

LECTURERS' ASSESSMENT LITERACY IN THE ENGLISH AS A MEDIUM OF INSTRUCTION PROGRAMME AT A THAI UNIVERSITY

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Introduction

English as a Medium of Instruction (EMI) is “the use of English language to teach academic subjects (other than English) in countries or jurisdictions where the first language of the majority of the population is not English” (Macaro et al., 2018: 37). In higher education this approach is becoming increasingly widespread around the world, particularly in Thailand.

There is a gap between the envisioned aims and practical tasks for students to obtain high levels of content knowledge, and the English language ability. Therefore, this links to the particularly strong tension between focusing on whether content knowledge or language during the implementation of summative assessment.

Research focus

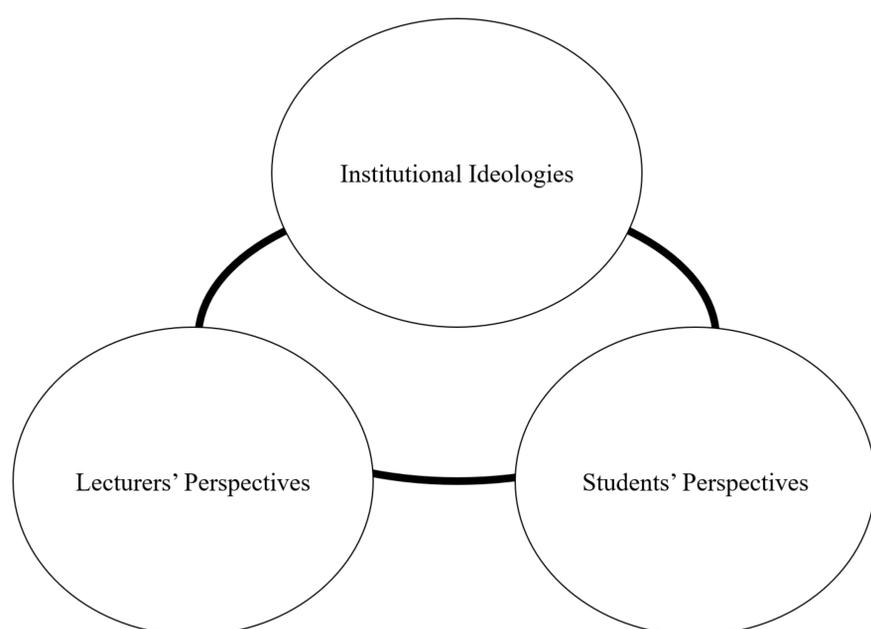


Figure 1: Research focus.

Research questions

1. What ideologies about English and EMI are held at the institutional level in a Thai university context?
 - To explore the ideologies at institutional level have regarding English and EMI.
2. What are lecturers' perspectives on their EMI summative assessment?
 - To explore their perspectives on perceptions, planning, design, revision, development, and implementations of summative assessment.
3. What are students' perspectives on their EMI summative assessment?
 - To explore their perspectives on what and how they experienced summative assessment.

Theoretical framework

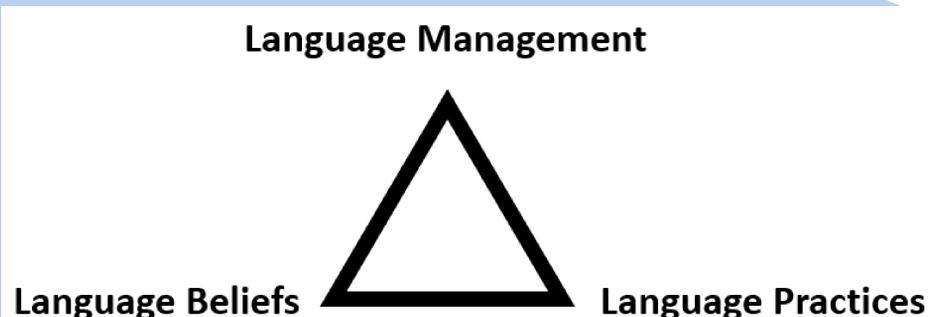


Figure 2: Spolsky's (2004) Extended Language Policy.

