

# Multilingualism and Multimodality in Higher Education

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## Book of abstracts



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## Plenaries

(in alphabetic order by the speaker's surname)

### **TEACHING HISTORY IN ENGLISH AT UNIVERSITY: AN ANALYSIS OF MULTIMODAL AND MULTILINGUAL PRACTICES**

*D. Lasagabaster*

There has been a remarkable up surge 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.

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### **TRANS/LANGUAGING AND TRANS-SEMIOTIZING IN THE DYNAMIC FLOW OF MEANING MAKING: IMPLICATIONS FOR CLIL AND CONTENT-BASED CLASSROOMS**

*A. M. Y. Lin*

Language is the primary semiotic resource in construing the world (or constructing knowledge about the world), and the world is grasped mainly through language (Halliday 1993; Lemke, 1990). Drawing on Halliday's language-based theory of learning (1993) and Painter's (1999) observations of how children learn, Rose and Martin (2012) propose that successful content and language learning depends on 'guidance through interaction in the context of shared experience' (p. 58), and this guidance takes place largely through unfolding

dialogue. Halliday's social semiotic views converge with Vygotsky's sociocultural views on the central role played by language and dialogue in knowledge construction. In Content-based Instruction studies, Swain and Lapkin (2013) similarly argue that languaging in collaborative dialogue is essential for content and language learning. Recent research on translanguaging (García & Li, 2014; García & Lin, 2016; Lin, 2013a; Lin & Wu, 2015; Lin & He, 2016; Moore & Sabatier, 2016) further challenges the monolingual pedagogical principle (or the notion of 'multilingualism' through 'parallel monolingualisms'). Translanguaging theories emphasize a fluid, dynamic view of language and differ from code-switching/mixing theories by de-centring the analytic focus from the language(s) being used in the interaction to the speakers who are making meaning and constructing original and complex discursive practices. Trans-semiotizing theories further broaden the focus to analyse language as entangled with many other semiotics (e.g. visuals, gestures, bodily movement) in the dynamic flow of meaning making. In this presentation, recent developments in trans/languaging and trans-semiotizing theories are discussed in conjunction with fine-grained classroom analysis to illustrate the key role played by trans/languaging and trans-semiotizing practices in the dialogic construal of content meaning in Content and Language Integrated Learning (CLIL) and Content-based Education.

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## **ROAD-MAPPING AS A METHODOLOGICAL TOOL FOR INVESTIGATING ENGLISH MEDIUM EDUCATION IN INTERNATIONALISED HIGHER EDUCATION**

*U. Smit*

Internationalisation has shaped higher educational institutions (HEIs) so lastingly since the beginning of the millennium that it has become the leading research focus in HE studies (Yemini & Sagie, 2016). However, language-related concerns have attracted less interest in this research tradition, underlining the importance of regular conferences – such as this one on ICLHE –that allow for exchange on and dissemination of the increasingly growing body of studies focusing on English medium education (EME) in HEIs in 'non-English dominant contexts' (Hultgren, Jensen, & Dimova, 2015).

EME realities, however, are highly intricate and diverse, reflecting their respective contextualizations and situation-specific challenges and opportunities. Attempts to generalize over studies in the hope to answer burning questions, such as "What makes EME beneficial for students?" have so far not delivered what would surely be nice to have, namely something like a neat bundle of success factors that could then be applied more generally. Instead, such comparative overviews seem to lead to rather tentative insights into possible strengths and weaknesses, while pointing at complicated relationships between situated factors. While the difficulty to draw quantifiable generalisations could be interpreted as revealing a dearth of suitable investigations, I rather understand it as reflecting the intricate nature of EME, underlining the need to approach and analyse EME cases in full recognition of their complexity. This can be done with the help of the ROAD-MAPPING framework

(Dafouz & Smit, 2016), which regards EME as a social phenomenon and views discourse as access point to six relevant dimensions at the core of EMEMUS realities, namely Roles of English (in relation to other languages), Academic Disciplines, (language) Management, Agents, Practices and Processes, and Internationalization and Glocalization. While all dimensions are considered of equal relevance, they are multi-layered in themselves and intersect with each other, thereby opening up the dynamic and multifaceted conceptual space that allows for both, detailed analyses of individual EME cases as well as comparisons across EME sites.

