

## Bridging Language and Pedagogy: The Impact of EMI Mentorship on Faculty Development

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### ABSTRACT

As English-medium instruction (EMI) expands in higher education across Asia, faculty face growing challenges in delivering content effectively in English while maintaining pedagogical clarity. The present study introduces a structured peer observation model designed to support EMI instructors' professional development through reflective, collaborative practices. The model consists of three interconnected phases: pre-observation consultation, classroom observation using a shared framework, and post-observation feedback centered on constructive dialogue and mutual respect.

Implemented at a leading Taiwanese university, the model facilitated interdisciplinary peer observations among faculty teaching in English. Data from participant reflections and feedback sessions revealed increased pedagogical awareness, improved instructional clarity, and enhanced confidence in managing EMI challenges. The structured format enabled participants to focus on observable teaching practices, align feedback with specific goals, and engage in mutual professional growth.

Findings suggest that the model not only enhances individual teaching practices but also builds a collegial culture of reflective dialogue around EMI. By integrating language awareness with pedagogical development, the structured peer observation model offers a replicable and adaptable framework for EMI faculty support across diverse Asian higher education contexts.

**KEYWORDS:** EMI, peer observation, faculty development, reflective teaching, classroom observation

### 1 INTRODUCTION

Since the Taiwanese government announced its roadmap to become a bilingual nation by 2030, English as a Medium of Instruction (EMI) has emerged as a prominent initiative across institutions of higher education. EMI has quickly become a key focus area, often positioned as a strategic priority within universities. Since 2021, I have served as an EMI mentor—a newly introduced role within Taiwanese higher education that remains in the early stages of development and institutionalization.

The EMI mentor serves a dual function: first, to provide language support to instructors teaching content courses in English; and second, to assist institutions in meeting the classroom observation standards set forth by the Ministry of Education. This role has yielded promising outcomes and has revealed the potential of EMI mentoring to support the implementation of EMI policy at both institutional and classroom levels.

Naturally, the implementation of EMI has not been without its challenges. Several recurring concerns have emerged in discussions with EMI instructors, including: (1) the potential negative impact of EMI on the quality of academic content delivery; (2) the availability of sufficiently qualified instructors to teach in English; (3) students' ability to comprehend and engage with course material in a non-native language; (4) the question of whether English proficiency should be assessed prior to enrollment in EMI courses, and what level of proficiency should be required; and (5) whether certain academic disciplines are inherently more suitable for EMI than others. These concerns are frequently raised during mentoring sessions and professional development workshops.

Despite these challenges, strong institutional support—particularly from language centers—and the proactive engagement of EMI instructors have enabled productive responses. One practical aspect of the EMI mentoring model is the provision of weekly consultation times, during which instructors can meet with the mentor to discuss course-related matters. The purpose of these consultations is not evaluative but reflective; the EMI mentor provides pedagogical guidance and poses critical questions to support instructors in refining their curriculum design, lesson planning, and assessment strategies.

One of the most common topics of discussion in mentoring sessions relates to the concern that EMI may reduce classroom interaction. Research supports this concern: studies have found that shifting from instruction in the first language to EMI can result in decreased student participation and limited communicative exchanges (Lai, 2020). Students often struggle to engage in meaningful interaction when required to communicate in a language in which they lack confidence, and this can hinder both content learning and language development. As a result, EMI instructors are often required to adapt their teaching methods to foster more interaction and create opportunities for authentic communication.

Another major concern involves the potential trade-off between content knowledge and language proficiency. Instructors frequently worry about whether students are truly mastering disciplinary knowledge when the instructional medium is English. In Taiwan, it is widely acknowledged that the pace of instruction tends to slow when English is used, due to linguistic barriers faced by both instructors and students. This puts additional pressure on EMI instructors to optimize curriculum design so that course objectives can still be met within the constraints of the academic term. In mentoring sessions, I work closely with instructors to ensure that their courses maintain rigorous academic standards while remaining accessible to learners.

Classroom observations also form an integral part of the EMI mentor's responsibilities. These sessions offer valuable opportunities to observe teaching practices, interact with students, and provide constructive feedback. Based on my experience, the EMI mentor role has been instrumental in supporting the development of EMI at the institutional level. I strongly advocate for the inclusion of similar roles in EMI programs worldwide, as the mentorship model provides critical support for instructors and helps ensure the quality and sustainability of EMI implementation.

