject matter will be significantly impaired—if not prevented altogether. We need to be aware of this and we need to plan and acknowledge accordingly.

As a result, we as EMI teachers need to be language aware. We need to be aware of what we say; how we say it; when we say it; and why we say it. Language, just like

teaching, is at its heart about communication. If the message is key (the subject matter and learning outcomes), then the manner in which it is delivered and understood (our use and delivery of language) is just, if not more important.

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Chapter 7
Issues in Formative Assessment and Feedback in EMI Classrooms

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1 Introduction

It is quite sensible to outline the definition of EMI espoused in this chapter before we talk about formative assessment and feedback strategies in EMI classes. This chapter adopts the definition of Macaro et al. (2018) of EMI as "The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English" (p. 37). Thus, it is important to know that formative assessment and feedback described here relate to academic subjects (called content subjects in this chapter) conducted in the English as a Foreign Language (EFL) context. The ceaseless spread of EMI, mainly due to "the requirement of a shared medium in the wake of globalization" (Siddiqui et al., 2021), has become an undeniable fact, has maintained a high rate of influence and demand (Siegel, 2022) and has sparked an unprecedented need to train teachers, lecturers and professors to run EMI classrooms effectively (Huang & Singh, 2014). While the use of EMI in classrooms to teach content subjects has been justified by policymakers, curriculum designers, and researchers in different parts of the globe, it has been concomitantly acknowledged that EMI houses a number of challenges that permeate classrooms at all levels. Siegel (2022) sums up the source of these challenges as he states

> At the individual course level, EMI typically involves the integration of several second language (L2) English language skills, including reading (through course literature), speaking (while engaged in seminars, group work, etc.), and writing (via the production of term papers, essays, and examinations). Listening comprehension is also a vital component of EMI, as students are often required to attend lectures, listen to instructors for extended periods of time, maintain their attention, take notes, and learn the lecture content.

Quite understandably, opinions have been deeply divided about whether or not EMI is a good choice. Favoritism to EMI has been found to stem from viewing English as a prestigious language (Ekoç, 2020; Tamtam et al., 2012) and looking at EMI as a vehicle to improve students' language skills (Tran et al., 2021). Opinions that do not

favor EMI in classrooms argue that EMI is a threat to the native language (Ahmadi, 2017) and a weakening factor of subject-matter learning (Dogancay-Aktuna, 1998).

Keeping in view the varied topics studied so far in EMI, it becomes quite obvious that assessment and feedback is still a missing piece in the jigsaw (Hultgren et al., 2022). Summative assessment is the classical method of measuring students' competence and is an effective way to keep records of students' progress and the educational institution's accountability. However, this type of assessment is usually based on set standards and criteria in line with the educational institution's vision, the district's vision, or even the country's vision. So, there is very little to contribute to this form of assessment that goes beyond recommending and assisting in building the curriculum and the assessment frameworks, which is out of the scope of the present chapter. Instead, this chapter focuses on the thornier issue, formative assessment, and feedback strategies. This article sheds light on some crucial matters to consider in formative assessment and feedback in EMI contexts that might open the door for further studies in this pivotal area.

It is sensible at this point to highlight the definitions of formative assessment and feedback. Formative assessment can be defined as an assessment designed to monitor the learners' progress in order to adapt the teaching and learning and to decide on the subsequent steps (Black & Williams, 1998); this form of assessment does not utilize grades and is not intended to be part of the overall summative grading system (Cullinane, 2011). As for feedback, it is an integral part of formative assessment as it, in large part, enables students to learn from the assessment (Irons, 2008). Nevertheless, we preferred to discuss feedback individually in this chapter due to the sensitivity of EMI classes. Feedback can be "conceptualized as information provided by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding" (Hattie & Timperley, 2007). This chapter focuses on feedback given by the instructor to the student in the EMI classroom context.

The pressing question at this point is: why is it important to discuss formative assessment and feedback at all? The use of formative assessment is self-justifiable as the other form of exams, summative assessments, do not help much in informing the teaching. Summative assessments are handy and necessary in gathering information about students' knowledge and competence. However, they are less useful in serving the instructor's daily business. Instructors must make informed, timely decisions on how to proceed in a particular lecture or activity; formative assessment is probably the best way to inform these day-to-day, period-to-period, and activity-to-activity decisions. Research has established that formative assessment plays a pivotal role in supporting students' learning (Karaman, 2021). From the learners' side, a summative assessment gives them marks in a certain area, but that is the only information they get from these assessments. It is only through formative assessment tasks and instructors' and peers' feedback that they can figure out their current competence and the areas for improvement.

The areas covered in this chapter include alignment issues (articulation and coordination) and formative assessment and feedback strategies in two contexts—the language classroom and the EMI classroom. The rationale behind addressing these

two issues in the given sequence is organizational, moving from the general to the specific, thus looking at formative assessment and feedback at the educational institution level through the discussion of alignment and then moving downward to a parallel discussion of assessment and feedback strategies in the English language classroom—since English is the medium of EMI classes—and in EMI classrooms.

2   Alignment: Articulation and Coordination

In this chapter, we choose to discuss alignment in terms of articulation and coordination comes from the important work of English (2000), who discussed alignment in terms of curriculum. Expanding on this, alignment of formative assessment and feedback practices across the board is not only a sign of positive collaboration between instructors of different subjects in the educational institution but also an indication that the students are getting the best practices possible in these two areas.

Articulation of formative assessment and feedback strategies refers to the vertical collaboration and connectivity between the same subject instructors along year levels. Therefore, when we ask about the level of collaboration and connectivity among Year 1, Year 2, and Year 3 instructors, for example, apropos assessment and feedback, we are addressing the extent of articulation in these two areas.

The other important part of alignment involves coordination. This element is concerned with the horizontal alignment among EMI subject instructors. Therefore, when we ask about the level of collaboration and connectivity among Year 1 Class A history instructors, Year 1 Class B history instructors and Year 1 Class C history instructors, for example, apropos assessment and feedback, we are addressing the extent of coordination in these two areas. The rationale is that formative assessment and feedback systems need to be harmonized and integrated across classes of the same year level to allow for rapid learning through experimentation.

Figure 1 represents this relationship. The circles contain the specific classroom within a year level while the arrows state what is to be shared among instructors of the same year level.

The issue of alignment (articulation and coordination) functions at the educational institution level, and will positively impact EMI classroom instructors' practice and will naturally contribute to the entire educational institution's improvement. One
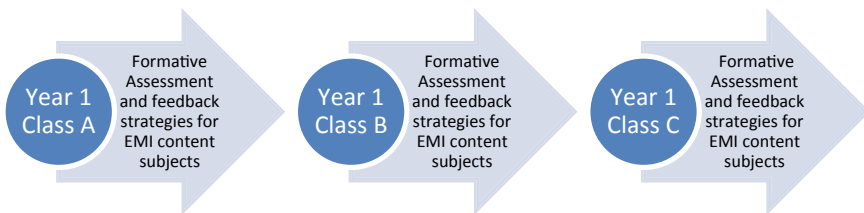
Fig. 1 Coordination in EMI classrooms

Fig. 2 K-W-L chart

K-W-L Chart

Topic: _____

What I Know	What I Want to Know	What I Learned

effective mechanism of implementing alignment through articulation and coordination is through an online platform shared with all content subject instructors. There are many online collaboration platforms, such as Google Docs and Trello. Once the platform is determined, it should highlight the 'best practices' in formative assessment and feedback. It can be divided according to year levels so that instructors of the same year level and instructors of the following and the preceding year levels can benefit from them. For example, let us assume that Dr. Charles, a science instructor of Year 1 students, has just practiced the use of the K-W-L chart (Fig. 2) as a formative assessment strategy in a lecture. He can decide to share this with other instructors by adding the details about the activity on the shared platform with reference to the K-W-L chart. Dr. Charles can also include some actual students' samples to maximize the benefit.

Moving the discussion forward to a more specific level, it is handy to look at how EMI formative assessment and feedback strategies are similar and how they are different in the contexts of the English language classrooms and the EMI classrooms. The idea behind considering this level is that subject knowledge and language knowledge may intersect on different occasions in the EMI classroom. Therefore, content subject instructors must not get too carried away by language corrections at the expense of the information.

3   Formative Assessment in Two Contexts

It is important to acknowledge the difference between EMI classrooms and language classrooms, since in the latter, language is not only the medium of instruction, but it is also the topic of instruction. In EMI classrooms, on the other hand, language is only a medium to convey information about the topic, which can be anything but

English. Despite this sound differentiation, it is pretty insightful to reflect on formative assessment and feedback from the language classroom and make connections to the assessment and feedback in the EMI context since language is still a common component in the two settings.

Still, formative assessment and feedback in EMI classes have to be approached with caution because students' responses to questions and tasks are expected to be of low linguistic complexity, particularly in Year 1. Therefore, it is important that content subject instructors do not just concentrate on language corrections at the expense of the information unless the information is distorted because of language. Hence, feedback perforce relates to language only if language errors undermine the information in significant ways.

In the English language classroom, several strategies are utilized in formative assessment tasks. Some of these can be transferred to EMI classes, some cannot, and some can be used in a different format for more effectiveness.

Dialogue is a well-known and popular formative assessment strategy in English language classrooms. While the use of dialogue can be rightly claimed to be peculiar to language classrooms, dialogues can also be used to serve other purposes like practicing a grammatical structure, conducting interviews on specific language-related topics, and role-play. In EMI classes, dialogue can be employed in all types of lectures and in different formats, such as involving pairs in conversations (questions and answers) about a scientific topic. However, to minimize the possibility of the content subject instructor being distracted by and heading towards language-related errors in such activity, it would be more effective to use a wider scale activity so that the instructor's chance of focusing on language errors is minimized. One format of dialogue-based activities appropriate for EMI classes is 'inside-outside circles'. This activity will typically involve a minimum of 6 students. Half of them will form a circle with their faces inward. The other half will form a circle facing the other group's circle. Each pair will be facing each other. The instructor stands in the center and can move from one circle to another in the class. Upon the instructor's agreed signal (could be a clap, a buzzing sound, or a whistle), the students in one of the circles will start asking questions assigned to them about the content of the lesson. The students in the other circle will answer the questions directed to each of them. The instructor listens, takes notes, and then gives the direction for one of the two circles to move one step clockwise so that new pairs are formed; the questions go on and so do the answers. The idea behind preferring this wide-scale dialogue activity is that the instructor will be focusing more on the information provided as answers to the questions, and will not have the luxury to correct the language-related errors as he/she will be involved in taking notes about the students' understanding of the content based on their answers. Figure 3 is a representation of the positioning of the circles in this activity. The green dots represent the outside circle and the blue the inside circle.

Although inside-outside circles are sound oral formative assessment strategies to be used in EMI classrooms, we encourage more the written forms of formative assessment and feedback. The reason is that written forms lack the instant occurrence of feedback which is more likely to ensue in oral activities and may instantly be

directed to language errors. The jewels of written formative assessment tasks are graphic organizers, like the K-W-L chart abovementioned.

Several graphic organizers can be used by instructors in both language classrooms and EMI classrooms with little or no adaptation. The good news about this formative assessment technique is that graphic organizers can be flexibly formatted and adjusted to cater to the instructor's needs, they can be used to serve multiple purposes and they can be used at any point in the lecture. For example, one of the effective, straightforward graphic organizers that can be used at the end of each lesson, regardless of language class or EMI class, is the exit ticket. This ticket is given to each student at the end of each lecture mainly to check their understanding of the topic discussed. Instructors and practitioners use different formats of this organizer. This exit ticket is simple and meaningful as a formative assessment strategy since the students can state the things they learned, the parts they found interesting and the questions they still have about the content (Fig. 4).

Graphic organizers can also be used at different points throughout an EMI lecture in brainstorming activities. Such activity, if used at the beginning of the lecture, would give the instructor a clear indication of the students' current knowledge so that he/she can decide on whether to proceed with the lecture as planned or adjust the content with more scaffolding activities. Brainstorming graphic organizers can also be used throughout the lecture to create new ideas or to gather information about a topic being discussed in the class. Figure 5 is one form of brainstorming graphic organizers.