It is the aim of this talk to argue for and illustrate the applicability of the ROAD-MAPPING framework as a (meta-level) methodological tool when investigating EME in various HEIs – mainly but not exclusively European. Example studies deal with student and teacher beliefs about EME, different forms of English medium classroom talk, and EME policies as enacted digitally on university websites and social media platforms. As they thus span macro and micro-level concerns as well as face-to-face and online settings, these selected research cases illustrate the broad potential of ROAD-MAPPING for designing, undertaking and analyzing EME investigations across sites and in pursuit of different research interests.

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## Colloquia

(in alphabetic order by the speaker's surname)

### **COLLOQUIUM 1: THE SECRET LIFE OF EMI: LANGUAGE CHOICE, BEING A STUDENT, WHISPERS AND CONTRADICTIONS**

*G. Mancho-Barés, E. Arnó Macià, B. Moncada & M. Sabaté-Dalmau*

In Spain, the introduction of English-medium instruction (EMI) in higher education has increased dramatically, even if this development has not been supported by a great deal of advance research on issues such as whether or not Spanish (and relevant here, Catalan) university students really do need to be able to do academic work in English, or whether or not they and their lecturers are up to the task. Fortunately, there has been a great deal of catching-up in recent years as several groups of researchers around Spain have turned their attention to EMI, producing suggestive results which may be taken on board by policy makers and stakeholders in the future. We applaud such developments and aim to make our own contribution to this body of research through an in-depth, MINECO-funded ethnographic study that examines the inner workings of EMI in action at two universities in Catalonia ('the secret life of EMI'). Drawing on data collected via a range of methods - from interviews, audio/video recordings of classes and audiologs, to the collection of artefacts such as policy documents and student presentation evaluation rubrics - the four papers in this panel examine four separate (but interrelated) issues. In order, these are: (1) the choice of either English or Catalan as the medium of instruction by students and lecturers; (2) how students display ambivalence towards EMI, as well as a general lack of enthusiasm towards and ironic distance from 'doing education'; (3) how EMI students resist EMI by contravening its English-monolingual norm, using their L1s in the classroom; and finally, (4) how EMI lecturers on occasion act as English teachers despite their continued claims to the contrary. All four papers inform a broader, articulated critique of the what, why and how of EMI at these universities as well as others.

**Presentation 1:** Language issues in EMI: when lecturers and students can choose the language of instruction

*E. Arnó*

This paper is based on research that examines in detail the day-to-day workings of an advanced MScEng electronics course taught in parallel in English and in Catalan by the same lecturer. Bearing in mind that both the lecturer and the students can choose the language of instruction, it focuses specifically on the reasons given by both parties for choosing either English or Catalan as the medium of instruction, as well as language-related concerns that they identify. Examples of the latter that will be addressed include the role of language in choosing to teach (or receive) instruction, views on the role of EMI at university, and the

foreign language as either a tool for empowerment or as a barrier to discussing advanced disciplinary material. Such reflections, and any contradictions that may arise, may contribute to a greater understanding of choices and options when EMI and L1 courses are offered in parallel.

**Presentation 2:** 'Being a student' and peer scaffolding: A multimodal analysis of backstage and front stage interactional episodes in EMI

*B. Moncada Comas*

Employing multimodal analysis, this paper examines a videotaped interaction between two students and a lecturer in an EMI Engineering class. It first documents backstage interactions taking place between the students and the latter's front stage interactions with their lecturer (Goffman, 1959), before contrasting these back- and front-stage behaviours, focusing on how students adopt different subject positions depending on whether they are 'being a student' or 'doing education'. 'Being a student' involves 'displaying ambivalence, a lack of enthusiasm and ironic distance' from HE culture, while 'doing education' involves using 'expert' language and doing tasks set by lecturers (Benwell & Stokoe, 2002; 446). Finally, interactional episodes are analysed as potential peer-scaffoldings that facilitate learning, whereby one student acts as a mentor to a less competent student.

