

NOT English teachers, except when they are: The curious case of oral presentation evaluation rubrics in an EMI-in-HE context.

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STEM EMI lecturers in HE contexts tend to remain faithful to their identities developed in their subject disciplines. Importantly, they claim that they seldom if ever act as English language teachers in their classes, instead positioning themselves as deliverers of content. Nevertheless, these same lecturers often contradict this version of events as they clearly engage in practices associated with language teaching. In this paper we show how one of these practices develops and takes place, namely, EMI lecturers' use of evaluation rubrics for oral presentations given by students. As we will observe, while such rubrics contain items addressing disciplinary content only, they also contain items that might reasonably be classified as derived from the practice of teaching and learning of languages. Our interest here is in these items: (1) in and of themselves, as evidence that these EMI lecturers do take into account their students' English language proficiency when evaluating their oral presentations, and (2) as potential mediators of classroom exchanges that focus on aspects of the English language. We begin with a short discussion of evaluation rubrics in education in general, and in EMI in particular, before providing information about our research and the two lecturers whose use of oral presentation rubrics we will focus on. We then proceed to examine and analyse the rubrics, how the lecturers explain their origin and purpose, and how they mediate the feedback provided by the two lecturers when their students give oral presentations. We close with a discussion of issues arising from our research.