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Gender differences in English Medium Instruction listening comprehension

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Muntlig presentation

Abstract

Students have a range of idiosyncratic experiences during English medium instruction (EMI) lectures; however, these have never been investigated in terms of gender. English proficiency level and geographic region are among the most frequently researched pre-existing EMI conditions (Bolton, et al., 2024). Such research often makes broad generalizations at the expense of individuals' EMI experiences and often ignores gender as a variable in EMI, which is recognized as an area in need of attention (Heisterkamp, et al., 2025). Therefore, this presentation focuses on idiosyncratic experiences of 30 students (15 male and 15 female) who attended EMI lectures in a variety of disciplines, as part of an SoTL initiative. The innovative methodology involved a novel footpedal that students used to register moments of non-comprehension with a "time stamp" (Ducker, 2024). After a training session, participants attended an EMI lecture in their respective discipline, where they used the footpedal. Then, in stimulated recall interviews, participants explained their individual reasons for comprehension challenges they reported. These reports were then analyzed according to a multi-tiered framework for understanding comprehension challenges (Siegel, et al., 2025). The analysis provides a rich combination of quantitative and qualitative data used to determine any gender influences.