**English as a Medium of Instruction (EMI)**
**Module 2: Task 1 – 4 Video Lectures**
**Video 2.2: *Building a Supportive Classroom Environment***

Welcome to our video on Building a Supportive Environment in EMI Courses. I'm Dawn Bikowski at Ohio University.

An important area for teaching EMI courses is how students feel as they learn. We want our students to be motivated and engaged, but we don't want them to be too stressed out as they learn your content in English. We can help our students by building a classroom environment that supports students and gives them confidence to try harder than ever.

So, how can we build a supportive classroom environment for our students in an EMI course? Take a minute to think about this from your own teaching. Pause the video and write down at least 3 things you can do in order to help your students feel less stressed in studying in your class. Then press play again when you're ready and you can compare your list with mine.

We know already that we have to help students build confidence to speak and participate in English in our course. So, let's look at some specifics. Here are two strategies to help students build confidence in your EMI course. The first is, build a supportive environment that encourages and rewards participation. This means that students don't feel bad about making mistakes. If they make a minor mistake with vocabulary or grammar, we ignore it. If they make a mistake that means we can't understand what they are trying to say, we ask them to repeat their comment, in a way that is encouraging. We seek to understand their point. Usually, we can understand them. We can then re-phrase their comment so that everyone understands the point they were trying to make, and we move on. Remember that our goal is to help students feel confident in learning the material and in sharing the material in English.

The second strategy to build students' confidence in to make sure students know you don't expect perfect English. This means that you don't correct every mistake they make with English. Instead, focus on the main idea of what they are communicating. Can you understand their overall idea? Are their mistakes just little grammar or vocabulary ones but don't affect understanding? If you think a student has made a mistake that affects comprehension of meaning, then you can write that down and either talk to the student after class, or make a brief mini-lecture on that topic in a future class, if you think it is an area that many students struggle with. Having a supportive environment also means that you reward students for speaking in English, whether their English is perfect or not. Focus on how understandable their points are, not on how perfect their grammar is. Try giving student points or other types of rewards for participating in English during a discussion. When students are stuck, give them the words they need. Don't make them feel bad. You can also coach them on how to study in English. For example, you can suggest different websites they can study or videos to watch. But you also have to remember

that your students are working very hard and are very tired. They won't be able to take on a lot of extra work.

Let's review five other general strategies for teaching your content in English and building that supportive environment.

1. First of all, tie all English language development to your content.
2. Second, practice explaining concepts in English so that you can explain them accurately and clearly in class.
3. Third, during lectures, repeat key words and ideas and when possible, write them on the board or show the words on a screen.
4. Fourth, communicate the same idea in different ways and on different levels.
5. And finally fifth, try to video or audio record yourself so that students can listen to your lecture later. You can upload the file to a site they can access (such as YouTube or Google Drive) and post a link in your course management system or send it to them by email.

That wraps up this video on how to build a supportive environment for students. This area is important as you work with students who are learning content in a language that is not their original, native language.