This article proceeds as follows. In section 2, we discuss the current state of EMI instruction in Taiwan. Then, section 3 presents the structured peer observation methodology. Next, section 4 discusses the effective strategies for providing classroom observation feedback to EMI instructors. Section 5 is the conclusion.

## **2 THE CURRENT STATE OF ENGLISH-MEDIUM INSTRUCTION (EMI) IN TAIWAN**

Taiwan's higher education system is undergoing a significant transformation, with English-Medium Instruction (EMI) emerging as a key strategy to internationalize education and enhance students' global competitiveness. This move is part of the Taiwanese government's broader "Bilingual 2030" initiative, which aims to elevate English to near-official status by 2030 (Yeh, 2023). EMI, defined as the use of English to teach academic subjects in countries where English is not the dominant language, has gained traction in universities across Taiwan. However, despite growing institutional support, the implementation of EMI faces several pedagogical, cultural, and logistical challenges.

The push toward EMI has been strongly backed by government policies and funding. One of the major initiatives is the "Bilingual Education for Students in College" (BEST) program, launched by Taiwan's Ministry of Education in 2021. The BEST program allocated over NT\$3 billion to universities to promote EMI and English language learning on campuses (Taipei Times, 2024). This funding supports universities in expanding EMI courses, hiring qualified instructors, and providing language support services.

National Taiwan Normal University (NTNU) has responded proactively by establishing the Resource Center for EMI (RCEMI), which serves as a platform for faculty development and EMI curriculum design (NTNU RCEMI, n.d.-a). Institutions like Feng Chia University and National Sun Yat-sen University have also collaborated to conduct EMI teacher training workshops, focusing on course design, classroom interaction, and the integration of AI into instruction (Feng Chia University, 2024). These institutional strategies indicate a concerted effort to normalize EMI in higher education.

Despite these efforts, challenges persist. A recent audit by Taiwan's National Audit Office found that over half of the evaluated EMI courses failed to meet the Ministry of Education's standards. Problems included the overuse of teacher-centered instruction and minimal student engagement in English (Taipei Times, 2024). These findings suggest that simply switching the language of instruction is insufficient to ensure quality education.

Moreover, a study by Lee, Wang, and Chang (2022) involving 476 university students highlighted that students often struggle with EMI due to their own limited English proficiency. These students reported difficulties in understanding lectures, participating in discussions, and completing assessments in English. This suggests that EMI implementation must be sensitive to learners' language readiness, and that parallel support systems are essential for both instructors and students.

Faculty preparedness is another critical factor influencing EMI effectiveness. Teachers must not only be proficient in English but also capable of delivering subject content in a way that facilitates comprehension among non-native English speakers. To address this, RCEMI at NTNU offers an EMI Teaching Empowerment Course. The program includes modules on EMI pedagogy, intercultural communication, and teaching demonstrations to enhance instructors' skills (NTNU RCEMI, n.d.-b).

In addition, NTNU's Center for Teaching and Learning Development (CTLD) has developed an extensive EMI professional development program. This includes seminars, peer feedback sessions, and workshops where faculty can practice and refine EMI teaching techniques (NTNU CTLD, n.d.). However, some faculty members still express skepticism about the effectiveness of EMI, citing insufficient support and the added pressure of teaching in a second language (Lee et al., 2022).

From the students' perspective, EMI offers a valuable opportunity to improve English communication and engage with global academic content. A study conducted during the COVID-19 pandemic on a blended EMI course revealed high levels of student satisfaction. Participants appreciated the flexible learning format and the chance to improve their English skills while learning academic content (Chen et al., 2022).

However, EMI is not universally beneficial. Lee et al. (2022) found that unequal levels of English proficiency among students often led to disparities in classroom participation and comprehension. Some students felt isolated or frustrated in EMI settings, particularly when instructors failed to adjust the pace or clarify concepts effectively. This underlines the need for inclusive EMI practices that address the linguistic diversity of learners.

To develop a sustainable and inclusive EMI model, Taiwan's institutions must adopt more student-centered teaching methods and create supportive learning environments. EMI instructors should receive ongoing training in both language and pedagogy, and students should be offered language support such as preparatory courses or tutoring services. Technological tools, including learning management systems and AI-driven language aids, can also play a key role in bridging language gaps and supporting both teaching and learning (Feng Chia University, 2024). Moreover, stakeholder feedback—especially from students—should be consistently integrated into EMI course design and evaluation. Creating forums for students to share experiences and challenges can facilitate institutions adapt EMI practices to better meet learners' needs.