Assessment in relation to pedagogy

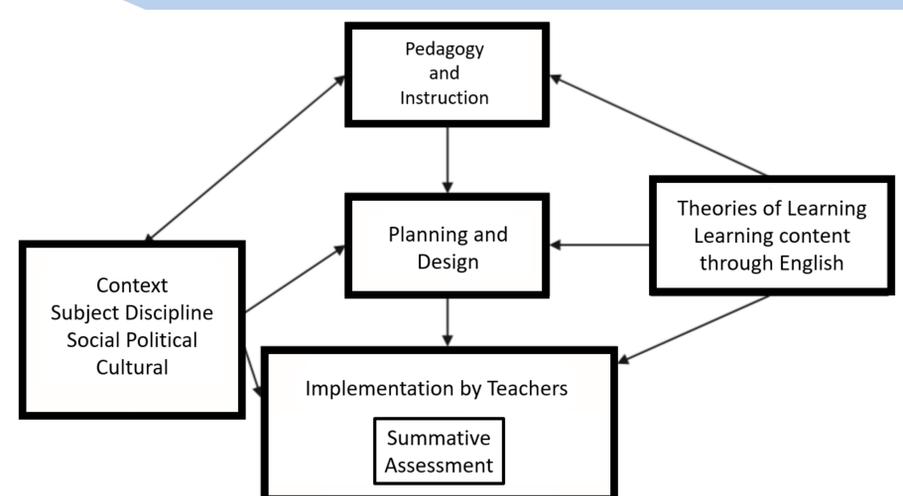


Figure 3: Model for assessment in relation to pedagogy (adapted from Black and Wiliam, 2018: 556).

Research Methodology

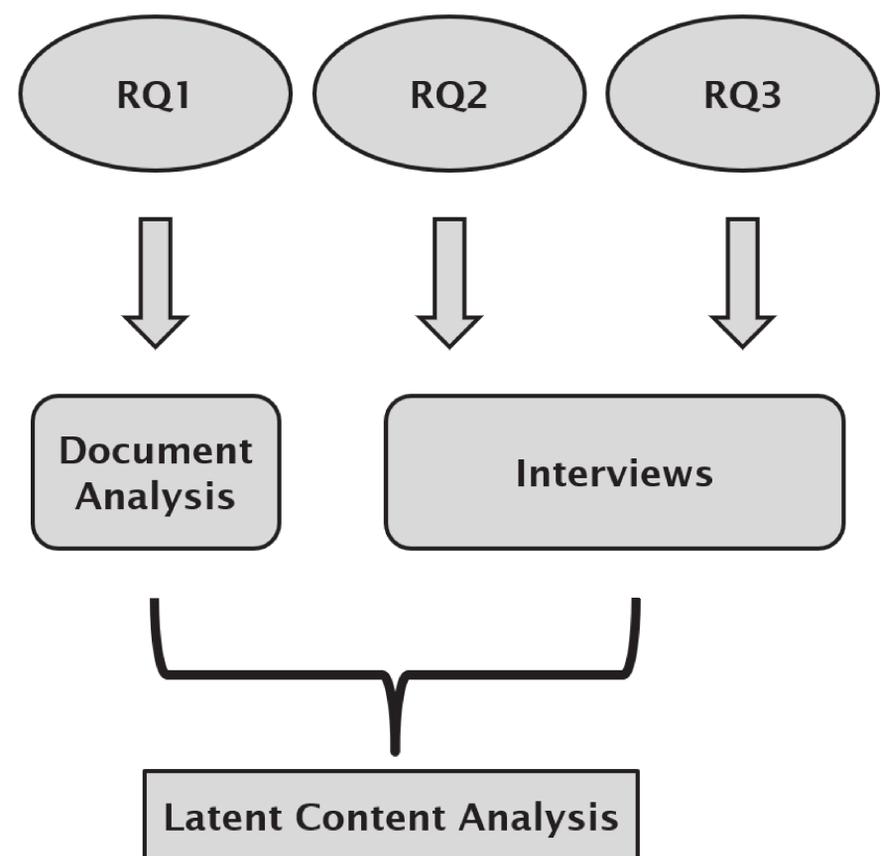


Figure 4: Research design.

Significance of the study

1. This study hopes to deliver meaningful insights on having a proper summative assessment in the EMI context.
2. This could contribute to lecturer development, meaning that this study could help educate lecturers and help them to improve integrating content and language assessment.
3. As the outcomes of exploring students' perspectives, this study touches upon the scale of awareness of assessment in the EMI programme as reflected from students' voices.