

Imagination and Reality of English-medium Instruction on University Students' Reading Competency

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Literature reported that students self-assessed that they could gain improvement of language competency after taking EMI courses. To verify this reality of such self-assessed imagination, this study adopts summative assessment via pre- and post-tests: whether university students from departments with a Chinese-medium instruction achieve better English reading grades after taking a one-semester of EMI course. The selected course in this research focused on content knowledge delivery along with related ESP reading assignments and quizzes. The instructor co-worked with the English teacher to design the customized ESP pre- and post-tests for reading assessments. However, the result presents no significant performance differences between the two tests. Based on past studies, the English reading competency of Taiwanese students usually reaches the peak in the high school stage, then it declines in the university years. Our finding supports this that EMI may help sustain students' reading competency, but also questions that EMI could really enhance students' reading competency in a short run. This study proposes that, a combination of imagination and continuous action would eventually make English improvement a reality, but not on a short-time EMI.

Keywords: English-medium instruction (EMI), English reading competency, higher education, English for specific purposes (ESP), summative assessment

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