**English as a Medium of Instruction (EMI)**
**Module 1: Task 1 – 4 Video Lectures**
**Video 1.2: *Challenges to EMI Implementation***

Welcome to our video lecture on Challenges to EMI Implementation. I'm Dr. Dawn Bikowski from Ohio University.

While many professors and students think EMI has many benefits, they also have concerns—one main concern is the costs associated with implementation—EMI is expensive. Should the money be used for a different initiative? Another concern is how EMI affects a local language. Will students be able to learn academically in their native language once they become so proficient in English? Will they lose their language and start to prefer English? The main costs for EMI instruction come from increased costs for professors teaching these courses (in terms of per-course increases and additional time to prepare for these courses) and increased costs for materials/textbooks. EMI Lecturers also often wonder how much of the native language they can use in an EMI class. This is an important point. We don't want students to stop developing in their native language—we want them to become highly proficient in both languages. So remember that EMI can include the native language and that it is recommended to create a multi-lingual, not a mono-lingual, classroom when teaching through EMI. Throughout this course we will explore ways to help support students as they learn in English, but continue to utilize their native language as well. A third point can be both a challenge and a strength—this is that EMI is very flexible and situation-specific. In other words, EMI can be implemented in different ways in different courses, with different instructors, and with different students. This is a strength because the flexibility of EMI allows for more opportunities for success for your students. But it can also be challenging, since there is no "one right way" to teach an EMI course, and it can be hard to make decisions given the large number of options. For that reason, this course will outline basic principles that lead to EMI course success, and you as course developers or instructors can create courses that best fit your teaching situation.

So, what are some of the challenges to EMI implementation? Stop the video and think to yourself what you think some major challenges are. Write down at least 5 challenges. Then, play the video again and see how your list compares with mine. Welcome back! I'll discuss 10 challenges. One big one is in who is teaching the EMI courses. Lecturers need to possess both content knowledge and knowledge on how to support students as they learn in English. This includes how to clarify meaning and enhance comprehension in English. But for many instructors, the biggest challenge isn't the English itself, but rather getting used to the new teaching style and methods that need to be used with EMI courses. An instructor can have strong English but still not be successful in an EMI course because the teaching method is not interesting for students and hard for them to understand. Another instructor might not have perfect English, but is very successful in their EMI course because they use interactive and student-centered teaching methods. So, the EMI instructor is the first consideration in challenges. Another

challenge is that students are often not sufficiently prepared. They may have diverse English proficiency levels, with some not having sufficient English to study content and others having a higher English proficiency than the instructor. Students might also not know how to learn in another language or they might be shy about speaking English in class. They may not have the critical thinking and communication skills for EMI courses. It can be hard to help students stay motivated in these circumstances. A third challenge is that effective materials, strategies, and assessment tools need to be found or created. This means it takes time from the Lecturer to collect or make these materials. Or, if an international-quality English textbook is used, these can be expensive for either the students or the university, or the level of the English in the textbook may be too high for EMI students. A fourth challenge is that it can be harder for students to have to learn the content in a non-native language, particularly concepts that require deep learning. This also takes considerably more of a students' time. Many students in EMI courses have to go home after class and look up the topics and teach themselves, often in their native language. Related to this is the fifth challenge, which is assessment in EMI. Some Lecturers are concerned that students fail not because they don't understand the content, but because they don't understand the English. A sixth challenge is maintaining relationship between you as the instructor and your students. If you only speak in English, that relationship can be not as strong, for example if you have fewer discussions. This is an important point to keep in mind, and an area where your native language can be very useful. The seventh challenge is also about students, and that is class size. Having a large EMI class is very difficult, since students need more individualized instruction in an EMI course. The eighth challenge won't come as a surprise. This is that EMI courses are extra work and time for the instructor. Some institutions pay EMI lecturers more money, and others reduce their overall teaching load to make sure EMI lecturers have the time they need to plan and deliver these classes. Related to instructors, the ninth challenge is that Lecturers often feel underprepared for teaching in EMI and feel that there aren't enough qualified EMI teachers available. And a final, and related, challenge is with institutional support. Lecturers who are teaching EMI courses often don't receive the training or support they need in order to help students learn in English. This can mean support with on-campus services, tutors, or other faculty, or also support in terms of written guidelines for how to teach through EMI.

In fact, this course was created in order to meet this need of teachers to further develop the skills they need in order to teach EMI. And it's important to keep in mind that in spite of these challenges, many EMI courses do succeed. We'll be aware of these challenges and identify some solutions to making EMI work in your courses. How did your list compare with mine? If you have challenges that we didn't discuss here, be sure to keep note of those and consider your unique challenges when you design your EMI course.