3	Things I Learned Today …
2	Things I Found Interesting …
1	Question I Still Have …

Fig. 4 Exit ticket (*Source* Teachers Pay Teachers website)
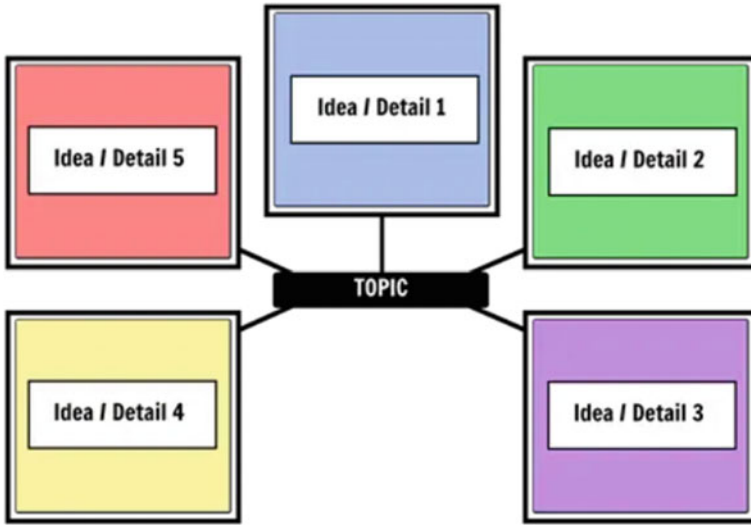
Fig. 5 Brainstorming graphic organizer (*Source* Storyboard That Website)

Since the rationale behind using written formats of formative assessment instead of over-relying on verbal ones is to avoid instantaneous language-based corrections in EMI classes, even lectures that seek to introduce certain concepts can be formatively assessed in written forms instead of asking oral questions about what a concept means. An effective graphic organizer that can be particularly helpful with these types of activities is the K-I-M chart (Fig. 6). This is a three-column table, with the number of rows corresponding to the number of concepts introduced in the lecture. The 'K' column includes the keywords or concepts. In the 'I' column, the students are required to provide information on the key concepts. In the 'M' column, the students are expected to provide memory clues that would help them remember the concepts in the future. Memory clues can be drawings, examples, or pictures.

K (Key concept)	I (Information)	M (Memory clue)

Fig. 6 K-I-M chart

Another strategy that can be considered in EMI classes is computer-based gamification. Several interactive platforms, such as Socrative, Quizlet, and Kahoot! can be used as a formative assessment tool and as an instrument of instant feedback on students' performance. Game-based platforms have been proven to generate positive perspectives and attitudes among students in higher education and school contexts as interactive feedback and formative assessment tools (Alawadhi & Abu-ayyash, 2021; Gee, 2005; Grier et al., 2021). In fact, designing game-based formative assessment activities is far from hard, and the online platforms of these activities usually provide a step-by-step guide for lectures on how to create and grade the activities.

Given that the design of these activities is straightforward, they can be considered effective and efficient formative assessment tools. The good news is that the feedback is given instantly as it is system-generated. Therefore, game-based activities are also effective learner-wise. These types of activities can be used in both the English language classroom and the EMI classroom with distinct usage for each context; i.e. language for the language classroom and content for the EMI classroom.

To minimize the possibility of the lecturer providing language-correction feedback in EMI classes, activities that involve more doing than talking are encouraged. In fact, these activities enhance the role of the instructor as guide and facilitator, as compared to lecturer and information giver. In these activities, the instructor can check the students' understanding as they are engaged in designing an object or an experience. Both the process of the design and the outcome are telling and can help the instructor decide on what scaffolding, if any, is needed. The idea here is that instead of the classical 'explain-how-something-works' task, 'design it' becomes the task. Thus, learning by doing becomes an example of a formative assessment task that focuses on evaluating the content in EMI classes rather than the language, which matters less in such activities.

Related to this type of activity is what Ronis (2008) calls direct experiences. These refer to "making or creating things, working in a real work situation, going to a concert or play, or designing something" (Ronis, 2008, 46). For example, engineering instructors can engage the students in a lecture about towers by asking them to design one. They can also take the students on a field trip to a tower construction site and ask them to take notes about how the construction is being done. Afterward, the instructor can provide oral or written feedback on these notes.

4 Feedback in Two Contexts

The last area of focus for this chapter is the feedback in the language classroom and the EMI classroom. In particular, we will focus on the different possibilities for the nature of the corrective feedback provided by the instructor in language and EMI classrooms.

The discussion will go in parallel, thus examining the possible strategies of corrective feedback in the language classroom and exploring their applicability in the EMI classroom context. Probably, the most comprehensive account of feedback options in

the language classroom was provided in Thornbury's (1999) How to Teach Grammar. These corrective strategies will be the departure point and will be examined for the possibility and/or effectiveness of using them in an EMI class. Let us assume that in the course of an activity in a language class, a student has made the following statement: A plant have a stem. We will also assume that the same error has come up in an EMI science classroom. What feedback options are available for the language instructor and the EMI science instructor? Here are some possible instructor feedback options:

1. The instructor says: No.

   This negative feedback, whether in the language classroom or the EMI classroom, provides the learner with no clue about what was incorrect in his/her production. This type of feedback, notes Thornbury (1999) might be based on the instructor's assumption that the student can self-correct. In an EMI classroom, the question that remains unanswered with this type of feedback is whether the instructor's 'No' has come as an objection to the use of have (language) or to the information itself (content). Therefore, this type of negative feedback is to be discouraged in EMI classes.

2. The instructor says: A plant has a stem.

   This type of correction focuses on language. While this correction may have solid grounds in a language classroom, for example if the lecture was about a grammatical topic, such as subject-verb agreement, it has less rationalisation in an EMI science classroom about the parts of a plant, since the information is correct. This type of feedback in an EMI classroom may send the message to the student that since English is the medium of communication, meaning should not be conveyed at the expense of form.

3. The instructor says: No. Anyone?

   While the risk of such feedback in the language classroom resides in humiliation of the student who made the error, the shortcomings of this feedback goes beyond the psychological impact in the EMI classroom. The additional loss in this case is that the student might think that the error is in the information that he/she has provided, not the language, since this is, as we assumed, a science class. The rest of the students may also be confused if they do not notice the instructor has been focusing on form, instead of content. This type of feedback, in both settings, eliminates the opportunity for self-correction, which should be the first option for instructors, particularly in higher education contexts.

4. The instructor says: A plant …?

   In this form of feedback, the instructor echoes the first part of the student's utterance up to the point where the error occurred. Unlike the previous strategy, this one encourages self-correction. However, the focus is once again on language rather than content, and this may confuse the learner as to whether the information is correct or not. If the student is not aware of the language error he/she made, self-correction will not ensue as planned by the instructor, and even worse, the

student may give some wrong information about the plant and the stem, thinking that the error is content-based.

5. The instructor says: The plant have a stem?

   The instructor may choose to echo the entire utterance that contains the language error in the form of a question as an invitation to self-correct. Whether this type of feedback occurs in a language classroom or an EMI classroom, the student may fail to recognize that the error is related to language, and they might believe that the information they provided is not true. The self-correction, therefore, may come as another information that might be inaccurate and that may, with less luck, maintain the grammatical error, for example A plant don't have a stem, or A plant have two stems!

6. The instructor says: 'plant' is a singular noun; so, we use 'has', not 'have', which is used with plural nouns.

   Thornbury considers this type of feedback as an instance of 'reactive teaching', where instruction happens in response to students' errors and as "an impromptu teaching point" (1999). This type of feedback might be necessary in a grammar lesson about subject-verb agreement and less important in another language lesson. However, in an EMI class, it is even less important and less effective. Imagine how much time will be used in an EMI science lecture if each grammatical error gets detailed explanatory feedback of this sort!

7. The instructor says: Oh, a plant has a stem, hasn't it?

   In this form of feedback, the instructor provides indirect feedback to the student by reformulating his/her response using the correct structure, "disguised as a conversational aside" (Thornbury, 1999). This type of correction is friendly and does not disrupt the flow of conversation whether in a language or an EMI classroom. Nevertheless, there is no guarantee that the student will pick up the correction made by the instructor in the EMI science class since his/her focus is dominantly drawn on the information.

8. The instructor says: Good.

   In the language classroom, one has to evaluate this type of feedback based on the lesson's focus. If this comes as an answer to a reading comprehension question about the parts of a plant, the information may be more important than the form, and, therefore, the instructor's 'good' is good. In a form-focused lesson, though, for example, a lecture on subject-verb agreement, the instrutor's 'good' may not be really good as feedback. Thornbury (1999) rightly remarks that "if construed as positive feedback, it may lull learners into a false sense of security, and, worse, initiate the process of fossilization". In the EMI science classroom, the instructor's 'good' can be taken as more acceptable and recommended, since the focus is on the information.

   As shown above, the choice of feedback strategy in both contexts depends heavily on factors like the type of class (language or EMI) and the type of activity (language-focused or information-focused).

If the corrective feedback is provided on a written piece of work, classroom instructors of different subjects, languages or any EMI subject, are always advised to provide quality feedback instead of frugal complementary, or otherwise, remarks and/or the corrective lines drawn under students' wrong answers and misconceptions. Quality, detailed feedback has several merits, including better acknowledgement of the student's contribution and better guarantee, though not full guarantee, that the errors may not transpire again.

5 Conclusions and Recommendations

Formative assessment and feedback strategies are still under-researched areas in EMI classroom contexts. Due to the importance of assessment and feedback in EMI classrooms, they are worthy of more attention and research. This chapter approached the issue in a funnel format, moving from the general to the more specific. It highlighted the significance of formative assessment and feedback strategies' vertical and horizontal alignment, articulation and coordination, respectively among subject instructors. In order to enhance this type of alignment between EMI classroom instructors, creating a common online platform where they can share their best practices is recommended. Next, the chapter addressed specific issues related to formative assessment and feedback in two contexts, the language classroom and the EMI classroom. However, the insights forwarded here are based on experience and practical observation and whether they are as effective as they are expected to be calls for well-informed implementation that is guided by more research into this area. Specific issues that might be suggested for further research include, but are not limited to, effective alignment in EMI classrooms, the effectiveness of graphic organizers as formative assessment instruments in the EMI classrooms and quality feedback in the EMI classrooms.

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Chapter 8
Case Studies in Global Context—EMI in a Taiwanese University

Chia-Yi Lin, Yan-Hua Chen, Yu-Wen Chen, and Christopher Hill

1 Introduction

In this chapter, we incorporate a series of case studies to highlight key areas of EMI development. The case studies are drawn from a Taiwanese perspective but identify core issues that are relevant to all practitioners and policymakers. As universities around the world struggle with the drive to internationalize their curriculum and teaching approach, it is necessary to more fully explore the underlying motivations of these proposed changes, the associated resources needed to effect these changes, and the practical and capacity-related issues that impact teaching staff.

There is often a tendency to adopt wholesales a pre-existing approach to teaching and learning. While there is much to be gained from an exploration of existing, and presumably, successful models, it is important to be aware of context. Not all models work in all places. Issues of culture, capacity, preparedness, student engagement, technology, policy, and demographics will all play a role in the manner of delivery, perception, and reception of a learning experience.

Universities worldwide are engaging in a variety of strategies to internationalize their campuses. EMI is one of the strategies commonly employed in university settings where national languages were traditionally used. EMI is viewed as a way to attract international students and staff and develop local students' global skills (Dafouz, 2021). The reasons for implementing EMI in Higher Education Institutions (HEIs) are not always the same, yet the issues and challenges of EMI delivery that lecturers face are often similar.

Although EMI is a function of internationalization, it must be seen as a component of an overall approach. The introduction of English as a medium of instruction has implications for identity, classroom dynamics, levels of understanding, levels of participation, and assessment criteria and outcomes. The goal, or aim, to increase EMI delivery is the first step in the process and it must be supported by resources, time, patience, and a firm change in identity and teaching approach—including assessment.

In this chapter, we will use National Cheng Kung University as a case to identify common issues and challenges of EMI and propose possible responses to those

challenges through the analysis of an online survey of EMI teachers at the university
($n = 129$) and the real-life experiences shared by EMI teachers in different disciplines
when delivering EMI courses.

2   The Context: National Cheng Kung University and Its Development of EMI

National Cheng Kung University (NCKU) is a research-intensive comprehensive
university in Taiwan. Established in 1931, the school currently has 21,000 students,
nearly 1,400 faculty members, and around 2,300 administrative staff. For several
years now, NCKU has been working actively to bring together students from around
the world and develop an international, multicultural environment on campus. In the
2021–2022 academic year, nearly 2,200 international students were enrolled in the
175 Degree programs at NCKU, with over 50% of the programs providing sufficient
EMI courses to satisfy graduation requirements.

In 2015, NCKU implemented a specialized English for Academic Purposes
curriculum. The objectives were to align the content of English courses with the
communication abilities required for specialized subject courses, as well as to assist
students in improving their English within a language learner framework that focuses
on developing English proficiency until students become English as a Multilingual
Franca (EMF) users who are capable of using English to expand their knowledge in
their professional fields.

In 2021, NCKU was one of four Key Cultivation Universities approved by the
Ministry of Education to implement the Program on Bilingual Education for Students
in College (the BEST Program). Improvements to the provision of EMI constitute a
core aspect of the BEST Program, and such improvements are viewed as an important
approach for NCKU to further internationalize its campus and enhance the global
competency of local students, who are native speakers of Chinese. Under the BEST
Program, instructors are provided with strong support for their EMI teaching, and
EMI in NCKU has greatly benefited as a result. In 2021–2022, the percentage of EMI
courses provided at the undergraduate level has grown from 4.45% to 6.31%, and
22% of the courses at the Master's and Doctoral levels are now delivered in English.

3   Case Study 1: EMI Course Delivery

The study includes an online survey conducted in April 2022 addressed to 588
academic staff members delivering EMI courses at the university and a set of case
studies of 14 EMI teachers from various disciplines.