**Presentation 3:** Whispers of resistance to English-only use in the EMI classroom

*M. Sabaté-Dalmau*

This paper also takes a critical, Goffman-inspired perspective on English policies in HE, as it examines conflicting language practices and ideologies in an EMI Biotechnology course at the UdL. Drawing on video/audio-recorded classroom interactions, interviews, classroom materials and audiologs, it analyses how, at the front-stage, educational agents comply with disciplinary content transmission via English-only instruction, and take up public English-user academic identities. It then provides contrasting instances of breaches of the English monolingual norm, showing how agents subvert it by interacting in Spanish and Catalan - not only in peer-to-peer/student-to-teacher backstage talk, but also in key learning events such requesting clarification or writing exam questions in Catalan/Spanish. The paper approaches these local-language(s) choices and disengaged identities as multilingual 'whispers of resistance', whereby students and lecturers, in effect, question the EMI project. It concludes that 'whispering acts' may be a conceptual tool to analyse classroom practices challenging institutional Englishisation plans.

**Presentation 4:** NOT English teachers, except when they are: The curious case of oral presentation evaluation rubrics

*G. Mancho-Barés*

EMI lecturers in HE often claim that they are not English language teachers, preferring to see themselves as content deliverers who neither teach English nor provide feedback based on notions of ‘correctness’ regarding grammar, lexis and pronunciation. Nevertheless, EMI lecturers often contradict this version of events as they clearly engage in such behaviour. This paper explores how this behaviour occurs by focussing on how EMI lecturers in animal sciences and engineering classes use rubrics containing elements related to language use to evaluate their students’ oral presentations. It analyses a small sample of such rubrics for their ELT content before moving to an examination of feedback provided by lecturers (both orally and in written form) as well as their views on these practices, as expressed in interviews. The rubrics, evaluations and interviews provide us with a suggestive understanding of the what and how of EMI lecturers acting as English language teachers.

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## **COLLOQUIUM 2: ENGLISH MEDIUM INSTRUCTION (EMI) AT THE UNIVERSITY OF ALICANTE: THE PROF-TEACHING PROGRAMME**

*T. Morell, P. Escabias, M. Alesón & N. Norte*

The use of English as a medium of instruction (EMI) is an increasing global phenomenon (Dearden 2015), especially within higher education institutions immersed in an internationalization process (Macaro, 2018). These universities are faced with preparing and supporting their teaching staff to switch from using their mother tongue to English as their classroom language. At the University of Alicante (UA), a large bilingual public institution, we have offered lecturers of each of the seven faculties, through the Instituto de Ciencias de la Educación (ICE), workshops to support teaching content in English for the past decade. As an outcome of these courses and the university wide survey (Morell et al. 2014), it became apparent that there was a need for a complete training programme, which could encompass the linguistic and pedagogical needs and challenges of teachers using EMI. In this colloquium we intend to report on the UA university wide EMI survey, the UA Prof-teaching training programme and our current research on EMI multimodal classroom discourse.

### **Presentation 1: UA university-wide EMI survey**

The status quo of EMI at the University of Alicante, was determined through a university wide survey (Morell et al., 2014) that gathered information about teachers’ and students’ challenges and needs in so far as the implementation and growth of courses with English as the language of instruction. In this section, we will present the results obtained from 828 lecturers (35% teaching staff) which allowed us to create an action plan that included the Prof-teaching training schemes of Instituto de Ciencias de la Educación (ICE) implemented in 2018 that we will describe in the following sections of this colloquium.

**Presentation 2:** UA Prof-teaching 1. Digital and Linguistic Tools for EMI Teachers

ProF- tEAching is a new programme offered to all teaching staff who are or will be teaching in English. This optional training programme aims to support lecturers to develop their linguistic and pedagogical competences. It consists of three modules: 1) Digital and Linguistic Tools for EMI (English as a Medium of Instruction) Teachers; 2) English Medium-Instruction (EMI): Reflections, Awareness and Practice (RAP); and 3) Observation and Practice. In this part of the colloquium the focus will be on the first course and its four sections:

- a. Digital tools for EMI teachers
- b. Pronunciation and prosody
- c. English for the classroom
- d. Academic and specific English

**Presentation 3:** UA Prof-teaching 2. EMI: Reflections, Awareness and Practice (RAP)

The focus of the second module is on the pedagogical needs and challenges of EMI teachers. Its main objective is to support them to reflect on, become aware of and to practise EMI teaching. There is a special emphasis on the need to develop EMI multimodal and interactive competence (Morell 2015; 2018). At the end of this module, all participants carry out a mini-lesson from their field of specialty which is video recorded and collaboratively and constructively evaluated by co-participants and the instructor.

