

**Teaching history in English at university:
An analysis of multimodal and multilingual practices**

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There has been a remarkable upsurge in studies focused on English-medium instruction (EMI) in university contexts over the last two decades. Many of these studies have delved into the ideologies that underlie the spread of EMI and into its influence on stakeholders' attitudes in diverse contexts all over the world. However, not much research has focused on observing practices on the ground (Dimova, Hultgren and Jensen, 2015). With this in mind, in this presentation I will analyse the multimodal and multilingual practices of three EMI university teachers of history working at the University of the Basque Country, a multilingual higher education institution in which three different languages (Basque, Spanish and English) are used as means of instruction. The three teachers were observed and video-recorded every two weeks during a semester. In the study, an instrument known as COLT (Spada and Fröhlich, 1995) was used in the observation of teaching and learning. This instrument is a practical and useful tool for examining issues such as student modality, the type of materials utilized (minimal, extended, audio, visual, audiovisual, etc.) and their source (e.g. intended for native speakers, designed for EMI contexts, adapted for EMI purposes, student made, or in the L1), as well as the presence or absence of both teachers' and students' multilingual repertoire in everyday classes. The objective of the study was to perform an analysis based on a person-in-context relational view (Ushioda, 2009) of EMI classes, in which relations between teachers and students with particular social identities take place in a particular cultural context. This allows the researcher to analyse what is variable and individual in EMI teachers' performance, while also observing patterns and general trends in this multilingual context.