The survey collected information on the teachers' educational background, English proficiency, EMI pedagogical proficiency, EMI capacity development, challenges in EMI delivery, and professional development and institutional support needs. The aim of the survey was to understand the teachers' view of EMI and the challenges they face in EMI teaching.

126 responses were received (response rate: 21.4%), 29% of which were from female lecturers and 71% from males. Among the respondents, 40% were assistant professors, 33% were associate professors, and the remaining 27% were full professors or above. 65% of the respondents had studied in English-speaking countries for 2 or more years, and 33% of these had teaching experience in other countries. 53% of the respondents had been teaching EMI courses for less than 3 years, while 25% of them had more than 8 years of EMI teaching experience. The data showed that more junior instructors participate in EMI delivery than senior ones, and over half of the EMI teachers do not have rich experience in EMI teaching.

In May and August 2022, 14 EMI teachers from seven disciplines were invited to fill out a questionnaire about the EMI courses they have taught, the challenges they encounter in EMI teaching, and their strategies for overcoming these challenges. The participants included instructors from the College of Arts, the College of Planning and Design, the College of Engineering, the College of Physical Sciences, the College of Bioscience and Biotechnology, the College of Management, and the College of Medicine.

3.1 Common Challenges for Delivering EMI

In the following sections, we explore the challenges of delivering EMI and how they affect EMI teaching. We use teacher responses to the survey and the case study questionnaire as examples to better illustrate issues and problems EMI teachers frequently encounter in their classrooms. Some issues were identified from the survey while others can be seen in the comments from the case study questionnaire.

Of the 126 EMI teachers participating in the survey, 84% believe that they have sufficient English language proficiency to teach EMI courses. While a high percentage of the respondents were confident of their English language proficiency, when asked about the key challenges in EMI delivery, 63% of the respondents identified "the instructor's English language proficiency" as one of the challenges EMI instructors face. The most common challenge to EMI delivery is "students' English proficiency," as indicated by 86% of the academic staff participating in this survey. In addition to English proficiency, "student engagement" (62%) and "need much more time for course preparation" (44%) are important concerns for many respondents (see Fig. 1).
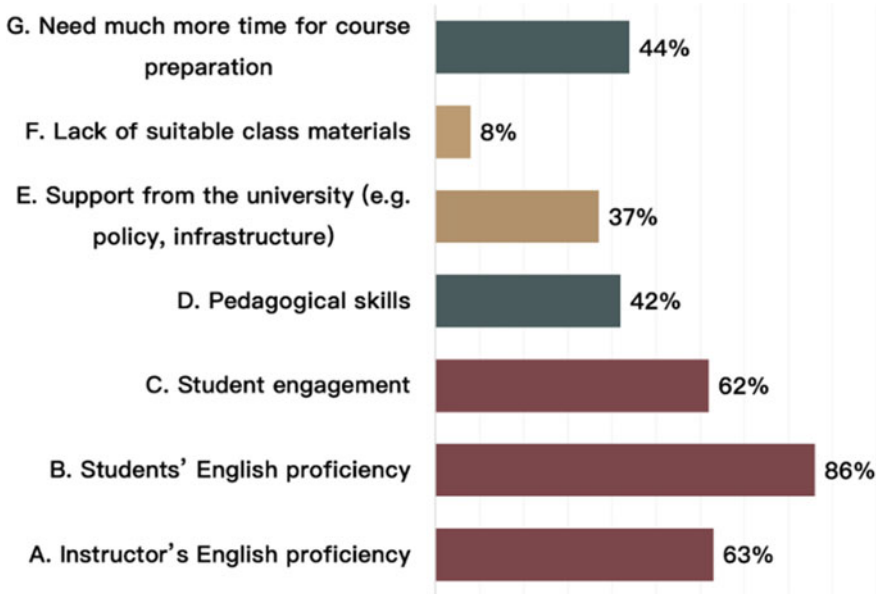
Fig. 1 Challenges in delivering EMI courses

3.1.1 Instructors' English Proficiency

In EMI classes, both instructors' and students' English proficiency is undoubtedly the essential factor in teaching effectiveness and learning outcomes. However, for instructors, being fluent in English is not by itself sufficient for teaching content in EMI classes. The instructor's capacity to effectively teach disciplinary knowledge and their proficiency in academic language usage (Walkinshaw et al., 2017) is particularly critical for non-native instructors.

A lack of confidence in one's own English level can sometimes become a barrier that impedes non-native English-speaking instructors from delivering content through the medium of English. In one response to the case study questionnaire, an associate professor from the Department of History at NCKU wrote that she had had to overcome anxiety about teaching in English but had learned to accept that as a non-native English speaker, she may "make mistakes in English but that does not really matter."

3.1.2 Students' English Proficiency

Students' English reading and listening competencies play a key part in grasping disciplinary knowledge in EMI classes (Chen, 2017). In a study of an EMI Program in International Finance and Business Management in Taiwan, the instructor identified the mixed English proficiency levels of the students as the greatest challenge for

conducting the course and arranging activities (Li & Wu, 2017). This issue was also seen in the case studies of NCKU EMI teachers. An assistant professor in the Department of Transportation and Communication stated that when he taught a Master's course in Sustainable Transportation to postgraduate students, he found that

> the varying English language capabilities of the students can bring another layer of challenges; in some cases, entry-level professional knowledge in transportation studies is required before advancing to the postgraduate level.

Students may have difficulty understanding discipline-specific terms and content and find it a challenge to discuss with peers in classroom activities or make presentations in English as a part of their coursework (Chen, 2017). An assistant professor in the Department of Photonics at NCKU indicated that students in the EMI class do not understand certain professional terminology and jargon, and similar comments were given by a professor from the Department of Biotechnology and Bioindustry Sciences.

3.1.3   Student Engagement

When discussing challenges in EMI, instructors often report that students lack engagement in EMI classes. The reasons behind this phenomenon include students' poor comprehension of the English content and their lack of confidence in communicating in English. 62% of the participants in the survey agreed that student engagement is a major challenge for them when conducting EMI courses. A professor from the Department of Pharmacology responded that

> Asian students, including Taiwanese students, often behave passively in learning. For example, students tend not to ask questions even though they may have one. Students often show a lack of response to the lecturer's questions.

An assistant professor in the Department of Industrial Design gave a similar comment, stating that

> Honestly, the English ability of undergraduates at NCKU is excellent. However, they are usually afraid to speak in front of the class or express their opinions.

A study conducted by Tsou (2017) pointed out that students in Asia are often viewed as passive learners, and that students' lack of response is caused by a mix of limited English proficiency, cultural factors, attitude toward class interactions, and learning styles. Another study showed that Chinese-speaking students tend not to participate in lectures conducted in English, which could be a consequence of their difficulties using English or because they are unable to formulate questions as they are still in the process of grasping the concepts (Flowerdew et al., 2000).

3.1.4   Class Preparation and Course Design

Another challenge that arises in the delivery of EMI courses is how to better prepare for and organize them. For example, instructors need to find appropriate materials or offer handouts in both English and the students' native language to meet the needs of students with differing English proficiency levels (Li & Wu, 2017).

In this survey, 44% of the participants agreed that they need more time to prepare for EMI courses. An assistant professor from the Department of Photonics mentioned that he spent a lot of time redesigning classroom activities to avoid his students getting frustrated in the EMI class. An assistant professor in the Department of Business Administration stated that he has to "sacrifice design and special effects in favor of putting more text on the slides so that the students can better understand the content."

EMI teaching requires different pedagogical skills from those needed for teaching in the instructors' and learners' native languages. The results of both the survey and the case studies indicate that preparing for EMI classes and designing the courses can be time-consuming and challenging for non-native instructors.

3.1.5   Multicultural Classrooms

As EMI attracts international students, many EMI instructors teach classes consisting of a mix of international and domestic students. Teaching EMI to a multicultural class can pose some difficult questions about how to handle the mixed level of language abilities, differing expectations of effective teaching and learning from students of different cultural backgrounds, and the interactions between international and local students (Fenton-Smith et al., 2017).

An associate professor in the Department of Aeronautics and Astronautics pointed out that students tend to stay with peers of the same nationality, and a professor from the Department of Nursing stated that international students may have specific needs arising from their cultural backgrounds. When it comes to intercultural communication in his class, one assistant professor commented as follows:

> Students tend to better understand the content that is relevant to their own cultural background. For example, when I talk about police enforcement in the United States, the US students know more about it. On the other hand, it takes some time for international students to understand issues involving Taiwan.

When teaching multicultural classes, instructors have to find ways to encourage interaction between local and international students and must be aware of the cultural differences existing in the class to appropriately design and deliver their EMI courses.

3.2   Helpful Measures and Coping Strategies

In this section, we investigate the results of the EMI survey and the teachers' coping strategies elicited in the case studies to propose possible responses to the challenges of delivering EMI.

3.2.1   Self-Study Materials for Students

As we discussed in the previous section, students' English proficiency levels have a significant effect on their learning outcomes in EMI classes. It is very common for students to have difficulty understanding the terminology in a professional discipline and to be unfamiliar with key concepts explained in English. To cope with this problem, many EMI teachers suggest providing students with preview materials and supporting resources before they begin their EMI courses. Over half of the respondents in the EMI survey believe that pre-EMI course preparation for students is beneficial to teaching and learning effectiveness in EMI courses (see Fig. 2).

Some instructors employ this strategy in their own classes. One professor stated that she provides the students with course materials or videos for preview, and she suggested that the university should offer bridge courses to students as a supporting resource. A professor from the Department of Life Sciences also assigns English reading materials beforehand so that her students can familiarize themselves with the terms and key concepts before they come to class.

In addition to pre-class preparation, EMI teachers find it useful to assign self-study tasks for students enrolled in EMI courses. An assistant professor indicated that he would give students handouts with the terminology in both Chinese and English and ask them to study this background knowledge on their own.
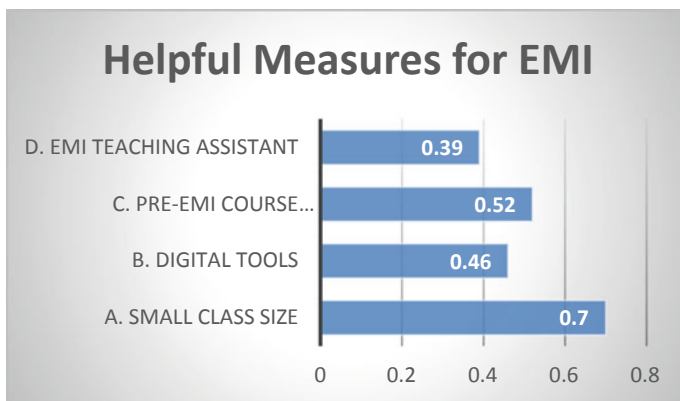
Fig. 2 Helpful measures for EMI

3.2.2 Student Engagement

Many instructors focus on how to encourage student engagement in EMI classes. 70% of the participants in the EMI survey suggested that having a small class makes it easier for teachers to deliver EMI courses. The instructors are able to interact more with the students, and the students also have more time to discuss and engage with their peers.

Some EMI teachers share a belief that building a welcoming learning environment strengthens students' willingness to speak up and engage in class. An assistant professor from the Department of Nursing indicated that she tries to get closer to the students by engaging in small talks with them and giving them positive feedback in class. Another assistant professor stated:

> I want to build a stress-free English environment in which students are not afraid to fail. In this context and learning environment, the students will be activating their mindset to the next level, just like they learn when using their native language.

Other strategies EMI instructors at NCKU used involve classroom activities: holding group discussions and Q&A sessions, making presentations and using interactive software such as Slido, an online tool that allows users to complete live polls or quizzes on their smartphones. An assistant professor from the Department of Chemical Engineering commented that

> I ask students to do class activities where they can get together in groups and work on questions based on the content that I just covered. The students deliver their answers as a group and compete with the other groups. Whichever group gets the most correct answers gets extra credit for that class. I find this to be quite effective.

Another professor uses a similar technique in his class, calling on students to answer questions and including active participation in the evaluation of student performance. He recommended keeping the interactions with students short and manageable, which helps lower their anxiety about speaking in English.

3.2.3 Visual Aids and Examples

In EMI courses, instructors may find students have difficulty understanding the English content. In addition to providing students with self-study materials, some instructors make use of visual aids such as images and videos or draw on examples to help the learners grasp concepts. One researcher mentioned this strategy in a study of instructional language and lecture delivery:

To help students overcome the language barrier, teachers would engage students' attention through visual aids (e.g., PowerPoint slides, charts, graphs, etc.) and discussion of current issues that relate students' experience to theories (Chen, 2017).

We also see such a strategy being employed in the EMI classroom at NCKU. For example, a professor in the Department of History stated that

> Some of the domestic students and non-English native students occasionally encountered difficulties following complicated details. My strategy is using visual aids in English to help domestic students understand course content.