**Presentation 4:** Research on EMI multimodal classroom discourse and students' audiovisual comprehension

Multimodal competence, the ability to use and combine verbal and non-verbal modes to represent and communicate meaning, plays a crucial role in effective interactive lecturing, especially when the language of communication is other than one's own (Morell, 2018, p.70). Furthermore, students' audio-visual comprehension is enhanced when there is a greater number of orchestrated modes to communicate specific meanings (Norte, 2018). At the University of Alicante, we have been analysing the multimodal discourse used by EMI teachers that enhances students' audio-visual comprehension. In this talk we will present our research by showing samples of analyzed multimodal ensembles (or combinations) used by EMI lecturers.

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### **COLLOQUIUM 3: INTEGRATING INTERNATIONALISATION AND LANGUAGE-IN-EDUCATION POLICY: A CONCEPTUAL CHALLENGE**

*P. Studer & U. Smit*

Internationalisation of Higher Education has received much attention over the past twenty years, both as an object of policy-making and a subject of theoretical scrutiny (e.g. Hudzik, 2015; Leask 2015). While the ‘Englishization’ (Coleman, 2006; Lanvers & Hultgreen, 2018) of higher education has formed a central and exponentially increasing element of internationalisation, the transformative impact of this development on teaching and learning is often not given full recognition. This is clearly different when turning to the increasing research activities into what has been labelled diversely as English-Medium Instruction (EMI), Integrating Content and Language in Higher Education (ICLHE) or English Medium Education in Multilingual University Settings (EMEMUS) (Dafouz & Smit, 2016, Macaro, 2018, Wilkinson, 2017). While studies emerging from these research activities focus on a variety of linguistic or pedagogical topics, they tend to offer only fragmentary snapshots of what in fact are long-term and complex language-in-education policy developments linked to local internationalising processes.

It is the aim of this symposium to discuss and throw light on this field of tensions by critically reviewing the interplay and meeting-points of internationalisation and language-in-education policy. The symposium is conceptual in that it seeks to promote discussion and reflection on two related phenomena with different research and policy traditions.

Questions that will guide the symposium are:

-To what extent does internationalisation and English-medium educational policy-making converge and/or diverge as (theory-based) concepts and in action?

-What conceptualisations of language in general and English in particular are noticeable/integral to internationalisation and English-medium educational policies and practices?

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## Workshop

### STEPPING OUT OF THE SILOS – TRAINING TEACHERS, TRAINING TRAINERS

*J. Valcke, E. Romero Alfaro, J. Walaczszyk, M. Gustafsson, M. Lek, M. Adelfio, V. Vitry, M. Parrado Collantes & I. M. Nuñez Vázquez*

The adoption of English-Medium Instruction (EMI) and more generally the implementation of internationalisation policies, has led to the development of internationalised learning spaces in higher education settings where students can develop skills for life and work in a globalized world. It might be argued that internationalisation, and the development of EMI with it, has thus contributed to a shift in the perceived role of disciplinary teachers in developing global and international skills in their students. At the same time, the increase in EMI in HEIs and internationalisation have necessarily led to concerns about the type of professional development education developers may also need.

This workshop will present how 11 different universities across 7 European countries have collaborated to create an online international course for teaching in English entitled “Two2Tango”, in order to cater for the emerging needs of both lecturers and education developers in internationalised settings. Through this online course, lecturers exchange views on the material provided in the modules and participate in forum discussions, comparing their respective disciplines, institutional settings and pedagogical concerns. This regular peer interaction has proven to play a key part in the success of the course, allowing teachers, but also education developers, to reflect on their own practices and engage in meaningful conversations about cultural differences and future perspectives in higher education.

Regardless of the rationales behind regional internationalisation strategies, educators, now more than ever before, need to integrate linguistic competence, intercultural competence, global engagement and international disciplinary learning within the curriculum. Through the testimonials of both lecturers and education developers, this workshop will engage participants in reflections on how lecturers and education developers have apprehended their shifting roles and profiles, and how Two2Tango has acted as a catalyst for the continuous professional development of disciplinary teachers, alongside that of education developers.