Taiwan's adoption of English-Medium Instruction is an ambitious and strategic move toward enhancing the global standing of its higher education system. With strong government backing, growing institutional support, and a clear national policy framework, the foundation for successful EMI implementation is in place. However, to realize the full potential of EMI, universities must go beyond language use and foster pedagogical innovation, faculty training, and student support. Only then can EMI serve as a tool for both academic excellence and linguistic empowerment in Taiwan's journey toward becoming a bilingual nation.

### 3 STRUCTURED PEER OBSERVATION METHODOLOGY

Peer observation has long been an integral part of professional development in higher education. It allows educators to reflect on their teaching practices, gain feedback, and improve instructional delivery through collaborative reflection. A structured peer observation methodology formalizes this process, offering a systematic approach to observation, feedback, and reflection. Unlike informal or ad-hoc peer observations, structured models emphasize predefined criteria, mutual goals, and developmental rather than evaluative intentions (Bell & Mladenovic, 2008).

Structured peer observation involves a systematic process where instructors observe each other's teaching using agreed-upon criteria and engage in reflective dialogue. Typically, this process includes three key stages: pre-observation meeting, classroom observation, and post-observation feedback (Hendry & Oliver, 2012). Each stage serves a distinct function in promoting a culture of trust, reflection, and continuous improvement.

In the pre-observation phase, the observer and the observed meet to clarify the purpose of the observation, discuss the context of the session, and agree on specific focus areas. These may include student engagement, clarity of instruction, use of learning technologies, or the application of pedagogical theories (Shortland, 2010). Establishing these criteria beforehand ensures that the observation remains constructive and aligned with the instructor's developmental goals.

During the observation phase, the observer uses an observation framework or checklist to gather data based on the agreed-upon criteria. Structured tools such as the Peer Observation of Teaching (POT) framework help maintain consistency and reliability (Byrne, Brown, & Challen, 2010). Observers are encouraged to take descriptive, rather than judgmental, notes and to focus on observable behaviors and instructional strategies rather than personality traits.

The post-observation meeting is perhaps the most critical stage. In this reflective dialogue, both parties discuss their experiences, identify areas of strength and improvement, and explore alternative strategies. This phase is characterized by mutual respect, confidentiality, and a commitment to professional growth (Cosh, 1999).



### 3.1 Benefits of Structured Peer Observation

One of the primary benefits of structured peer observation is its ability to promote reflective teaching practice. When conducted thoughtfully, it encourages instructors to critically assess their pedagogical approaches and make evidence-based adjustments (Bell, 2001). Reflection, supported by collegial feedback, leads to more informed and adaptive teaching.

Moreover, structured peer observation fosters a collaborative learning culture among faculty. It shifts the focus from isolated teaching to a community of practice, where educators share insights and develop shared standards for teaching excellence (Lomas & Kinchin, 2006). This culture can be particularly valuable in institutions that emphasize teaching quality as a strategic priority.

Furthermore, peer observation contributes to pedagogical innovation. By observing diverse teaching styles and techniques, faculty members are exposed to new ideas they can adapt to their own classrooms. Research demonstrates that such exposure often leads to enhanced student engagement and learning outcomes (Siddiqui, Jonas-Dwyer, & Carr, 2007).

### 3.2 Challenges and Limitations

Despite its benefits, structured peer observation is not without challenges. One key issue is the perception of peer observation as evaluative rather than developmental. When used for performance appraisal, peer observation can create anxiety and defensiveness among faculty, reducing its effectiveness (Marshall, 2004). To mitigate this, institutions must clearly communicate the purpose and voluntary nature of the process.

Another challenge is the time and workload involved. Scheduling observations and reflective meetings can be difficult amid busy teaching and administrative responsibilities. Institutions need to allocate time and possibly incentives to encourage faculty participation.

Moreover, the quality of feedback varies depending on the observer's training and experience. Without appropriate preparation, observers may struggle to provide constructive or actionable feedback (Hendry & Oliver, 2012). This underscores the importance of professional development workshops to equip faculty with the skills necessary for effective observation and feedback.