Visualization is a strategy widely used by EMI instructors to present course materials. Graphs, diagrams, timelines, tables, maps, photos, and videos can all serve as visual aids to convey information. Students may better understand abstract concepts through these visual aids and the instructors are able to elaborate more on the concepts (Kao & Liao, 2017).

3.2.4   EMI Teaching Assistants

Although an EMI course is mainly delivered by the instructor, a teaching assistant can also play a vital role. Li and Wu (2017) pointed out several benefits of having teaching assistants in EMI programs, including helping the teacher prepare for the course and providing students with subject matter tutorials and assistance with their English. In the survey, 39% of the participants also identified EMI teaching assistants as a helpful measure for delivering EMI courses.

In the case studies, at least four of the 14 EMI teachers mentioned that having teaching assistants (TA) in class improved learning effectiveness. One professor suggested that in larger classes composed of students with mixed English language levels, the support of EMI TAs is necessary. An assistant professor commented that the university should provide more funds to subsidize the hiring of TAs. He believes that having two to three TAs in class to facilitate group discussion helps alleviate the EMI teaching burden. A Nursing Department professor stated that EMI TAs can provide students with support in in-class interactions and understanding of the course content.

3.2.5   Encouraging Intercultural Communication

In an EMI classroom consisting of a mix of local and international students, intercultural communication is a key factor in successful course delivery. However, as discussed in the previous section, the different cultural backgrounds of the learners can become barriers to mutual understanding and interaction.

To cope with this challenge, the EMI teachers at NCKU have employed a variety of strategies. One associate professor prefers assigning students from multiple different nationalities to each working group and giving the class discussion topics which students from most countries can relate to equally, such as renewable energy. A professor in the Nursing Department applies a similar strategy in her EMI class. She asks students from different countries to share their thoughts on the same topic. To facilitate mutual understanding between international and domestic students and encourage them to interact, the professor also encourages the international students

to introduce their countries or cultures to their peers. These strategies can also be seen in another EMI class in a different field. The instructor states that

> International students usually form separate groups in class projects. I separate students from the same cultural background and assign one or two local students to the team. In the first class, I encourage students from different cultural backgrounds to present their hometowns, customs, habits, or national characteristics to local students.

4 Case Study 2: An Online EMI Teacher Development Program for University Lecturers

A university in the UK provides an online EMI teacher development program for university academic staff from around the world to enhance their EMI teaching capacity. The course covers EMI methodology, teaching techniques, and strategies, and its content includes needs analysis, live online classes, guided independent study, and materials for classroom use. In July 2022, the program welcomed 20 participants, and 16 of them were academic staff from the NCKU in Taiwan who were native Chinese speakers. This case study explores the teachers' needs for EMI professional development and how a teacher development program can support them in their EMI teaching.

4.1 Teachers' Expectations of the Program

In the feedback survey of the program, 12 of the 20 participants expressed that they expected to learn more about EMI teaching techniques or pedagogic approaches. Four teachers would like a more comprehensive understanding of EMI, and the other four hoped to learn more about how to facilitate student engagement in EMI classes. Some also mentioned that they would like to know how to prepare courses or build their confidence in EMI teaching.

4.2 Feedback on the Course Content and Requirements

The program consists of five modules, including the introduction to EMI and theories of learning, English language for lecturers and students, pedagogical approaches, curriculum and lesson planning, and assessment in EMI. A participant commented on the module in the English language for lectures and students as follows:

> I struggled with Module 2 (English language for lecturers and students) because this linguistic knowledge was new to me. I would like a bit more basic information to help me engage in the session.

A few other participants also pointed out that they had difficulties following Module 2 at first and that they would like to know more about linguistic issues of EMI. While the course content of the English language was a bit challenging for a few participants, their comments indicated that EMI teachers might not be familiar with English use in class, and English language development for EMI delivery is necessary for them.

On the other hand, the module on pedagogical approaches gained positive feedback from 90% of the participants, which echoes their expected benefits from the program. Some EMI teachers taking this course commented that having different tutors during the course helped them learn different teaching styles, and the review or feedback from the tutors was beneficial to them.

The participants highly appreciated the teaching practice activities, with 19 out of 20 rated the activities as excellent. These EMI teachers expressed their enjoyment in the teaching practice in the comments, as the following examples illustrate:

(1) I enjoyed the teaching practice from others. My partners and I generated more ideas when we prepared teaching practice.

(2) Teaching practice was fun. It was great to try it out and work closely with a colleague.

(3) I find the preparation and execution of the teaching practice really rewarding.

4.3 Insights and Conclusion

This online EMI teacher development program provided university lecturers engaging in EMI teaching with an opportunity to understand the core concepts and theories of EMI and to further develop their professional skills in English language competence and teaching techniques. For the teachers, actual practices of the teaching techniques during the course allowed them to cooperate with other participants and apply what they learned in the program to an actual class. This program enabled the teachers to better equip themselves with different teaching strategies and skills for EMI delivery. Instructions, feedback from tutors, and interactive activities for the participants proved beneficial. In conclusion, pedagogical approaches and language skills for teaching are essential to EMI professional development, and teaching practice and instructor feedback can make an EMI teacher development program more effective.

5 Review

In this chapter, we have examined the challenges of delivering EMI courses and explored the common strategies for EMI teachers to address these challenges with our findings in the case study of NCKU's EMI teaching. Although many different issues may arise in an EMI class, sufficient language competence of the teachers and the students is the fundamental element for a successful EMI course. However,

by taking multiple measures and combining various pedagogical strategies, EMI teachers can still find ways to enhance the effectiveness of their EMI course delivery. The strategies and tips shared by faculty members at NCKU are also commonly used in other universities and around the world, as shown in other studies.

These case studies demonstrate the fact that EMI delivery is an ongoing process of development, of trial and error. There is much to be gained from practical engagement and information sharing. The development of valuable EMI teaching techniques does not happen in a vacuum but rather, is a product of community sharing and knowledge exchange, and of contextual understanding and skill enhancement.

EMI teachers all face similar challenges. Language proficiency is a concern that can be tackled but must be acknowledged in the first instance. Teaching content is a function of design and delivery and needs to be supported with frameworks and professional development. Technology can provide areas for improvement but is not the ultimate, or singular, solution for EMI. As these case studies have shown, we can learn from the examples of others but we need to be aware of context and work to our strengths where possible, and be aware of our limitations wherever we can. EMI delivery should not aim to be perfect. We should aim to base it on an honest assessment of internal capabilities, linked to institutional aims, that can be supported throughout the journey.

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Chapter 9
The Importance of Teacher Training and Development: A Case Study from Uzbekistan

Elena Volkova and Christopher Hill

1 Introduction

The importance of teacher training cannot be stressed enough. The need for ongoing support and development is critical within the framework of higher education, particularly within the context of EMI delivery. In this chapter, we will discuss key examples that universities can use to improve and further develop their current provisions and capabilities. The examples reviewed are global in nature, although presented in the form of a localized case study, and offer an opportunity for knowledge exchange and experiential learning.

As discussed throughout this book, there is a very real need for a sustained and structured approach, or indeed response, to the introduction of EMI teaching and learning. It is not sufficient to assume that a shift from one language to another will be conducted seamlessly. Key elements of design, capability, delivery, review, and monitoring must be taken into account. Teachers are often left to their own devices and expected to manage the transition to EMI teaching effortlessly. This is a false assumption and one that must be challenged. EMI teaching is challenging, and there is a need to provide both an underlying framework and a continuous process of support.

Institutions will of course decide for themselves how to craft their approach to EMI, but an approach is required all the same. This chapter will explore the development of teacher training programs at Westminster International University in Tashkent (WIUT) and use them as a case study to highlight the need for an institutional approach to this issue. The examples provided here represent a formal response on the part of an institution and are not without their own set of accreditation, capacity, and funding issues. The aim of this chapter is not to press for the development and implementation of such programs at all institutions, but rather to provide insight into some formal approaches that already exist.

This chapter will discuss the establishment and development of two core programs at WIUT: the Master of Arts (MA) in Learning and Teaching, validated in 2021, and the Postgraduate Certificate in Teaching and Learning, offered since 2007. These two

examples provide a possible blueprint for ongoing institutional activity in the pursuit of increased teacher capacity and capability. Both of these courses are offered in multiple universities around the world and as a result represent established and credible approaches. They also come with the added benefit of evidence-based activities that other institutions can use and learn from.

Both of the courses that will be discussed in this chapter are EMI programs designed for teachers. The courses are structured in such a manner as to provide training in key areas of pedagogical design and rationale, learning theories in education, language-based teaching, and professional development and reflection. These courses have significantly impacted the way in which teacher education is understood by the more than 400 teachers in the case study institution and their students. This is a significant factor and one that deserves to be stressed. The introduction of these two courses has served to normalize and emphasize the importance of ongoing teacher development; the value of institutional support; and the need to view EMI teaching as a complex endeavor that requires professional support and recognition.

2 Course Aims and Rationale

The underlying value of the courses in question is to enable participants to progress from being critical and reflexive practitioners to advanced scholarly practitioners with a deeper and broader view of education. Participants engage in the following activities:

- educational research through a variety of assessment methods
- a dissertation
- different aspects of practice through optional specialized modules.

As we can see from these activities, there is a need to frame EMI teaching as an academic discipline and treat training in it accordingly. There also exists a need to support engagement with pedagogical issues in specific disciplines through curriculum design and assessment so that participants are able to develop a deep and systematic understanding of current approaches to learning. This is critical, as EMI delivery must be underpinned by a clear understanding of learning theories and approaches.

Participants in the programs are provided with the opportunity to strengthen their ability to conduct effective and responsible research into educational issues and practices using data to critically analyze complex educational challenges in order to define needs and prioritize actions for key stakeholders. The courses include discussion of further continuing professional development (CPD) opportunities to promote external recognition of scholarship and research and strengthen the professional community locally and internationally. WIUT is also committed to providing support and development of professional skills with a strong focus on technology-enhanced teaching. A clear understanding of internal pedagogy, engagement in research and

investigation, and a working knowledge of technology in teaching are all essential elements of the modern-day EMI teaching approach.

3 Initiating the Training Program

It is important to understand the motivation for the introduction of the EMI programs at a WIUT, so that we can better understand the expectations in place and develop appropriate strategies to meet them. In our examination of the underlying motivations for developing sustainable EMI courses there, we turned our attention to those colleagues involved in the initial process. Martin Seviour, one such colleague, reflected that:

> One of the main reasons why we decided to bring the EMI PG Certificate in teaching to WIUT, more than 20 years ago, was the fact that we had such an amazing group of experienced ELT professionals on our team. These people had fantastic experiences teaching English in schools and universities and many of them were involved already in teacher training and textbook projects….
>
> To be honest, although the academic staff at WIUT were brilliant colleagues, they were not teachers. If I remember correctly, the majority of them came straight from Umid-sponsored scholarships in American and British universities but had never taught their subjects before.… I just thought that we needed to utilize it to give an opportunity to the wider WIUT staff to gain a qualification in teaching. But I also wanted to broaden this opportunity to others. Another part of my brief was to find ways in which WIUT could reach out…such as presentation and communication skills courses for UN agencies.
>
> We also wanted to offer academic qualifications which people from outside WIUT could take. So I think there were really two factors - the first was that we urgently needed to train our own teachers delivering our degree courses and the second was our aim to offer training and UK qualifications to teachers from outside WIUT utilizing the skill and experience we had in our ELT team.

4 Building Internal Capacity

Early on, WIUT was a small EMI institution looking for opportunities to grow, which were provided by the local climate and student interest. This growth was supported by leadership at both the institutional and governmental levels. According to Seviour, the EMI PG certificate program "was a result of a discussion with Ann Rumpus" and the idea "was also well supported by the leadership in WIUT and colleagues."

The first meeting with Ann Rumpus was a reassuring indicator that Uzbekistan and its teachers were not a blind spot on a map and that they do matter. A University of Westminster Honorary Fellow, Ann Rumpus was the Head of the Educational Initiative Centre—the hub of the University's learning and teaching policy. She held responsibility for leadership of the MA in Higher Education for academic staff, for research students and support staff, and for the Postgraduate Certificate in Special

Study in Teaching and Learning delivered by Westminster International University in Tashkent (WIUT).

Ann secured the accreditation and validation of postgraduate delivery of both institutions by the UK's Higher Education Academy (HEA).

Rumpus shares that the reason she was so keen on establishing a professional development course in Tashkent was that she realized that there was a huge enthusiasm among the staff for development in learning and teaching, in some ways to a greater extent than among colleagues at Westminster University. "I think this was partly due to the excitement of being part of such an innovation in establishing WIUT," she adds.

According to Rumpus, the staff development sessions started as a UoW requirement, but there was an appetite for more. Many staff participated in a number of sessions she had run in Tashkent, and she felt that they should have the recognition of a certificate for the work they had put in. She mentioned that there were some concerns to consider. At that time she was worried that it might be difficult to convince the University that the professional development program was a good idea, but in the end, this wasn't a problem.