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## Round Tables

### *ROUND TABLE 1: “The role of the student in ICLHE”*

#### **THE STUDENT AS PROTAGONIST IN EMI: LANGUAGE USAGE AND LEARNING COMMUNITIES IN AN INTERNATIONAL PROGRAMME AT A DUTCH UNIVERSITY**

*K. Haines, M. Kroese & D. Guo*

The role that language plays in the success of students’ learning of disciplinary content in EMI environments is often blurred. Although language is omnipresent throughout the teaching and learning process, its role is often implicit and it is often highlighted only when it becomes a ‘problem’. The success of students in HE settings may depend not only on their proficiency in the language of instruction (in this case English) but also on their proficiency in the language of the surrounding environment (in this case Dutch). Furthermore, to feel included, students need to be able to communicate not just in classroom activities (formal curriculum) but also in activities alongside the curriculum (informal curriculum). This allows them to ‘socialise’ or into both formal and informal aspects of the disciplinary language.

In Dutch universities, student run Study Associations play a pivotal role in the inclusion of students because they are positioned on the boundary of the formal and the informal curriculum. Taking as its focus a Study Association at the Economics & Business Faculty of a Dutch university, this case study investigates student perceptions of the role of language(s) in providing access to the learning community in the informal curriculum. The study then explores how this perception of language informs students’ learning in the formal curriculum in an international classroom delivered through EMI. The presentation discusses the way in which Study Associations may provide students with agency in their learning, thus helping students to become the true protagonists in their own learning stories.

Finally, in relation to educational approaches and curriculum design, this study considers whether there is a need to provide greater support to students regarding the role of language in and alongside the curriculum, for instance by building partnerships between language providers and study associations.

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*ROUND TABLE 2: "ICLHE at the university and other educational levels"*

(in alphabetic order by the speaker's surname)

**Presentation 1: LEARNING MATHEMATICS IN ENGLISH: STUDENTS' PERCEPTIONS AND ATTITUDES TOWARDS CLIL IN SECONDARY EDUCATION**

*F. J. Alegre Ansuátegui & M. L. Moliner Miravet*

Content and Language Integrated Learning (CLIL) was implemented at a public high-school in Spain during three years. 342 students from grades 7th to 9th participated in the study. Students learned Mathematics in English for an hour per week during the whole school year. The contents developed during this experience covered all areas of mathematics (arithmetic, algebra, geometry, analysis, statistics and probability). The main objective of the study was to analyze students' perceptions and attitudes towards CLIL before and after the implementation of the program. To this end, a qualitative analysis was carried out. Individual interviews and discussion groups were held during the three years. Results showed how most of the students developed positive attitudes and perceptions towards CLIL after the experience. No significant differences were found by gender. Significant differences were found among the grades with 7th and 8th graders showing more positive attitudes and perceptions towards CLIL than 9th graders. Results for grade repeaters were inconclusive. Students who took CLIL lessons for more than one school year continued to improve their attitudes and perceptions after the first year of implementation. It can be concluded that the CLIL experience had a positive effect on most of the students' attitudes and perceptions towards this methodology and that most of them would not be against future CLIL experiences. Furthermore, the perceptions and attitudes developed in the Mathematics subject had a positive influence on other CLIL experiences in subjects such as Technology or History in upper grades. The starting age of the students seemed to be the most determinant factor. In this sense, the main conclusion of this experience is that the earlier the students start taking CLIL lessons, the greater their attitudes and perceptions will be towards this methodology.

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**Presentation 2: EMI IN THE HIGH ACADEMIC PERFORMANCE GROUP (HAPG) IN THE DEGREE IN PHARMACY AT THE UNIVERSITY OF VALENCIA**

*N. Apostolova & M<sup>a</sup> C. Montesinos*

Introduction: English as a Medium of Instruction (EMI) has officially been used at the University of Valencia since 2003-2004, both in the undergraduate and the postgraduate courses. Since the academic year 2011/2012, in accordance with the policy for teaching in foreign languages in high education supported by the local government (Generalitat Valenciana), the University of Valencia has established "High Academic Performance



