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# Assessing assessment as a tool for EMI teacher training: voices from the students, voices from the teachers.

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## Résumé

The increasing implementation of English Taught Programmes (ETPs) at the higher levels of university degrees in France raises the question of student assessment. The focus for content teachers assessing student performances in a second language (L2) in these courses will be disciplinary literacy rather than language fluency. However, separating the two and accommodating for non-native proficiency represents a challenge for teachers in English Medium Instruction (EMI) contexts. The belief, often voiced, is that students in ETPs, assessed in a language which is not their own, will be disadvantaged. Here, we report on one module in a training programme for teachers at the University of Bordeaux which explores the impact of language on academic performance. This issue continues to be discussed within ESP research and teaching communities and including content teachers in this reflection on evaluation could help to further it while improving the quality of ETPs. Entitled Student Outcomes, our training module seeks to create a forum for this discussion. It exploits student feedback and student performances as tools for fostering reflective practice among content teachers already teaching in or soon to embark on ETPs. We will present the module, from its design to its implementation, and explore the responses and concerns voiced by the content teachers that took part.

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