5   Ensuring Quality Control

Once the motivation has led to the initial stages of development, attention must be given to quality control and assurance. This is a function of leadership and support from within, and often from outside of, the institution, and involves issues of accreditation, validation, ownership, and management.

There was a lingering concern about whether the standard of the course would be the same as that in London, and the decision to bring the work to the same Examination Board and to the same External Examiner (at least for a reasonable introductory period) was key. Rumpus further commented on the issues as follows:

> I think this decision also offered significant reassurance to the University that this was a viable, and low-risk development. Then there was the reassurance of a good Liaison Tutor to offer support. The fact that there was the normal level of annual monitoring and quality assurance (also channeled through the Educational Initiative Centre in London) was another safeguard. There was also an ethos throughout that the London course could learn from the Tashkent course; it was a two-way exchange. Also, it was in the context of sharing educational staff developments, though some project work, the symposia etc., so it was all an active learning environment in itself.

Effective communication and input were considered the key to the success of the program. WIUT exceeded Rumpus' expectations in course delivery.

> The standard of work was high, and the External Examiner and Liaison Tutor consistently commented on how good the work was. The course was very efficiently run and the participants clearly gained a lot and remained enthusiastic throughout. It's not just that it did well to start with, but the sustained high-quality provision and effective learning have continued over the years.

> I think one of the key things contributing to the success of the course was the active and positive communication between London and WIUT, in both academic and administrative strands, so that everyone knew what was going on; and that the environment was positive and supportive.

Alan France, first Deputy Rector of Academic Affairs, who has given most of his life to the development of the first EMI institution in Uzbekistan takes over the narration and shares that since he is in charge of opening new courses at WIUT, he "usually has a sense if the validation would go wrong but this is rare as he believes an institution does not go to validation unless there is a good course team and culture. This was the case with the course in teaching and learning and so it succeeded. Therefore, there were absolutely no worries about the course viability."

> "What is more," Alan continues, "it was part of my vision to have an MA in education. There was a need for such a program in Uzbekistan as I observed from my experience of living in the country. And there were many good people who couldn't travel but were thirsty to study. I had gone to numerous conferences and other events inside Uzbekistan and I evidently realised the urgent need. I always had and still have a big picture of the course development. This was just a step."

6 Outcomes of Program Development

Among the many possible outcomes of successful program development, key achievements of the course and its most significant successes are:

- Opportunity and professional pride for the participants
- A target for educators
- A focus for scholarly contributions
- Added value to practice.

> One of key contributors to the program reflected on her experience as follows:

> I myself assisted course development with great enthusiasm but without deep realization that with the validation of the Postgraduate Certificate of Special Study in Teaching and Learning (PGC SSTL) we opened the door to a new teacher learning era. At that time, it looked a small endeavor to benefit young teachers at WIUT. We believed, and for this matter the UK HE standard required, that academics should have opportunities for professional development. Most of the details of the programme were borrowed from London, thus ensuring quality assurance. The curriculum, aims and learning outcomes were established and it came the time to develop the teaching and learning materials. These were home developed and probably this was the biggest advantage and highest achievement.

7 Adapting the Course Over Time

WIUT started in 2007 as a professional development opportunity for teachers with the intention of attracting external colleagues. From a one-module course it has now grown into a three-pathway MA that produces ambassadors for learning and teaching

and future leaders in this field. The team at WIUT believes that the changes that have taken place over the years are worth talking about because they indicate benchmarks of development and growth and are signs of the increasing influence of WIUT in the professional community.

The content has gradually been tailored to address the needs of students in Uzbekistan. The WIUT team decided to make adjustments to the fundamental pedagogical concepts and theories through a practical approach; thus, work-integrated learning (WIL) was adopted so that students were able to immediately put their learning outcomes into practice. What was done in the program was heavily supported by the observation of teaching practice organized in a manner that reflects the classroom discussions and module assessments.

Students leave the university with memories of sessions known for their creative design meant to aid the recall and further application of pedagogical wisdom. These methods are taken away to different institutions in Uzbekistan to be replicated in wider contexts, this time to benefit students. Thus, the study of students becomes a life-changing experience that promotes learner autonomy and life-long learning. The program strengthens the community of teachers and researchers capable of contributing to learning and teaching scholarship activity, both nationally and internationally.

8 Teaching Strategies Implemented in the Classroom

During the course of the study, the WIUT team crafted, drew, sang, danced, baked cakes, etc., to give just some examples of classroom activities. It is not easy to design a learning process for master students in this way because level seven study implies an academic approach and a certain degree of sophistication. Also, providing the necessary materials puts a financial burden on the teaching team. One of the main goals of WIUT was to shift the paradigm regarding teaching and learning and to model for the students that the experiential learning cycle can be applied to any teaching context.

A current MA TESOL student shared that "each part of the lesson is still vivid, especially the part where we created the big picture of assessment purposes, principles, and methods. The idea for cake baking came from a popular explanation: When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative. The session starts with a quiz about the personal abilities of baking. Ten questions that are put in a funny manner distinguish quickly between those with and without experience." The student detailed the activity as follows:

> We normally ask students to line up according to the score received. This is an amusing moment as students discuss the results and laugh a lot but they are also puzzled at this stage of what comes next, as we, teachers, keep it as a surprise. Once lined up, only now (do) we announce that students will be baking carrot or apple cakes, revealing the equipment and ingredients out of big boxes. They are usually shocked to see flour, eggs, butter, electric multicookers, bowls, mixers, spatulas, and other necessary stuff. Students are asked to form

groups and they usually quickly guess that lining up was done for the purpose to grouping by the amount of baking expertise.

And baking starts. Half way through the activity we stop and ask students to rotate and comment on each other's progress. Another 15 minutes later we stop again and this time we teachers provide comments after which the multicookers are set for the baking regime and in 30 minutes everybody is enjoying the cakes. While eating, we continue the class for the summary that often is done (at) the table. We discuss how many times the assessment happened during the baking activity; what were the purposes, which methods were used, was assessment formal or informal, and what were the roles of teachers and students. We usually finish this class with an intrigue that assessment as learning purpose was not yet discussed and the next class it will happen in (a) no less interesting way.

What happens in WIUT MA in Learning and Teaching classrooms imprints on WIUT graduates, helping their practice to create better learning conditions for students. The MA student shares that the course helped her understand herself not only as a teacher but also as a person. Students were able to analyze teaching through the metaphor, and it became crystal clear for this particular student that their mission in life is to help people by giving them knowledge. Before the course, she had been sure that a good teacher is a person who does everything for their students. But now she knows that learning is what the students do, not the teacher. She works hard before every single lesson. Her students work hard during the lesson.

9 What Are the Biggest EMI Challenges and How Have They Been Overcome?

When participants enroll in the course they are very excited but rarely realize the commitment to continuous professional development required to enable them to achieve future goals related to education. For the majority of our participants, being in academia is new and completely unknown, and thus engagement in academic reading and the ability to synthesize come with difficulty. In the beginning of the course, we are often asked for 'the book' to read because this is how it is done in local schools. Little by little, we introduce our students to reading autonomy and the way in which reading should be incorporated into personal understanding. To do so, we build some sessions around specific articles and show how they should be looked at and reflected upon.

Another important consideration that we always have is about English as medium of communication. Research suggests that EMI plays a significant role in the education systems of Asian and European countries with a focus on internationalization because EMI is seen as a mechanism for improving learners' English language competence (Byun et al., 2011; Chapple, 2015; Lee, 2012; Wächter & Maiworm, 2014). Once in the classroom, where IELTS 6.5 is required for admission, we often witness students expressing themselves effectively regardless of a vocabulary that may be limited. This does not usually impede their engagement in discussions and in class activities, and their fluency gradually increases. However, the difficulty starts

once the written course work is initially drafted. Students have limited awareness of how to structure ideas and how to incorporate literature, as they have no prior experience in academic writing and the style of writing in Uzbekistani universities is very different from that needed for the program. The post-soviet approach to writing is focused on the author, whereas we teach reflective writing aimed at the reader. An eye-opening moment comes with learning about plagiarism and constructing bibliographies with Mendeley. Copy-pasting is absolutely normal practice in Uzbekistan, and it is cherished from the early school years onwards. For most students, it takes time and effort to learn the approach to academic writing at the postgraduate level, but eventually the standard of their work reaches the required norm. To combat these difficulties, we provide a lot of formal and informal support. Personal tutoring is there for students wishing to individually approach teachers with queries. Academic support sessions are organized to introduce new writing tactics in a more formal way. And of course, we are known as champions of formative feedback that is highly appreciate by students. The payoff is high: high marks on the coursework and the pride that students feel when they are accepted to conferences and can publish as a result of the course of study.

10   Impact of the Course on Graduates

Studying at WIUT changes the lives of individuals. The individuals, in turn, change the way they do things wherever they work, and this changes the way we live as Uzbek society.

Anastasia Bezborodova is now a Doctoral Researcher at the University of Westminster in London. Her research investigates English medium education in Uzbekistani higher education. Prior to her Ph.D. studies, she worked as a lecturer teaching the Postgraduate Certification (PGC) in Teaching and Learning and the Academic English modules. She was always interested in professional development. Bezborodova says:

> The course has definitely changed a few things in me personally and in my teaching. The first thing that is very important is awareness of your own teaching practice. When you prepare teaching materials, you do not really think about them deeply. The study makes you think how students learn and what you need to do to help them learn better. The course was very heavy on reflection that helped me to sort out a few key issues about myself - who I am as a teacher, what I want in the classroom, where I lead my students. My general attitude to teaching and learning changed a lot through reflective practice.
>
> Another important thing I would say was the concept of learning from peers that is underestimated. I mean we read about it in books and we know all about cooperation and collaboration but it does not make much sense until you are a part of this collaboration - when you are in one classroom and in one course with the teachers from different subject areas and different contexts. This is distinctive, thought-provoking and life-changing.

Alisher Khasanov, the Deputy Rector of Agrarian University, was enrolled in the PGC in 2013. He was a lecturer at the time but while studying he was promoted to

the course leader position, and when he completed his studies, he was a deputy rector of finance at WIUT. Alisher shares:

> The course was an opening for me as I knew nothing of pedagogy and I had no idea andragogy exists. The course gave me, in a very simple and accessible way, an understanding of theories (about) how a human learns and grows in life and perceives information from the external world. I could understand better myself and this gave me an additional instrument to manage people. Learning theories were a big discovery, to see that memorization of information is not learning. It seems as a very simple thing, but without self-reflection I could not make sense why some people grasp things easily while others are struggling.
>
> When I was a Deputy Rector of Finance, it seemed that what I studied is not needed, but I have found a very distinctive line that links management, communication and pedagogy. Thus, pedagogy should be taught for managers, and probably some people will not agree with me but when we manage people, specifically big groups, when we build teams and cultures we need to know how people see the world and each other. I build parallels with the course of study to better understand people and I think I can do it well.

11 Review and Reflection

The discussion above outlines a journey of EMI course development; the benefits are clear, but so are the challenges. What is evident from this chapter is the need for a formal approach to be put in place. The support of leadership is critical in this regard. This support will have implications for internal policy, funding support, and recognition and it moves the role of EMI from the sidelines to front and center within the identity of an institution. What is equally evident from the case study is the value that can be seen once a successful EMI program is in place. Relevant, appropriate levels of training not only build immediate capacity for EMI delivery but can have knock-on effects for other areas of the university itself.

Institutions should seek to establish professional development as a requirement in order to more fully support EMI delivery. This does not need to be in the form of a fully-fledged course such as those discussed above, but there needs to be a level of commitment to growth for all instructors. A formal professional development course such as the PGC is a possibility, as it provides both ongoing training and formal international recognition of capacity building. Institutions must ensure that staff buys into these development programs. This is achieved through clear lines of communication and awareness and ongoing support and recognition.

It is important to have review and monitoring processes and policies in place. It is likewise important to consider how to manage, review and update the program offering over time. The examples here demonstrate the value of an external examiner—typically from an international university—which can be of tremendous value, as it can provide external oversight, information sharing and best practice development, and access to a wider community of practitioners.

There is nothing wrong with starting slowly with a relatively small program of staff development and capacity-building and then growing this over time to a more formal and structured approach. What is important, however, is the need for teacher training.

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Chapter 10
Quality Assurance in EMI—Practices and Policies

Christopher Hill and Lobar Mukhamedova

1 Introduction

The role of quality assurance in EMI is critical. It is also increasingly complex. With the significant expansion of EMI programs, particularly in Asia, has come an associated set of challenges and pressures. Research reports on EMI from European university contexts suggest that teaching in English requires additional effort and is time-consuming (Dimova, 2021). Findings indicate that some EMI lecturers lack competence in dealing with linguistically diverse student populations, adapting to new pedagogical approaches, and addressing the need for intercultural communicative competence (Dimova, 2021).

This book has so far covered the core issues of teaching (material development, design, and delivery) but it is essential that we also consider how we approach quality assurance. In the previous chapter, we discussed assessment and feedback and looked at the way in which we can ensure appropriate and relevant assessment methods are used to support our EMI teaching. In this chapter, we look at both the foundation and macro approach of quality assurance that must be in place.

