

Say what?: Techniques for monitoring teacher talk in English medium instruction

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Roundtable discussion

Abstract

Many courses at Swedish universities involve English (Malmström & Pecorari, 2022), including 75+ study programs at Stockholm University. The trend towards more English Medium Instruction (EMI) courses is common to other parts of Scandinavia, too (e.g., Airey, et. al., 2017). However, EMI in Sweden has been controversial (e.g., Kuteeva, 2018) and support for educators operating in a second/additional language (i.e., English) is often overlooked at the institutional level (e.g., Macaro, 2018). Therefore, this roundtable poses questions related to how EMI teachers can monitor their own spoken output and student comprehension thereof. While EMI is used as a point of departure, the session will be of relevance to all teachers, regardless of the language they use in class.

The presentation portion reviews challenges students face when listening during EMI classes and introduces a range of research techniques teachers can use to monitor their own spoken output in class and consider the effects of their linguistic choices on their students' comprehension and learning. Among the research methods introduced are multimodal analysis (e.g., use of gaze, gestures, etc.) (Morrell, et al., 2020), a comparison of teacher intention and student uptake of main ideas (Siegel, 2022), and the measuring of real-time student comprehension using a novel foot-pedal device in relation to teacher speech (Ducker, 2022), which attendees will be able to try in person.

After describing potential listening difficulties in EMI and demonstrating how the aforementioned methods can support teachers through stimulated reflection and professional development, the roundtable discussion portion will engage participants in relevant questions, among them:

(How) do you monitor your own spoken output when teaching in your native language and/or in EMI?

In what ways is teaching in English the same and/or different for you than teaching in your native language?

What do you see as the advantages and disadvantages of the methods presented?

What area(s) are in need of more support for: a) EMI teachers and b) EMI students?

References

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