



KEY

Looks at effect of teaching in English e.g. "had a beneficial effect", 5 = strongly agree, 1 = strongly disagree.

So seems to have slightly negative effect on tutorials etc, content learning but v positive for effect on quality of English.

Comparing 2 courses - obligatory v optional.

Probably a questionnaire for students and teachers.

Slightly contradictory – negative effect on interactions but all in favour of this type of course.

This study will look at how methods can be adapted.

Give definitions/explanations to your partner so that he/she can guess the following words.

A survey

A content teacher

A tutorial

A constraint

An assignment

Give definitions/explanations to your partner so that he/she can guess the following words.

A lecture

Code-switching

Assessment

Rating

Overload

Here is the title of the article.

The impact of language on teaching content : views from the content teacher.

Now work with a partner to think of any questions you would like to find the answers to in the article. Write down your questions below.

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Look at the sentences below and decide from which section of the article they are taken, the Introduction (I), Materials and Methods (M), Results (R), Discussion (D).

__ In particular they reported creating more time for student participation and discussion; this helped students build self-confidence.

__ Thirty-one academic staff were approached via e-mail or telephone; of these 14 agreed to participate.

__ To investigate the last point, a qualitative study among content teachers on English-taught degree programmes was conducted.

__ The respondents in the qualitative study reported that it was beneficial to adapt instructional techniques in English-medium teaching.

__ Content learning can be effective in the English medium, however, if the whole programme or most of it is in that language, if the instructional techniques are adapted and if more time is allotted.

__ In the Netherlands the results of research into English-medium programmes have been inconclusive.

__ Greater use was made of small group work than in L1 teaching, allowing teachers to monitor student contributions more efficiently.

Key

Look at the sentences below and decide from which section of the article they are taken, the Introduction (I), Materials and Methods (M), Results (R), Discussion (D).

R In particular they **reported** creating more time for student participation and discussion; this helped students build self-confidence.

Statement of results (simple past).

M Thirty-one academic staff **were approached** via e-mail or telephone; of these 14 agreed to participate.

I **To investigate the last point**, a qualitative study among content teachers on English-taught degree programmes **was conducted**.

Filling the gap/giving objective of study.

R The respondents in the qualitative study **reported** that it **was** beneficial to adapt instructional techniques in English-medium teaching.

D Content learning **can be** effective in the English medium, **however**, if the whole programme or most of it is in that language, if the instructional techniques are adapted and if more time is allotted.

Commenting on findings, extrapolating.

I In the Netherlands the results of research into English-medium programmes **have been inconclusive**.

Indicating a gap, what we don't know, justifies need for study.

R Greater use **was made** of small group work than in L1 teaching, allowing teachers to monitor student contributions more efficiently.

The Introduction

What we know already (generalisations, definitions, references to the literature).	Justifying the study, indicating a gap	Objective of the study, filling the gap.

Material and Methods

How was the study done.	Participants	Methodology

Results

What are the main findings?	Explanations for the findings?

Discussion

Expected/unexpected findings

Comparison with other findings

Implications for teacher-training

Conclusions for future research

The Introduction

What we know already (generalisations, definitions, references to the literature).	Justifying the study, indicating a gap.	Objective of the study, filling the gap.
<p>Contradictions - language constrains teaching but English medium courses are rated highly.</p> <p>Reduction in expression – frustration. Need for training in instructional methods not language.</p>	<p>In the Netherlands, research has been inconclusive – poorer achievement v no difference or better performance (writing). EMI – reduction in expressiveness for staff and students – frustration.</p>	<p>Likely to be a difference in teaching and instructional methods – they adjust. To investigate adaptation of teaching methods (content teachers on English medium courses).</p>

Material and methods

How was the study done.	Participants	Methodology
Semi-structured questionnaire – to identify changes in techniques.	29 experienced content teachers – 3 Dutch Universities, 11 disciplines, 14/31 responded + 15 on a course. At least 5 years of teaching in English, all NNS.	Qualitative survey, questionnaire, 5 open questions: influence on content, adjustments made, modifications of timing, order of content, techniques to enhance learning, students' attitudes to content. Focus here on techniques to enhance learning.