This foundation can be viewed as both a structure and a support mechanism. The processes of quality assurance are needed to secure the overall learning experience for students and instructors. In addition, the credibility of the institution is at stake. Quality assurance provides a series of guidelines and guidance and can further facilitate the management of EMI classes; their design, delivery, and quality control.

When we approach the issue of quality assurance in EMI, we must be aware of a diverse set of variables. We must think about the following:

- program design
- course material
- classroom management
- teaching approach
- language capability
- assessment methods
- program review

- accreditation
- validation
- policy documents.

We have already addressed several of these elements in the book. We will therefore focus on the additional elements of staff preparedness and development, the role of the institution in supporting and promoting EMI delivery, and the opportunities for building a sustainable approach to growth. The chapter will explore these key issues and then provide an institutional case study from Uzbekistan that explores the journey of EMI programs from conception to delivery. The case study is of particular value as it highlights key assumptions that are often overlooked in the development of EMI programs and discusses the need to establish core quality assurance methods and approaches throughout. We need to discuss issues of EMI design, delivery, and experience more openly. Too often our practice rests upon unspoken assumptions of quality and capability and fails to adequately prepare for expected outcomes and outputs. We must frequently reflect and make our processes more transparent and consistent.

2   Language Capability

The issue of language capability is a well-known component of EMI learning and it is standard practice to require evidence of student capability in English prior to, or necessary for, admission to the institution itself. What is perhaps less common, but equally—if not more—important, is the language capability of the instructor. This is naturally a sensitive subject and one that can cause considerable levels of stress and possible resentment. If there is a directive for EMI teaching to be introduced and maintained within an institution, then there should also be an assumption that this directive would be supported by development opportunities and capacity building. Where needed, the language capabilities of teachers should be supported and enhanced. EMI teachers are absolutely the bridge between students and knowledge and everything possible must be done to facilitate the journey and process.

Institutions will have their own processes and policies in place, and these often differ according to subject matter or degree. It is important to ensure that a coherent approach to language capability is maintained, as this will provide the incoming students with the greatest possible chance of being able to engage in class and learn from the material being delivered. There are various options available for institutions when it comes to gauging student language capability and perhaps the two most prevalent are:

- International English Language Testing System (IELTS), an international standardized test of English language proficiency for non-native English language speakers. IELTS is jointly managed by the British Council, IDP: IELTS Australia, and Cambridge Assessment English. There are more than 1,600 test centers in over 140 countries.

- Test of English as a Foreign Language (TOEFL), a standardized test to measure the English language ability of non-native speakers seeking enrollment in English-speaking universities. The test is accepted by more than 11,000 universities and other institutions in over 190 countries and territories.

The decision as to which quality assurance process is chosen is often a financial and association issue but regardless of approach, the standards in place must be adhered to and supported throughout the degree experience. There is often a tendency to relax the standards in favor of increased recruitment but this does a disservice to all involved. The students are less able to engage with the learning material and will, as a result, likely achieve lower grades; teachers will struggle to engage students in class; the overall output of the institution will suffer.

Institutions determine the level of entry requirement and, while this can be internationally benchmarked, it must be contextually driven by a clear understanding of capability, expectations, and overarching accreditation and validation requirements. These external requirements are often set at the governmental or international accreditation body level.

3 Student Audit

The more information that we can obtain about student language capability, prior to their entry into our classrooms, the better prepared we can be. The standards discussed above are a good starting point, and clearly critical for maintaining overall institutional quality control, but an awareness of who our students are; where they are coming from (institution); an indication of their previous exposure to EMI classes, can all help in our classroom management and lesson designs. This audit will not be foolproof but will be an effective method. One way to approach this is with the creation of a short survey/questionnaire—in English—administered to students prior to the start of the academic term. This would provide a benchmark of what to expect and would enable planning accordingly.

4 Professional Development

It is imperative that teachers and instructors have access to ongoing professional development in the field of EMI. This can take many forms and range from internal experiential sharing sessions—where colleagues have an opportunity to discuss contextual issues and develop relevant contextual solutions—to externally led training courses that serve to promote knowledge sharing and capacity building.

As EMI class delivery becomes increasingly a part of higher education, there is a need to ensure that the overall system works to support this. It is becoming also increasingly common that bespoke departments, or teams, are established to provide

this framework of support for teachers and academics. A focus of training should be the integration of EMI best-practice skills rather than training and feedback based on language skills (Gundermann & Dubow, 2018). Training and professional development courses should be focused on English for teaching purposes, rather than as a pure approach to language. EMI teachers need to be better prepared for engaging students through language and this requires a specific approach and monitoring process to be put in place.

Professional development should be contextually linked. While there is much to be gained from increased exposure to international examples—and as this book has demonstrated, there are surely commonalities to be found in EMI delivery irrespective of location—there is a very real need to promote contextually relevant and sustainable solutions.

Institutions can look to establish a pattern of ongoing capacity building by offering, or even perhaps mandating, regular attendance and engagement with EMI training courses. There are of course opportunities to link this process to promotion and career development but, irrespective of the approach undertaken, instructors need training and they need support. They need an opportunity to grow and develop.

5   Validation

EMI programs are not simply traditional programs translated to English for delivery but must be viewed as unique in their own right. As a result, this requires an internal system of oversight and validation. Comprehensive course/program evaluations must be put in place that provides the opportunity for ongoing development and revision. This process must be transparent and coherent and the results of each evaluation should be communicated to the relevant teachers/academics and heads of respective departments, in order that progress can be made in service of an improved teaching and learning experience. This links to the issue raised above about professional development. There needs to be synergy between these different elements. Training offered should be linked to teaching needs. A review of the outcomes of the training should be factored into ongoing professional development and career progression and further inform future training opportunities—as a result of key issues identified.

A useful technique here, and one that can fully support the drive for quality assurance, is classroom observation. EMI teachers can be observed in their teaching environments and feedback provided to promote ongoing revision and development. It is a useful approach to develop a community of practice that can support internal growth. Where possible, this community would include English language proficient teachers who could offer assistance and guidance on both language use and teaching delivery. The community must be open and transparent, seeking to improve the collective rather than highlight the weaknesses of the individual.

While it is true that many EMI programs are subject to external quality assurance by accreditation agencies or bodies, the majority of these reviews focus on the core curriculum components, such as content, design, and structure. What is perhaps

lacking in these reviews is the relative capability and performance of the instructors themselves. Teaching is a profession that should require ongoing reflection and development and the teaching of EMI, even more so. A clear message throughout this book has been the need to let go of the drive for perfection. EMI teaching is a process of trial and error, supported by relevant and adequate resources to build capacity and capability.

6   Case Study: Uzbekistan

In Uzbekistan at the government level, there have been measures taken to promote foreign languages at all levels of education. The national strategy, which aims at significant reform in education highlights the importance of learning and teaching foreign languages. In 2012 resolution "On measures on further improving the system of studying foreign language" was signed, according to that, foreign languages, predominantly English language, will be taught in all schools of Uzbekistan from first classes. The Agency for the Promotion of Learning Foreign Languages was created under the Cabinet of Ministers in 2019, with the primary function to support language teaching and learning in all aspects; including teacher training, resource development, and curriculum development support. On the 6th of May 2019, the President of the Republic of Uzbekistan, during the meeting on measures to improve the system of teaching foreign languages, reported that 25 higher education institutions in the country teach in foreign languages (Yangi O'zbekiston & Pravda Vostoka, 2021). In 2016, there were only 7. The number of graduates who have received an international language certificate has increased ten times in the last three years. British Council Uzbekistan (n.d.) launched an EMI in HE project in 2019, involving more than 15 universities in the country and with the long-term 2030 aim to enhance teaching and learning practices. The concept of development of the higher education system of Uzbekistan also has a paragraph about the development of private–public partnerships in HE for the rise of access levels and increase of competition. As a result, as of September 2022, 53 private, non-government HEIs were given a license by State Inspectorate to supervise quality in education. These institutions mainly have English as the medium of instruction, which acts as a part of validated and franchise modes of collaboration with international partners.

The country's first transnational program offering, with English as the medium of instruction, was the Faculty of Business Management, which operated as a part of Tashkent State Technical University, and was opened as a part of a collaboration with the University Kebangsaan Malaysia (UKM) in 1994. Faculty was operating on a modular framework, and all teaching was conducted by academics visiting from UKM, Malaysia. Graduates would receive two diplomas at graduation from both institutions. In 2002 a new form of international education for Uzbekistan was introduced, with a validated form of collaboration—Westminster International University in Tashkent (WIUT).

All programs at WIUT are validated by the University of Westminster and English is the core and only language of instruction. To verify that students are fit to study in English, which is not their first language to them, admission criteria of a minimum IELTS 5.5 or equivalent is established at the Foundation course and IELTS 6.5 or equivalent with a minimum of 6 in the writing for Postgraduate courses. Academic English is one of the core modules of the Foundation course, and without passing it students cannot be admitted to Undergraduate studies at WIUT. As a part of the quality assurance and partnership agreement with the University of Westminster, an admission audit is a regular exercise between admission teams at WIUT and UoW. English is the language used for instructional purposes, it is not itself the subject being taught, for most participants if not all English is a second language, and language development per se is not a primary intended outcome of the taught programs.

This all fits into the four main features, which characterize English-medium instruction by Pecorari and Malmström (2018). It must be mentioned that English as a language is not in any course learning outcomes at WIUT, but courses aim to help students develop a range of intellectual and professional attributes and transferable skills such as team working, problem-solving, research, critical and creative thinking and communication that will enable graduates to gain employment and then to add value to an organization, which in turn requires proficiency level in the language.

This aspect of EMI also involves members of the academic staff, and English language proficiency is also a criterion for applying for a job at WIUT. To be eligible to apply for a position, candidates must have fluency in English, either with IELTS 7.0 or a subject qualification taught and assessed in English.

Moving forward I should mention here that I was very surprised when was I first told that there is EMI pedagogy. For me, it was not clear how English as a language can produce different pedagogies. However, after reading some research papers and talking to colleagues around the world, I figured out for myself as an academic, how English as language influenced my pedagogy and philosophy behind how we teach at WIUT. It is rather not how language addressed our instruction, but our values behind the overall concept of teaching. Being exposed to international education and being able to use language as an instrument of research and raising awareness we were exposed to different approaches to learning and teaching. Student-centeredness was always at the heart of teaching and learning at WIUT.

The concept sounds simple but is still challenging for many academics to comprehend and implement. As a newly established institution in Tashkent, and as a young academic, we had many trainings and discussions with relevant colleagues from the University of Westminster, who were in charge of teacher professional development. We learned new concepts of theories starting from Bloom's taxonomy and social constructivism up to interdisciplinary curriculum design. This was all very different from what we as nationals were historically exposed to in our country, when didactics as a term was used to describe learning, a particular book would define a subject, and group work was never used with us as students. 19 years later professional development and induction for staff members are delivered by more experienced academic staff members to share values, and the postgraduate course MA in Learning and Teaching was validated in 2019.

With the growth, WIUT was changing too, admitting international students and internationalizing staff portfolio, through staff research publications, degrees, and employment of international staff. All policies, handbooks, and official correspondence are in English at WIUT, although national policies are in the local language and there is a lack of data in English about the Uzbek context, which can be used for case studies in learning and teaching. I believe the cultural aspect should also be mentioned in relation to using language at universities. Sometimes when students have questions outside the class, they can refer to their mother tongue. During my first years of employment, I would always use English when I replied back to them. At the same time, it is often the case when you walk along the corridor and you hear students talking in English among themselves, which also shapes their culture at the university. During my Deanship, I realized that expressions of emotion and asking for help, especially with personal matters, were always in the mother tongue. In such cases, I would be empathetic to students and talk in the same language as them, and my knowledge of Russian and Uzbek was an asset. Students felt more open and were free in expressing their despair and feelings. Parents were another stakeholder who in most cases cannot speak English, so we had to explain and communicate with them in their language. In early ages, meetings with industry representatives were also conducted in Russian or Uzbek, but for the last 5 years, all those meetings are in English only. This suggests that the development of education in Uzbekistan with English as the medium of instruction has its role in the internalization of the industry and business relations.

In 2019 recommended language practices for WIUT were accepted by the Academic Council. A paper was produced as a part of a research project between colleagues at WIUT and UoW. The purpose was to recommend and put into the accepted policy use of language in different areas of university functions and stress inclusion and diversity. "While English is the medium of all instruction, stakeholders must accept that WIUT is a multilingual environment and the occasional use of other languages can be a tool to aid teaching, learning, and communication". The document does iterate that the language preferences of the community and target audience should be accommodated wherever possible. As inclusivity is a key principle of the paper, it is stated that all staff and students commit to using English whenever and wherever possible, but the world is multilingual and all must respect the need for pragmatism and "Language is a key expression of an individual's identity".