### 3.3 Implementing Structured Peer Observation

Implementing a structured peer observation methodology requires institutional support and clear guidelines.

Structured peer observation is a powerful tool for professional development in higher education. By fostering reflection, collegial learning, and pedagogical innovation, it enhances teaching quality and supports a culture of continuous improvement. However, its effectiveness depends on careful design, supportive leadership, and a shared commitment to non-judgmental, developmental feedback. With these elements in place, structured peer observation can become a cornerstone of teaching excellence in universities.

## 4 FIVE EFFECTIVE STRATEGIES FOR PROVIDING OBSERVATION FEEDBACK TO EMI INSTRUCTORS

For our study, we drew on data collected during my tenure as an EMI mentor, involving observations of 60 EMI classes from 2022 to 2024. Employing a structured peer observation methodology, I identified five effective strategies for providing useful and applicable feedback to EMI instructors: (a) Language Proficiency Focus, (b) Cultural Sensitivity, (c) Clarity of Instruction, (d) Interactive Teaching Techniques, and (e) Feedback on Student Output. These strategies, derived from empirical observations, hold the potential to enhance the development of English language and communication skills in EMI classrooms. A sample classroom observation form is provided in the appendix.

### 4.1 Language Proficiency Focus

In English as a Medium of Instruction (EMI) contexts, language proficiency plays a critical role in the effectiveness of classroom instruction. While EMI teachers are typically subject experts rather than trained language educators, their ability to use English clearly, accurately, and appropriately can greatly influence student comprehension and engagement. Therefore, providing targeted, constructive feedback on language proficiency is essential for the professional development of EMI teachers.

Language proficiency in EMI teaching includes several dimensions: grammatical accuracy, fluency, pronunciation, vocabulary range, and pragmatic appropriateness. Observers offering feedback should assess not only whether the teacher speaks correct English but also how effectively their language use supports learning. For example, feedback may highlight a teacher's successful use of simplified explanations, paraphrasing, or the integration of subject-specific terminology in ways that facilitate students' understanding of complex ideas.

Constructive feedback should be grounded in specific examples observed during instruction. Rather than making general comments such as "Your English needs improvement," observers should point out particular issues. Similarly, highlighting effective language use can reinforce good practices: "Your clear use of transitions such as 'Firstly,' 'Next,' and 'In conclusion' helped students follow your argument."

Pronunciation and intonation are also important elements of language proficiency, particularly when teaching in linguistically diverse classrooms. Observers can provide tactful suggestions for improving clarity—for instance, by pointing out instances where a dropped word ending (like the -s in plural nouns) might have confused students. At the same time, it is important to acknowledge the legitimacy of different English accents and to focus on intelligibility rather than native-like pronunciation (Jenkins, 2000).

Another key aspect of feedback on language proficiency is supporting teachers in code-switching strategies. In some EMI settings, especially where students have limited English proficiency, teachers may occasionally switch to the local language to clarify key concepts. Observers should evaluate whether this practice aids comprehension or undermines the EMI objective and offer guidance on balancing English use with strategic use of L1 (Macaro, 2018).

It is also important to approach language feedback in a non-evaluative, developmental manner. Teachers may feel vulnerable when receiving feedback on their English use, particularly if English is not their first language. Emphasizing that the goal is to enhance communication and student understanding—not to critique the teacher's identity or background—helps build trust and openness to improvement (Sato & Loewen, 2019).

In summary, focusing on language proficiency in EMI feedback involves more than just pointing out errors. It requires a nuanced understanding of how language supports learning and a commitment to helping teachers become more confident and effective communicators. With specific, respectful, and actionable feedback, EMI teachers can refine their language skills in ways that directly enhance their instructional impact.



#### 4.2 Cultural Sensitivity

Cultural sensitivity is a vital dimension of effective English as a Medium of Instruction (EMI) teaching. In increasingly globalized classrooms, EMI teachers often engage with students from diverse cultural, linguistic, and educational backgrounds. Demonstrating awareness and responsiveness to these differences enhances communication, supports student engagement, and fosters an inclusive learning environment. For this reason, providing EMI teachers with feedback on cultural sensitivity is essential for their professional growth and for improving student outcomes.

