

Project: Informing Pedagogy through Exploring and Reforming Assessment Practices in EMI Education

Grantee: The University of Hong Kong

Principal Yuen Yi LO

Investigator: Faculty of Education
The University of Hong Kong

Co-investigators: Angel M. Y. LIN
Faculty of Education
The University of Hong Kong

David CARLESS
Faculty of Education
The University of Hong Kong

Dennis C. L. FUNG
Faculty of Education
The University of Hong Kong

Abstract:

To facilitate second/foreign language learning, it has become more popular to use the target language as the medium of instruction of non-language content subjects. This trend is widely recognised as Content and Language Integrated Learning (CLIL) and the English-as-medium-of-instruction (EMI) education in Hong Kong can be regarded as one of its variants. To date, very limited research has examined how students are assessed and whether assessment practices align with the dual goal of CLIL (i.e. content and language learning) and classroom teaching. This three-phase study sought to address these important questions. The first stage examined the questions in different types of assessment, and revealed a rather big leap in both cognitive and linguistic demands from junior to senior secondary education. The second phase of the study examined the relationship among objectives, instruction and assessment practices of 12 Biology/Integrated Science and Geography teachers, employing a multi-case study approach. It was observed that only a few teachers incorporated explicit language scaffolding to help students meet the linguistic demands of assessments. In the final stage, an assessment paper was designed for Science and Geography according to this study's theoretical framework. It was tried out with students, whose performance was analysed to see if the tests could diagnose students' learning in content and language dimensions. The findings of this study deepen our understanding of assessment practices in EMI and yield important implications for designing valid assessments in EMI. These also inform more effective

classroom pedagogy and enhance the learning effectiveness of EMI/CLIL education.

Keywords:

assessment; Content and Language Integrated Learning (CLIL); English-as-medium-of-instruction (EMI)