7   Review and Reflections

Quality assurance is all-encompassing. It requires attention to detail, time, patience, and clear structures and rules. Quality assurance is a fundamental part of higher education, and it is because of this that its specific relationship to EMI can be overlooked. If courses are properly reviewed for content and structure, the process of quality assurance can be seen to have been undertaken. As outlined above, however, this is not sufficient unless the process considers the specific nature of the EMI course

and of the instructor. There is a tendency to assume that EMI delivery is 'simply' the delivery of an existing course in English. This is not the case, however. There is a need to balance language and subject matter and this requires training. Training requires support and oversight, which in turn requires policy and funding. The drive for increased EMI delivery has been discussed in this book but the need to support this drive with ongoing institutional support is essential. The process of providing this support can often lead to questions such as language and professional capabilities, but these questions are necessary if we are to provide a more interactive and engaging learning experience for our students.

As the case study demonstrated, there is a need to reconceptualize the way we approach EMI teaching and build a system of support around this contextual reality. Teachers need to be reflective and institutions need to promote ongoing professional development. We are able to rely on external influences to a degree, but we must build consistent and transparent internal mechanisms and policies that support sustained quality assurance. Institutions need to ensure that there are clear guidelines in place and that these guidelines are communicated to relevant stakeholders. Where training is required, it should be based upon a need assessment—through observation and reflection—and linked to ongoing professional development and career progression. EMI teaching is challenging and to assume that it will "all work out in the end" is a flawed philosophy. Mistakes will be made, this is inevitable. These mistakes can be alleviated, however, with a responsible approach to quality assurance that bases decisions taken on a clear understanding of the rationale, internal capacity, and a willingness to develop.

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Chapter 11
English Language Education Policy and EMI in Higher Education in Taiwan

Chia-Yi Lin

1 Introduction

This chapter aims to investigate the outcomes of the English Language Education Policy in higher education in general. Additionally, as the Taiwanese government has announced a plan to have Taiwan become a bilingual nation by 2030 (National Development Council, 2020), this chapter also reviews the literature related to the development of English-Medium Instruction (EMI) courses.

Fifteen years ago, when the first wave of internationalization occurred in Taiwan, the Taiwanese Ministry of Education (MOE) set the number of English-language theses/dissertations as a Key Performance Indicator (KPI) for universities seeking university-wide grants from the MOE. The hope was that doing so would promote the increasing internationalization of Taiwanese higher education and its research power worldwide (Lo & Hou, 2019). According to the National Digital Library of Theses and Dissertations in Taiwan (n.d.), the total number of English-language theses has increased from 8,727 to 9,456 in the past three years. However, the percentage remains low. Nationwide, English-language theses made up 15.2% of all theses in 2017, 16% in 2018, and 17% in 2019 (National Digital Library of Theses and Dissertations in Taiwan, n.d.). The low number of English-language theses reflects two challenges. The first is decreasing enrollment in graduate-level programs in Taiwan, and the second is the difficulties that both students and faculty advisors face in the writing process.

2 Why is It Essential to Write a Thesis in English?

At the tertiary education level, graduate students in Taiwan are encouraged to write a thesis in English unless their field of studies is heavily linked to local content (e.g., Chinese and Taiwanese Literature). There are several reasons for promoting this policy. First, English is one of the most commonly used languages in academic

communities around the world (Kim et al., 2016). Second, because many of these graduates will become scholars or experts in their field, they will need to demonstrate their expertise and research skills by publishing scholarly papers in English as they continue to advance in their careers (Panigrahi, 2021). Third, scholarly output in the English language allows the writer to present and communicate innovative ideas to a broader community. Consequently, the use of English in academic writing increases the visibility of scholars, thus increasing the likelihood that students who do so will be able to obtain an academic position anywhere. Therefore, advocates of this policy recommend that the writing of English-language research papers be encouraged from the beginning of a research career. Writing a quality English language thesis is also beneficial for Taiwanese higher education institutions since it allows them to establish an academic reputation and raise their status internationally.

3   English-Language Learning in the Taiwanese Context

English as a subject was first introduced to Taiwan when George Leslie Mackay established Oxford College in 1882 to teach western knowledge in the areas of science, medicine, and languages (Feng, 2011); however, the actual rise of the English language used on the island is more recent. After World War II, military aid provided by the United States government had a significant impact on society, politics, culture, and education. A paradoxical admiration of great power cemented the high status of English in Taiwan (Feng, 2011). In addition, Taiwanese society is known for its tolerance of foreign languages and cultural dominance (Feng, 2011). For the above reasons, English has been one of the predominantly used foreign languages in Taiwan since the 1950s. A study conducted in 2018 indicated that 87% of survey respondents support making English an official language alongside Mandarin (Huang, 2018). English is commonly used both at school and at work, and many people in Taiwan believe that English is the key to success, resulting in an "English Fever" and an enthusiasm for learning the language (Chern, 2010).

4   English Language Learning in Higher Education in Taiwan

Taiwanese pupils now receive English language education in the public school system as early as the kindergarten level. Taiwanese parents believe that English competency is a stepping stone to high academic achievement and may lead to career success (Child Welfare League Chou, 2004; Foundation, 2002). Therefore, parents select schools based on their English course offerings. If mandatory education does not provide sufficient English language education in the parents' perception, they send their children to after-school programs to learn the language. However, the MOE only

began to include English language education at the elementary level in early 2000 (Chern, 2010). In the latest presidential election, the President of Taiwan, Ing-Wen Tsai, pledged to transform Taiwan into a bilingual nation by 2030 (Everington, 2020). This policy decision raised the fervor for English to another level. The Ministry of Education plans to select 18 universities in 2024 and 30 universities in 2030 as flagship bilingual institutions in Taiwan (Ministry of Education, 2021). Thus, English language education has been confirmed once again to be a vital element in the cultivation of talent in the Taiwanese education system.

Since the concept of globalization was introduced to higher education, it has become imperative that higher education institutions cannot ignore it (de Wit, 2020). In addition, the English language serves as the dominant language of academia (Altbach, 2007). Although university teaching, research, and service to society are international in nature, language barriers pose challenges to institutions in non-native-speaking countries. Furthermore, the existence of worldwide university rankings also drives the dominance of the English language because most of the indicators that are evaluated focus on increases in the number of papers published in top international journals (written in English) as well as the number of citations, international students, and dual degree programs (Chan et al., 2016; Chen & Tsai, 2012).

4.1 The Problem Lies in English Learning and the English Language Proficiency of Taiwanese Students

The stated goal of the National Development Council (NDC) in Taiwan is to promote the country's global competitiveness. To this end, the NDC has announced strategies such as establishing internationalized campuses and curricula in the higher education sector, providing special lecture courses in English, rewarding faculty members who teach in English and encouraging English language theses and dissertations at the tertiary level (National Development Council, 2020). Although these goals and their associated key performance indicators (KPIs) were established by the NDC, the Taiwanese government, policymakers, and universities and their faculty members are not working in concert to promote the policy. The MOE tends to use competitive funding to lure universities to participate in implementing these policies; however, the funding schemes are often too narrow in scope and too short-sighted (The Danish Centre for Studies in Research and Research Policy, 2006). For instance, this type of competitive funding scheme often requires the publication of a certain number of English-language journal papers as a KPI to reflect the outcomes of the funded research project. This measure has been criticized as a trigger for unethical behavior in academic publishing by creating too much pressure to publish (Fire & Guestrin, 2019). Further, the provision of English language curricula is decentralized in higher education institutions, meaning that the faculty has full authority to decide on the curriculum and course materials, which then leads to disagreements between the different stakeholders involved. In addition, faculty members complain about a lack

of professional development with regard to pedagogical practice in EMI as well as a lack of explanation with regard to policy goals.

According to a study by the British Council, approximately 21% of high school seniors in Taiwan have reached the B2 and C1 levels of the Common European Reference Framework for Languages: Learning, Teaching, Assessment (CEFR), which represents the level of proficiency required for success in EMI courses (Ministry of Education, 2021). In addition, 27.68% of students reached the B2 and C1 levels in listening skills, as did 27.32% in reading skills, whereas 19.81% and 8.27% of students reached the above standard in writing and speaking, respectively (Ministry of Education, 2021). Again, these students meet the proficiency requirements for proficiency in EMI courses in Taiwan.

In a survey conducted by the Office of Strategic Planning at the second-largest comprehensive university in Taiwan, whose language proficiency levels are similar to the nationwide landscape mentioned in the British Council study (Ministry of Education, 2021), instructors teaching EMI courses responded that students' receptive skills (reading and listening) are stronger (Lin & Wan, 2021) (See Fig. 1). This result is consistent with general language acquisition models. Additionally, the student responses to "aspects of student English competency with room for improvement" (Lin & Wan, 2021), tell essentially the same story (See Fig. 2). The students believe they need to improve all aspects of academic English, but particularly academic composition (56%) and presentation and communication skills (59%). Even among international students, 48% responded that students should enhance their academic composition skills and 42% responded that they should improve academic presentation and communication skills (Lin & Wan, 2021).

The above data demonstrate that Taiwan's incoming university freshmen are adequately equipped with the proficiency level they need to succeed in EMI courses, which has encouraged the MOE to align their policies with President Tsai's vision.
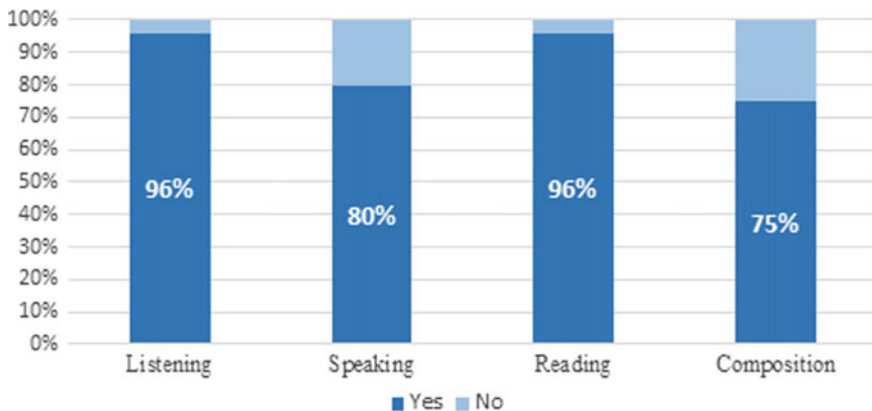
Fig. 1 Percent of students with professional academic English skills (self-reported). *Adapted from The Program on Bilingual Education for Students in College Self-Evaluation by Lin and Wan (2021, p. 6)
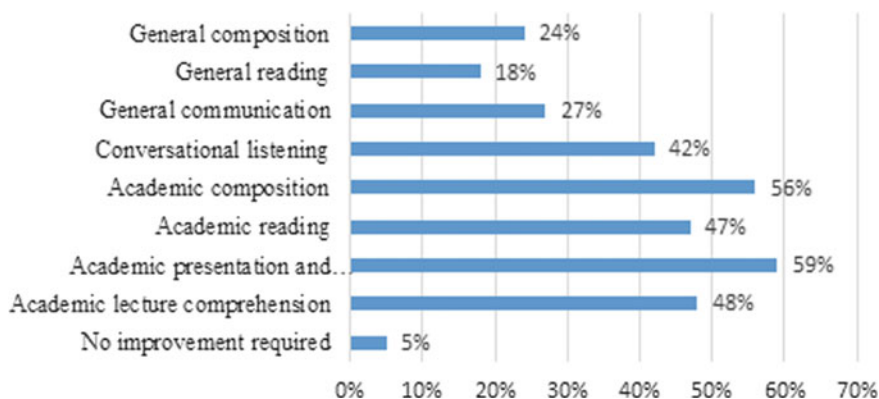
Fig. 2 Aspects of student English competency with room for improvement, as perceived by teachers who teach EMI courses. *Adapted from The Program on Bilingual Education for Students in College Self-Evaluation by Lin and Wan (2021, p. 2)

Therefore, despite the problems inherent in the implementation process, the MOE decided to focus on EMI as a key component of Taiwan's Bilingual Nation 2030 master plan (Ministry of Education, 2021).

5 English-Medium Instruction (EMI) in Higher Education in Taiwan

English-Medium Instruction (EMI) refers to courses that teach subject content in English in countries where English is not the first language (Oxford EMI Training, 2021). In EMI courses, the delivery of course content and the language used by both instructors and students during instruction, as well as the course materials and course evaluations, are all in English (Oxford EMI Training, 2021). The use of learners' native languages should be limited in the class when students are with their peers. EMI courses are one of the fastest-growing trends in English language education worldwide (Tsou & Kao, 2017). In a survey sponsored by the British Council, 22 out of the 55 countries indicated that their existing EMI policies were being implemented in the field, and 27 of the countries had official statements concerning EMI accessibility for the general public (Dearden, 2015).