At its core, cultural sensitivity in EMI refers to a teacher's ability to recognize, respect, and adapt to diverse cultural norms and communication styles. This includes awareness of verbal and non-verbal communication differences, classroom interaction expectations, and educational values that students bring from their cultural contexts (Dearden, 2014). For instance, in some cultures, students may be less inclined to ask questions or challenge authority figures in class. An EMI teacher unfamiliar with this norm might mistakenly interpret student silence as disinterest or lack of understanding.

Feedback on cultural sensitivity should address how well a teacher adapts their instructional style to accommodate such differences. For example, observers might comment positively when a teacher invites multiple modes of participation (e.g., small group discussion, anonymous polling) to ensure all students can engage comfortably. Alternatively, feedback could suggest more inclusive strategies if the teacher consistently relies on direct questioning that may disadvantage students from high power-distance cultures.

Another aspect of cultural sensitivity is the use of examples, analogies, or humor in class. EMI teachers should be aware that culturally specific references may not be universally understood. Feedback can facilitate teachers reflect on the accessibility of their content. For example, an observer might recommend replacing a culturally bound example (e.g., references to local politics or idiomatic sports metaphors) with a more global or neutral illustration.

Additionally, EMI feedback should encourage teachers to foster a classroom environment that values cultural diversity. This can involve integrating content that reflects global perspectives, encouraging students to share their cultural viewpoints, or acknowledging linguistic diversity as an asset rather than a barrier. When feedback highlights such practices, it validates the teacher's role in promoting intercultural competence alongside subject mastery (Kirkpatrick, 2014).

Importantly, feedback on cultural sensitivity should be framed constructively and respectfully, especially when pointing out cultural blind spots. Many EMI teachers may not have formal training in intercultural communication and may be unaware of how their teaching might be perceived by students from different backgrounds. Observers can support professional development by suggesting resources, training sessions, or peer sharing opportunities that build cultural competence over time.

In summary, cultural sensitivity is not an add-on but a core competency in EMI teaching. Through thoughtful, evidence-based feedback, educators can better understand their students' needs, avoid cultural misunderstandings, and create classrooms where diversity is acknowledged and leveraged for deeper learning.

#### 4.3 Clarity of Instruction

Clarity of instruction is a cornerstone of effective teaching, and it becomes even more critical in English as a Medium of Instruction (EMI) contexts. When subject content is delivered in a second or foreign language, both instructors and students face additional cognitive and linguistic challenges. EMI teachers must therefore ensure that their explanations, instructions, and use of language are as clear and accessible as possible. Providing structured feedback on instructional clarity is essential to support EMI teachers in enhancing student comprehension and engagement.

Clarity in EMI instruction includes several key elements: organized content delivery, concise language, explicit instructions, appropriate pacing, and the use of visual and contextual supports. Teachers must balance subject-specific terminology with simplified language that aids understanding without compromising academic rigor. Observers can facilitate by identifying areas where content was clearly communicated, as well as moments when students appeared confused due to vague explanations, ambiguous vocabulary, or rapid speech.

One fundamental aspect of clarity is how instructions for tasks and activities are communicated. In EMI settings, unclear instructions can easily lead to misunderstandings, especially among students with varying English proficiency levels. Effective teachers use simple sentence structures, repetition, and paraphrasing to ensure all learners grasp what is expected. Observers can support this process by offering suggestions such as breaking down instructions into sequential steps, checking for understanding, and incorporating examples or demonstrations.

Visual aids play a powerful role in enhancing clarity. EMI teachers who use slides, diagrams, graphs, or physical models can help students link abstract language with concrete representations. Feedback might include recommendations for improving the quality or timing of visual materials—for instance, avoiding cluttered slides or aligning verbal explanations with what's shown on screen. Gestures and other non-verbal cues can also reinforce meaning and should be acknowledged positively during feedback.

Another important factor is the clarity of speech—including pronunciation, intonation, and pacing. Speaking too quickly or using idiomatic expressions may overwhelm students processing complex content in a non-native language. Observers can point out effective moments when the teacher slowed down, emphasized key terms, or used pauses to aid processing, while also suggesting improvements where needed. It is essential, however, to focus on intelligibility rather than accent, as native-like pronunciation is neither realistic nor necessary for EMI success (Jenkins, 2000).

Feedback should also encourage student interaction as a tool to check and reinforce clarity. Asking students to paraphrase, summarize, or respond to guiding questions can reveal how well the material is understood. Observers might recommend more frequent use of formative checks such as quick polls, comprehension questions, or peer explanations.