Group” (HAPG) where at least 50% of the core credits are in English. The Degree in Pharmacy is one of the 8 degrees at the University of Valencia that offer HAPG. The aim of this study is to provide an overall characterization of the students that enroll in the HAPG group, in particular regarding their knowledge of English. Objectives: To analyze the initial and acquired level of English the students have, the difficulties they face and their level of satisfaction as “HAPG students”. Methods: The survey was performed with the 3rd and 4th year HAPG students and consisted of 10 multiple choice questions. Foreign (Erasmus) students were excluded. We explored aspects such as the reason why students enrolled in the HAPG, their initial and their current level of English, the main difficulties they encountered as students that are instructed in English, and their satisfaction with the HAPG teaching. What students think about the levels of English of their teachers is also addressed. Results: The survey was taken by more than 50 students; their level of English is sufficient as to be able to attend the classes and participate in all the activities, however students’ oral skills in English need to be improved. The initial certified level of English HAPG student have is B2, however an important number of students obtain C1 level while studying the Degree. Importantly, the majority of the students find belonging to the HAPG satisfying. Conclusion: Students that enroll in the HAPG in the Degree of Pharmacy have a satisfactory level of English, obtained from their previous education; however, this competence in the context of EMI and particularly regarding their oral skill needs to be improved. For this a coordinated approach with high schools/secondary schools is needed.

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**Presentation 3: ACADEMIC WRITING IN ENGLISH: A LEARNING EXPERIENCE IN AN INTERNATIONAL POST-GRADUATE PROGRAM**

*A. Farné*

The paper presents a teaching and learning experience at post-graduate level aimed at improving students’ academic writing skills in English. The activity was carried out in the subject “Communication for Peace” of the Master in International Studies in Peace, Conflict and Development at the Universitat Jaume I (Castellón, Spain). The course is taught in English, but most of the students are not native speakers and, therefore, this is a suitable setting for implementing Integrating Content and Language in Higher Education (ICLHE).

The objective of the paper is to discuss this experience of ICLHE in a workshop on academic writing and to offer guidelines to other programmes interested in carrying out similar practices.

The paper will be structured in four parts. First, it will introduce the context of the course within its post-graduate program and the peculiarities of the international and interdisciplinary students’ background. Second, we will review the main conceptual and pedagogical approaches, based on active learning and ICLHE methodologies. Third, we will describe the structure of the theoretical-practical workshop with its main parts and activities.

Finally, we will discuss the experience by assessing both positive outcomes and challenges encountered, which may be useful to other colleagues and programmes.

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#### **Presentation 4: FOSTERING AN INCLUSIVE CLIL APPROACH**

*M. Marco Fonte*

Ribalta High School became a plurilingual centre in 2013. A plurilingual programme implies huge methodological changes, which have definitely improved our teaching practices. Some initial crucial decisions the School had to make were whether the programme should be inclusive or only accept the most able students, whether to create an elitist group only formed by students interested in the plurilingual programme or whether to require a minimum level of English to register in the programme.

Despite being aware of the difficulties the Centre had to face, the decision was to set an inclusive plurilingual programme and thus, all students would have the opportunity to choose it, even if their level of English was not ideal. In fact, it was implemented in a special group of students who are applied a kind of curriculum accommodation plan. They are referred to as PR4, which stands for the 4th level of Obligatory Education, aged around 16-17. The results were very satisfying and the staff is totally convinced it is thanks to the methodological change CLIL implies.

CLIL teachers had to change drastically their teaching practices. It was necessary to include multi-media and visual organisers to facilitate the learning process, among other new teaching tools. Another important factor taken into consideration was that the L1 (Spanish / Valencian) could be used by both teachers and students for specific purposes. The teacher knows if students need help to understand the curriculum content by using bilingual techniques.

After 6 years of implementation, it can be confirmed that students not only learn the same content as their counterparts, but they also improve their level of English. Obviously, teachers have to be sensible when setting goals and they also have to be flexible.

The key of this programme is the teachers' capacity to focus on students' needs, and on the process of learning. CLIL methodology, therefore, has resulted in an innovative approach, which suits every single student. Its introduction has enabled both content and language teachers in the School to see the purpose of education with new eyes.

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**Presentation 5: ICLHE PRACTICES IN HIGHER EDUCATION: THE CASE OF MECHANICAL ENGINEERING AT UJI**