Results

What are the main findings	Reasons for findings
<p>Same techniques but difference in emphasis - adaptations necessary</p> <ul style="list-style-type: none">- More time for student participation and discussion, builds self-confidence.- Less use of lectures – reduced density of information.- Use of support systems - slides & terms given in advance- Greater use of small group work for monitoring.- Adjusting language used and code-switching.- Background reading in other languages- Student summaries of previous learning to consolidate and correct misunderstandings	<p>Reasons why necessary to adapt</p> <ul style="list-style-type: none">- quality may be lower- poorer productive skills- communication poorer- more time needed to explain concepts etc- need to adapt and re-order tasks- cultural factors – participation in tutorials

Discussion

Expected/unexpected findings

In line with literature on effectiveness of lectures and required supplementary support, more time and avoidance of overload

Comparison with other findings

Medical course – slightly negative effect on content learning but positive on learning English - in favour of English course – in line with contradictory literature (expected, as only part of course was in English)

Implications

Beneficial to adapt (support for lectures, & more time, avoid overload)

Staff training – felt they needed

- training in ensuring clarity of speech
- reaction to student enquiries
- expanding vocabulary for nuances.
- not language training but professional practice
- need to keep going in English for a long time
- how to assess a student's language abilities and give feedback.

Need for whole programme to be in English.

Need to adapt techniques.

Need for more time.

Conclusions for future research

Prospective, experimental studies to test effect of different techniques e.g. code-switching.

Reorder the statements below to form the abstract of the article.

___ None of the respondents was a native speaker of English.

___ Hence, there is an apparent contradiction between the linguistic deficiencies of programmes and their overall rating.

___ Results show that adaptations to programmes due to language are constantly necessary and that more time is required both for staff and students, compared to teaching in the mother tongue.

___ This paper reports findings from a qualitative survey of 29 highly experienced content teachers from 3 Dutch universities (across 11 disciplines) in how language affected the teaching of content in English medium programmes.

___ In conclusion, the findings are broadly in line with earlier results from a study of content teachers in three disciplines by Vinke (1995).

___ Survey studies (e.g. Tella, Räsänen, & Vähäpassi, 1999; Hellekjaer & Westergaard, 2001) suggest that the effectiveness of English medium content teaching is influenced by language problems, in that the language seems to constrain teaching and instructional methods.

___ However, they view English medium education as helping to develop 'global citizens'.

___ In contrast, both staff and students often rate English medium content teaching as 'good' or 'very good' (Hellekjaer & Westergaard, 2002).

___ Content teachers make changes to instructional methods, allowing in some cases code switching.

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Abstract

Survey studies (e.g. Tella, Räsänen, & Vähäpassi, 1999; Hellekjaer & Westergaard, 2001) suggest that the effectiveness of English medium content teaching is influenced by language problems, in that the language seems to constrain teaching and instructional methods. In contrast, both staff and students often rate English medium content teaching as ‘good’ or ‘very good’ (Hellekjaer & Westergaard, 2002). Hence, there is an apparent contradiction between the linguistic deficiencies of programmes and their overall rating. This paper reports findings from a qualitative survey of 29 highly experienced content teachers from 3 Dutch universities (across 11 disciplines) in how language affected the teaching of content in English medium programmes. None of the respondents was a native speaker of English. Results show that adaptations to programmes due to language are constantly necessary and that more time is required both for staff and students, compared to teaching in the mother tongue. Content teachers make changes to instructional methods, allowing in some cases code switching. However, they view English medium education as helping to develop ‘global citizens’. In conclusion, the findings are broadly in line with earlier results from a study of content teachers in three disciplines by Vinke (1995).