Ultimately, clarity of instruction empowers students to focus on learning content rather than deciphering language. With specific, constructive feedback, EMI teachers can refine their delivery techniques to ensure that their lessons are not only linguistically accessible but also pedagogically effective.

#### **4.4 Interactive Teaching Techniques**

Interactive teaching techniques are vital for fostering both language development and subject mastery in English as a Medium of Instruction (EMI) settings. EMI classrooms are often multilingual and multicultural, where students may have varying levels of English proficiency. In such environments, interactive pedagogy not only encourages deeper engagement with the content but also provides meaningful opportunities for students to use English communicatively. For EMI teachers, integrating interactive strategies can bridge the gap between passive content delivery and active student learning.

Interactive teaching refers to instructional methods that promote student participation, collaboration, and dialogue. These techniques contrast with traditional lecture-based teaching, where learners primarily receive information. In EMI contexts, interaction is even more important because it facilitates both content comprehension and language acquisition (Walsh, 2013). When students speak, write, question, and respond in English, they process the subject matter more deeply while practicing language in context.

Effective interactive strategies include think-pair-share, group discussions, role-plays, peer teaching, problem-solving tasks, and content-based projects. For example, in a science course, students might work in pairs to design an experiment, explain their method to the class, and then reflect on the results in writing. These activities not only promote conceptual understanding but also give students opportunities to rehearse academic English relevant to the discipline.

Feedback for EMI teachers should focus on how well they implement these strategies and how successfully they elicit and manage student interaction. Observers can highlight effective techniques, such as assigning roles during group work to ensure balanced participation, or using guiding questions to scaffold discussions. Where participation is low, suggestions might include modeling language, offering sentence starters, or reducing group sizes to make speaking less intimidating.

Another key aspect is the teacher's role as a facilitator of communication. In EMI classrooms, the teacher's responsiveness to student contributions—whether through follow-up questions, clarification, or praise—can significantly influence how comfortable students feel using English. Observers can provide valuable feedback on how teachers encourage risk-taking in language use and manage errors in a constructive, non-corrective manner.

Technology can also support interactive teaching in EMI contexts. Tools like online quizzes, discussion forums, and collaborative platforms (e.g., Padlet or Google Docs) enable students to engage with content and each other asynchronously or in real time. Observers might suggest incorporating such tools to expand interaction beyond the physical classroom and to support learners who may be less confident speaking in front of peers.

Importantly, feedback should encourage EMI teachers to reflect on inclusive practices. Not all students are equally confident or proficient in English, and interactive strategies should be designed to accommodate different comfort levels. Techniques such as small group rehearsals before full-class discussions, or allowing students to write before they speak, can support wider participation.

In summary, interactive teaching techniques are not only a means of increasing engagement but also a powerful support for language development in EMI settings. With targeted, supportive feedback, EMI teachers can refine their practices to ensure that interaction becomes a central, productive component of their pedagogy.

#### **4.5 Feedback on Student Output**

Providing effective feedback on student output is a core aspect of teaching in English as a Medium of Instruction (EMI) environments. Student output—whether in the form of written work, spoken presentations, or classroom interactions—offers valuable insights into both content understanding and language proficiency. For EMI teachers, feedback is not only a tool for academic assessment but also a powerful means of supporting students' ongoing language development and engagement with subject matter.

In EMI contexts, students often face the dual challenge of expressing complex ideas while operating in a non-native language. Consequently, the feedback provided by teachers must address both content accuracy and language clarity, without discouraging student participation. Striking this balance requires feedback that is constructive, specific, and supportive, guiding students toward improvement without focusing solely on errors (Hyland & Hyland, 2006).

One of the most effective strategies is the use of formative feedback, which focuses on helping students learn and improve rather than merely assigning grades. This includes offering actionable suggestions, posing reflective questions, and highlighting strengths alongside areas for development. For example, a teacher might write, "Your explanation of the concept is clear, but consider revising the final paragraph to make your conclusion more explicit," instead of simply marking it as unclear.

In oral activities, feedback should be timely and focus on communication effectiveness. Teachers can praise students for successfully conveying their ideas, even if minor grammatical errors are present. This approach promotes fluency and confidence—key goals in EMI learning—while also allowing room for future language refinement. Observers offering feedback to EMI teachers might suggest varying techniques such as delayed error correction, reformulation, or peer feedback to make oral feedback more constructive and less intrusive.