*M<sup>a</sup> D. Martínez Rodrigo & M<sup>a</sup> N. Ruiz Madrid*

Teaching content through the medium of English has rapidly spread in higher education in Europe is rapidly growing in higher education in Europe (Wächter & Maiworm, 2014). This expansion has put forward many challenges for institutions, lecturers and students that have to find the most effective way to integrate content and language in their particular contexts. This study describes and discusses a methodological proposal aimed at promoting oral interaction strategies among students while facing a content-based problem-solving task (Ruiz-Madrid and Martínez-Rodrigo, 2018). The setting analysed is the subject ‘Advanced structural analysis’ in the fourth year of the Mechanical Engineering Degree at the School of Technology in Universitat Jaume I in Castellon, Spain. This subject has a reduced number of students and it is 100% taught in English. Experiences for previous years had shown the necessity to enhance oral interaction in class in order to practice the specific vocabulary needed to complete the disciplinary content-based tasks proposed in class. New tasks were designed and put into practice during different sessions. These sessions were observed and annotated by the lecturer in order to assess students’ performances in terms of both language and content. After these sessions, students had to upload an individual description in English of the construction process of a structure in order to observe students’ production in terms of disciplinary language and content. The analysis of both tasks show how students do not only focus on content but also develop disciplinary language skills in English. Conclusions might inform future pedagogical practices to improve students’ disciplinary language and content skills in the engineering field.

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**Presentation 6: TEACHING SOCIAL STUDIES AND TECHNOLOGY THROUGH CLIL AND PBL METHODOLOGIES**

*J. Tormo Martí & L. Lorenz Bernad*

Since 2015 Content and Language Integrated Learning (CLIL) and Project- Based Learning (PBL) methodologies have been implemented successfully with students in Technology and Geography lessons with students of twelve and fourteen years old in our Middle School.

To teach and learn content in both subjects is an activity that allows students to improve not only linguistic communication but also cultural awareness and expression key competence. This is a multidisciplinary project based on a research about a country chosen from a given list. Students analyse and compare information required to finally create either a slide presentation or an interactive poster. The slide presentation will be used as support material for a later oral presentation in front of their classmates. The interactive poster will be designed writing and recording a text and finally students upload an augmented reality image using a specific online application.

Students are arranged in heterogeneous groups to allow the collaborative learning. The evolution of the final product needs self-assessment and peer-assessment, so each student can be aware of their own learning process.

Within the connection between Secondary Education and Higher Education, since the Bologna Declaration became into practice, several methodologies have also been promoted to be used in the university classroom. Our experience can prove that if a combination of CLIL and PBL may work at certain educational stages, they can probably work even better in subsequent education stages.

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## Posters

(in alphabetic order by the speaker's surname)

### **THE POSSIBLE EFFECT OF ENGLISH LANGUAGE PROFICIENCY AND THE GAMBIAN STUDENTS' PARTICIPATION IN HIGHER EDUCATION**

*S. Curle*

In recent years the Gambian government has advocated the use of the first language (L1) as the medium of instruction for education (from primary school to tertiary level). However, English remains dominant (Igboanusi, 2014). The sole university in the Gambia (the University of the Gambia, UTG) uses English Medium of Instruction (EMI). There is a dearth of research exploring how English language proficiency might affect students' access/participation in higher education (HE) in the Gambia (see Juffermans and McGlynn, 2009). This study aims to fill this gap in the literature. This presentation focuses on the results of the pilot study of this developing project. Ten secondary school students aged 16 to 18, of mixed gender, and from four different districts in the Gambia were surveyed and interviewed. Preliminary results highlight a complex web of intertwined factors such as socio-economic status, motivation, as well as linguistic barriers that students face in gaining access to higher education in the Gambia.

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### **THE EFFECTS OF ENGLISH-MEDIUM INSTRUCTION (EMI) ON CONTENT COMPREHENSION AND CLASSROOM BEHAVIOURS: A REALIST REVIEW**

*M. Docherty*

Can we expect two students, one learning in their first language and one through a foreign language, to perform the same and to achieve the equivalent grade with the comparable workload? What effects does the medium of instruction have on the teacher and the classroom behaviour?

In over thirty years of EMI implementation, many studies have looked into the pros, cons and effects on learning, however, even though there have been other systemic reviews, there is still a need for research and review into common denominators and reoccurring phenomena, so that content and language teachers may endeavour to reduce language induced barriers. This systematic review, based on realist synthesis, uses purposeful sampling and contextual comparison to identify underlying phenomena, drawing parallels through synergies and ultimately providing a transparent accessible overview of a complex issue: The Effects of English-Medium Instruction (EMI) on Content Comprehension and Classroom Behaviours.