Furthermore, the survey showed that in these countries, higher education offers the highest percentage of EMI as opposed to the primary and secondary levels, with 78.2% of public universities and 90.9% of private universities offering EMI courses (Dearden, 2015). In Taiwan, in 2009, there were only 16,450 EMI courses at the tertiary level. This number increased to 24,007 in 2014, or 4% of total courses. In 2020, according to the latest data announced by the MOE, 4.55% of undergraduate

courses were EMI courses, and anywhere from 10 to 30% of graduate courses were EMI courses (Ministry of Education, 2021).

Several factors have contributed to the rise of EMI courses in Taiwan. One is increasing internationalization coupled with the Taiwanese Government's determination to gain a competitive edge through the promotion of EMI courses (Fenton-Smith et al., 2017). It is also vital for students to increase their English language proficiency in order to enhance their employability. In addition, the landscape of higher education has drastically changed, and the higher education market has become highly globalized. Taiwanese universities recognize the need to offer EMI courses to recruit international students to replace the decreasing number of local students resulting from the low birth rate. As mentioned earlier, English has become the common language of academia, and English is the most popular language for talent mobility, economic growth, and information technology and computing. It dominates nearly all aspects of every international network (Feng, 2011).

5.1 The Effectiveness of EMI Courses in Language Acquisition and Academic Writing

Several studies have discussed the effectiveness of EMI courses for both language acquisition and academic writing. One meta-analysis conducted by a Hong Kong researcher that investigated the outcomes of EMI courses at the secondary level indicated that EMI students experienced lower academic achievement in both EMI and Chinese Medium Instruction (CMI) education (Pun & Jin, 2021). Nevertheless, the analysis also demonstrated that EMI students performed slightly behind their CMI peers in Chinese, but better than their CMI peers in English. Interestingly, the EMI students had higher affective factors (e.g., in learning motivation) than their CMI peers, which may be due to their enthusiasm for a promising future (Pun & Jin, 2021). Siegel (2021) conducted a study of 128 undergraduate students in Sweden to investigate their self-reported comprehension level with regard to the lecture content as well as their lecturers' English use and the linguistic composition of their EMI lectures. Respondents in the study reported that they understood 70–90% of the content delivered in English. In addition, they responded that they understood 70–100% of the instructor's English. The study indicated that the quality of EMI is highly influenced by teaching strategies and students' English proficiency (Siegel, 2021). Another study conducted a systematic literature review to investigate the current literature on the effect of EMI courses (Lo & Lo, 2014). These studies yielded mixed findings on the effectiveness of EMI compared to non-EMI courses in terms of student outcomes. The literature review demonstrated mixed outcomes from EMI courses and indicated that using EMI to improve language proficiency does not necessarily increase students' understanding of subject content (Lo and Lo, 2014). Furthermore, the results also mentioned that the effectiveness of EMI courses is highly reliant on the instructors' pedagogical strategies and language proficiency. To conclude, the

reviewed studies all yielded similar results regarding the factors contributing to the effectiveness of EMI courses, as mentioned above.

5.2 Student Perceptions of EMI Courses in Higher Education

In a study conducted at three Korean universities with 524 undergraduate students who participated in a self-reported survey investigating their perception of EMI courses (Kim et al., 2016), the students responded with negative feedback on EMI courses. The students believed that EMI courses did not improve their language proficiency and that EMI courses should be changed to elective courses (Kim et al., 2016). A study of 278 undergraduate students in Taiwan showed that the students were satisfied with the degree of inclusion and diversity of local students, the communication skills demonstrated in class, and the course content during class hours (Chu et al., 2018). However, the English language interactions were not transferred and maintained outside the classroom (Chu et al., 2018). The results of a study examining the perception of challenges encountered in EMI courses in Hong Kong indicated that all students perceived minimal challenges during their studies. Furthermore, the students indicated that EMI courses helped increase their language proficiency (Pun & Jin, 2021). It is clear that there are perceptions of the efficacy of and satisfaction with EMI courses vary greatly.

5.3 Student Perceptions of Writing an English Language Thesis at the Higher Education Level

Many second language learners face difficulties writing a thesis or other academic work in English (Bitchener & Basturkmen, 2006). First, second language learners experience language issues such as problems with basic grammar and sentence structure in academic writing (Strauss, 2012). Second, some students have difficulty with the logical organization of their writing, depending on the thesis genre (Bitchener & Basturkmen, 2006). Unfamiliarity with different requirements or ways of organizing arguments in different genres can have a powerful negative impact, especially when students come from different cultural norms. A study of Saudi Arabian students studying in American universities found that the students had a limited understanding of academic writing (Alhohailan, 2015). In addition, they encountered challenges in understanding the requirements of the thesis. Students in another study reported having difficulties converting their original paper concept formed in their native language to the English language written form. Many felt unprepared for academic writing and sought academic support and coping strategies to help them with academic writing (Eldaba & Isbell, 2018).

It is no surprise that the cognitive challenges second language learners face can influence their affective perception of academic writing. For example, students often experience stress and increased anxiety levels related to academic writing. Interestingly, some believe that their relationship with their advisor affects their motivation to write an English thesis (Can & Walker, 2011). In one case, when graduate students knew that there was an opportunity to publish with their advisor, their motivation to write in English increased (Can & Walker, 2011). In a study that investigated second language learners' emotions during a four-week writing course, there were mixed attitudes, both positive and negative, throughout the students' writing journey (DeCoursey & Hamad, 2019). The complex changes in student attitudes reflected the complexity of their journeys. Overall, students were more positive for the first two weeks, but then developed a more negative attitude due to frustration with their writing. Student attitudes finally stabilized in the fourth week, at a slightly lower level than in the first week (DeCoursey & Hamad, 2019).

6 Future and Conclusions

Debates over the effectiveness of English as a second language in education have long existed in Taiwan. As mentioned in this chapter, after the announcement by the current administration of its plan to have Taiwan become a bilingual nation by 2030, the discussion has only intensified. Although policies are generally made with good intentions, careful consideration and a detailed implementation plan are critical.

First, as the review above has shown, the effectiveness of EMI courses and academic writing are highly correlated with instructors' pedagogical practices. The focal point of this issue is whether university faculty members are capable of teaching professional content in English. Currently, most university faculty at top research universities in Taiwan are recruited for their research performance and have not been properly trained to teach students. Both the MOE and universities must recognize the need for professional development in EMI pedagogical practice for faculty members; otherwise, it is inevitable that both students and instructors will be unprepared for this new type of instruction. Instructors must emphasize student outcomes and understand the relationship between specific pedagogical practices and student outcomes (Timperley, 2008). Professional development should focus on furthering instructors' English language proficiency and the continuous refinement of their pedagogical practice.

Second, increasing the motivation to engage in academic writing in English is another key contributor to second language learning success. Many students have their own learning plans and career path in mind. It is crucial to offer resources that support them and allow them to succeed on their own terms. Learning a second language is one option that universities can provide, but it is not the only option. Change occurs when a student has ownership of their own learning. Having the ability to communicate in different languages provides students with an expanded ability to express their ideas to others in their profession. In addition, if students

recognize the value of being able to compete in the global arena, their motivation for learning academic writing in a second language is increased.

Third, all stakeholders should comprehend the fact that education takes time. As previously mentioned, the scope of competitive government funding is narrow. The politicization of funding schemes is an interesting issue that deserves discussion. Universities are often faced with a dilemma in that faculty believe that changing teaching methods to follow government policy is a violation of academic freedom, while the universities themselves may need the funds to hire new faculty or reno- vate teaching facilities. However, a fundamental principle of strategic planning is that all strategies and action plans should spring from the university's core values. Therefore, it is imperative to find common ground between policy requirements and a university's core values. Navigating through government policy requirements and seeking mutual benefit for both parties would be a demonstration of good strategic planning.

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Conclusion

Over the course of the previous eleven chapters, this book has attempted to provide a guidebook for EMI practitioners. The aim was never to 'solve the problems' of EMI teaching but rather, to identify the core challenges and begin the process of building contextually relevant and sustainable solutions.

The use of English for teaching is now seen as international but it is still routed in a fixed set of experiences, expectations and pedagogical approaches. That it does not work perfectly in all situations should not be seen as a failure. It should be accepted as inevitable. The foundation of teaching remains the same but when we change the medium of instruction, everything else changes as a result. Our confidence as teachers changes and with this, our ability to deliver as informative and interactive a session. As a result, the student experience changes. Their ability to interact and engage is most likely reduced and with this, their interest in the subject matter and their overall confidence and capability. The underlying motivations behind EMI teaching, as outlined and discussed in the book above, are firmly focused on the aims of improving student capability, international benchmarking, global readiness. If these motivations are not underpinned by support and resources, chiefly time, they are more likely to fail and hinder student progress and development as a result.

The aim of this book was to create a guidebook that would support EMI practitioners, not an answer book that would guarantee success. As we have seen from the case studies and reflections provided throughout this book, there is no silver bullet, no ultimate technique, no clear path to success. There are a series of things we can try, adapt, adjust and evolve in order to better suit our circumstances and those of our students. EMI itself is a fixed concept. It has rules and expectations but the manner in which we give it life in our classrooms, the extent to which we balance control with flexibility will help us promote a relevant and appropriate learning experience for our students.

While we have seen that there is no one way to proceed, the case studies discussed in this book demonstrate the commonalities that exist among EMI teachers around the world. We face the same challenges and have the same doubts. We worry about student engagement, about our own language capability, about quality and output. We

agonize over material design and delivery, we lament the lack of student interaction. It is precisely these shared experiences and concerns that offer a way forward. We can learn from each other, often more from failures than successes. We need to reconceptualize the way that we look at progress in the world of EMI. If we accept that our aim is not perfection, failures are opportunities for further learning and refinement. If we adopt a reflective and open approach, we will learn from the bumps in the road and not be derailed by them.

In Chap. 1, Chia-Yi Lin clearly illustrated the underlying themes and elements of EMI and provided the reader with the context, rules and framework of EMI teaching and learning. This is critical as, practitioners need to be aware of the world in which we operate and be equally aware, that we do not control this world. The awareness offers a sense of freedom and enables us to operate with a clearer understanding of context, constraint and opportunity.

In Chap. 2, Christopher Hill discussed the key issues we need to be aware of for EMI delivery. This chapter raised the profile of us as teachers and our need to be reflective regarding our own capabilities, strengths and weaknesses and to embrace these from a reflective standpoint.

In Chap. 3, Christopher Hill reviewed pedagogy from a classroom management perspective and outlined the need to understand behavioral dynamics, student engagement patterns and our role in creating an engaging and safe environment for learning.

In Chap. 4, Christopher Hill provided insight into online EMI teaching. This chapter was firmly linked to teaching foundations and pedagogy but explored the challenges we have all faced in recent years. Technology is being increasingly used in teaching and learning and we have a responsibility to better equip ourselves for the emerging challenges. Technology offers considerable opportunities for EMI teaching but it is not without challenges and this must be explored and supported through ongoing teacher training.

In Chap. 5, Christopher Hill, Chia-Yi Lin, Yuen Ting Wan and Yu-Wen Chen explored the issue of culture and multiculturalism. As discussed in the introduction and initial chapters, there is a need to reflect on the people involved in the process of EMI delivery. Who we are, where we come from and how we engage with others is important. How we see ourselves and how others see us is important. The role of culture is subjective and difficult to control but it is one that we must be aware of. It can often be used to our advantage, particularly when we share a sense of connection or experience with our students.

In Chap. 6, Christopher Hill discussed the use of language in EMI teaching and offered a series of practical teaching tips and techniques to support further student engagement and knowledge retention.

In Chap. 7, Emad Abu-Ayyash, Mohammad A. Assaf and Mohammad I. Zabadi discussed levels of support needed to encourage student development and engagement. The focus of the chapter was on developing coherent and appropriate formative assessment and feedback. How we support our students is not limited to the teaching environment we create but naturally extends to the way in which we encourage and support their learning once the class has ended.

In Chap. 8 Chia-Yi Lin, Yan-Hua Chen, Yu-Wen Chen and Christopher Hill presented a series of case studies and reflections that demonstrates the interconnectedness of EMI practitioners around the world. This chapter points to the sense of community that already exists, even if we are not fully aware of it.

In Chap. 9, Elena Volkova and Christopher Hill gave a human face to EMI development and delivery. Her historical narrative explored issues of creation, management, delivery and review and offers practitioners a valuable resource and framework for their own institutional organization, implementation and review. The lessons outlined in this chapter have relevance far beyond the case study presented.

In Chap. 10, Christopher Hill and Lobar Mukhamedova presented detailed insights into the process of designing and monitoring EMI assessment methods. This chapter carries on the discussion from early chapters and highlights the need for the full student journey and experience to be taken into account. We must be aware of design, delivery, experience and review. Assessment methods must be relevant and appropriate and aligned to our underlying motivations for student progress.

In Chap. 11, Chia-Yi Lin provided an in-depth review of EMI within the Taiwanese context, thus highlighting relevant contextual realities that practitioners need to take into account.

This book encourages engagement. This book encourages reflection. This book allows for imperfection and acknowledges that EMI delivery is an ongoing process and journey. This book demonstrates that EMI practitioners are interconnected and offers practical tips and techniques by way of supporting further interaction and professional development.