It is equally important that EMI teachers are sensitive to student affective factors when giving feedback. Since students may feel self-conscious about their English abilities, overly critical or ambiguous comments can inhibit participation. Observers should encourage EMI teachers to adopt a growth-oriented tone in both written and spoken feedback—emphasizing progress, effort, and strategies for improvement rather than pointing out failures.

Technology can also enhance feedback practices. Online platforms that allow for audio or video feedback, as well as written annotations, give EMI teachers diverse tools to respond to student output in ways that feel more personal and supportive. Observers might suggest integrating these tools, especially for large classes or asynchronous learning settings.

Finally, feedback should help students become autonomous learners. EMI teachers can guide students in reflecting on their own performance, identifying their own errors, and setting learning goals. Techniques such as rubrics, self-assessment checklists, and guided peer review can empower students to take more ownership of their language and academic development.

In conclusion, effective feedback on student output in EMI classrooms requires a balance of linguistic and academic focus, with a supportive and inclusive tone. By providing timely, specific, and developmental feedback, EMI teachers help students gain confidence in their English abilities and deepen their understanding of academic content.



A table of the results mentioned in this section is seen below.

**Table 1. Summary of feedback strategies**

	Strategy	Description
1	Language Proficiency Focus	Provide feedback on grammar, fluency, and clarity to enhance communication.
2	Cultural Sensitivity	Encourage awareness of diverse cultural norms and classroom etiquette.
3	Clarity of Instruction	Ensure explanations and instructions are clear, well-paced, and supported by examples.
4	Interactive Teaching Techniques	Promote participation through group work, discussion, and engagement.
5	Feedback on Student Output	Offer constructive comments on language and content with a supportive tone.

## 5 CONCLUSION

This study has identified and articulated five empirically grounded strategies for providing effective observation feedback to English as a Medium of Instruction (EMI) instructors: Language Proficiency Focus, Cultural Sensitivity, Clarity of Instruction, Interactive Teaching Techniques, and Feedback on Student Output. These strategies emerged from a systematic analysis of EMI classroom observations conducted between 2022 and 2024, and collectively offer a robust framework for enhancing EMI pedagogy through developmental feedback practices.

As EMI continues to expand across higher education systems worldwide, instructors are increasingly required to balance subject expertise with communicative competence in English. The findings of this study underscore the importance of moving beyond surface-level evaluations and instead delivering feedback that is context-sensitive, pedagogically informed, and tailored to the unique challenges of EMI teaching. Whether addressing issues of linguistic intelligibility, fostering culturally inclusive practices, or refining instructional clarity, effective feedback can play a transformative role in the professional growth of EMI educators.

Crucially, the study emphasizes the value of a formative and non-evaluative feedback orientation. In EMI settings, where both teachers and students often operate in their second or additional languages, feedback should support rather than penalize. A focus on actionable suggestions, specific classroom examples, and acknowledgment of effective practices contributes to a reflective teaching culture and promotes sustained instructional improvement.

Moreover, the feedback process itself can serve as a site for professional learning. Through structured peer observation and guided reflection, EMI teachers can become more aware of their instructional practices, develop greater intercultural and linguistic sensitivity, and adopt pedagogical strategies that better support student engagement and understanding. In this regard, observation feedback is not merely evaluative—it is developmental, dialogic, and central to the ongoing refinement of EMI practice.

To conclude, the five strategies outlined in this study provide a practical and adaptable framework for supporting EMI instructors through targeted, research-informed feedback. As institutions seek to enhance the quality and inclusivity of EMI programs, investing in mentor training and observation protocols aligned with these principles will be essential. Future research could further investigate how these feedback strategies influence long-term teaching practices and student learning outcomes in diverse EMI contexts.

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Observer:	Date:
Instructor:	Time:
Class:	Length:
Number of Students:	

Focus of Observation: Describe the focus of the peer observation.

Observations: Describe the strengths and areas for improvement to focus on for the classroom observation.

<p><b>Rigor and Relevance:</b> Describe the degree which students were challenged to think critically and apply their knowledge.</p>	<p><b>Student Engagement:</b> Describe the degree to which students were motivated and interested in the classroom activities.</p>