



Analyzing Assessment of EMI Subjects from the Genre-Theory Perspective

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Abstract

English-medium instruction (EMI) in European universities is on the rise (Wächter & Maiworm, 2014). Despite the progressive adaptation of university language policy to this new pedagogic scenario, its de facto implementation is grounded on grassroots initiatives, the pedagogic objectives of which do not normally comprise disciplinary language learning. This paper is based on a nationally-funded broad research project (ASSEMID) aiming an empirically assessing content and language learning in EMI contexts. Data for this paper has been gathered from five STEM subjects from the University of Lleida (Catalonia, Spain). Specifically, written assignments created by the instructors participating in the project have been gathered; the instructors have also been interviewed to find out how each assignment fitted into the university-regulated continuous assessment' process. Following Nesi and Gardner's (2012) research on academic writing, written assignments have been typified according to the genre families and the social function they are expected to perform. In this paper I present findings from the genre family whose social function is related to demonstrate knowledge and understanding: (very short) explanations. The findings are subsequently analyzed against the backdrop of the linguistic challenges EMI students face when taking such assignments. Conclusions will be extracted as to how to best inform teaching strategies for EMI instructors whose assignments fall within the scope of the genre family under discussion.

Keywords: *EMI, STEM, genre analysis, assessment;*