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Carter Travel Grant Applicant, Spring 2025**

**Title (15 words):** Engaging students in an English-medium STEM classroom: Positioning learners through teacher-directed questioning

**Topic/Brief Description/Abstract (200-250 words):**

Language teacher agency has a growing body of research (see edited volumes Kayi-Aydar et al., 2019; Ng & Boucher-Yip, 2017), however, less is known about content instructors' agentic actions in contexts like English-medium instruction (EMI) classrooms. This research paper presentation describes a 6 month longitudinal study conducted in a transnational higher education partnership between a U.S. and Chinese institution providing English-medium instruction. Participants included 2 STEM instructors and over 100 students. The instructors' discursive positioning was analyzed in recorded classroom observations and their observed agentic choices discussed in semi-structured interviews. Findings specifically highlight that classroom layout influenced teacher talk time and physical positioning and that students were generally positioned as unwilling conversants, but agentic individuals that should question instructors and the program. Especially relevant to this teaching context, the interactions prompted through teacher-directed questions were minimal and nearly all rhetorical, limiting students opportunities for language practice and instructors' in-class, formative assessment. This reflects a growing awareness in EMI research (Galloway et al., 2021; Macaro et al., 2018) that changing the language of instruction does not necessarily support simultaneous content and language acquisition. Implications for teacher training and supporting English language learners in content-focused courses will be shared as well as future research directions.