The findings show, that although the studies themselves indicate no clear consensus on the direct effects on content comprehension in EMI settings, patterns in behaviour change and complications to comprehension can be deduced. This paper outlines these phenomena and complications whilst juxtaposing some positive effects on information transfer when teaching through the medium of English. It concludes with some surprising findings as well as suggestions whilst calling for further research into the area of content comprehension in English Medium Education in Multilingual University Settings (EMEMUS).

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## **THE MULTIMODAL LEARNING STYLE IN THE LANGUAGE CLASSROOM: INSTAGRAM AND DIGITAL LEARNING**

*N. Gargallo Camarillas*

The current technological environment offers learners an unprecedented interactive environment to use foreign languages in real situations. This new multimodal context is one of the main sources of information and communication for both teachers and students (White, 2007). Accordingly, learners process the information in different ways and new ways of learning have emerged in the language classroom (Franzoni et Assar, 2009). However, despite recent studies have shown positive results when matching learning styles with multimodal resources, research is limited and university students still have difficulties to understand content and attain an acceptable level of proficiency in English (Felder et al., 2000; Naimie et al., 2010). This study aims to demonstrate that the Multimodal Learning Style is a recent physiological learning style that has emerged in the EFL classroom as a consequence of the use of Social Networks. It addresses two research questions: (1) Is the Multimodal Learning Style present in the language classroom? (2) Is it effective the Digital Learning through Social Networks? Twenty University students were randomly selected as the participants of this study. Two instruments were designed: (1) An online Multimodal Learning Style questionnaire (2) A pedagogical activity on Instagram. This study aims to obtain some findings that evince the enormous impact that Social Networks have on the language classroom. Besides, it intends to get some evidence that suggests that Instagram can be a social and a pedagogical tool that creates a digital learning environment that promotes the Multimodal Learning Style. In this sense, further research should be focused on integrating the content and the four language skills through a combination of activities that enhance different ways of processing the information in order to favour effective teaching.

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## HIGHER-EDUCATION STUDENTS' PERCEPTIONS OF WORKING WITH CYBERTASKS TO ACHIEVE CONTENT LEARNING

*C. Girón-García & S. Stelea*

In this study, attention is raised on ICTs and how the emergence of networked information has forced educators to reshape and adapt materials to new generations of students ('e-generation') (González-Vera, 2016) in higher education classrooms. Accordingly, university students are expected to know how to manage different online resources to develop a wide range of online activities in the EFL classroom.

The present work is based upon the implementation of two different WebQuest-Based activities (Dodge, 2001) named 'Cybertask' (Girón-García, 2013; Girón-García & Ruiz-Madrid, 2014; Girón-García & Silvestre-López, 2019) with two groups of higher-education students taking the subjects Linguistics and Legal English at a Spanish university. On that account, the aim of this study is to analyse students' perceptions regarding (1) Cybertask completion process, and (2) Cybertask result in order to learn relevant content in these two disciplines.

In order to get relevant results, these two groups of university students worked on a 'Linguistics Cybertask' and a 'Legal English Cybertask' with the purpose of learning content related to those subjects. Additionally, after completing both Cybertasks, students performed a Cybertask-related Self-Assessment Questionnaire in order to analyse (a) their perceptions concerning the process of knowledge acquisition, and (b) their satisfaction with task performance and task result. The results make evident a high level of satisfaction among students with both Cybertask process and Cybertask result.

Finally, findings on students' perceptions about this type of online tasks could help other teachers and researchers in the language teaching-learning field to be mindful about the need to use ICTs in the language classroom to enhance web-based study skills and support learner development. Besides, there is an open field for more fine-grained research and analysis to design future online activities and/or tasks that adapt university curricula to the upcoming generations.

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## EXPLORING THE FEASIBILITY OF A PARALLEL LANGUAGE USE (PLU) APPROACH FOR SOUTH KOREAN HIGHER EDUCATION

*D. G. Williams*

This talk focuses on an outcome of a larger study focusing on South Korean university students' perceptions of the use of language on the English-Medium Instruction (EMI) courses they have experienced. With the onset of rapid implementation of EMI policy, owing to the pursuit of internationalization, this may present a sociolinguistic quandary. In most Asian contexts, the introduction of EMI is 'top-down' policy driven, and hence is not

sensitive to the linguistic challenges of individual university contexts. An EMI sociolinguistic situation at a selective, research-intensive university in South Korea was researched through semi-structured interviews with eight Engineering and Business students. The interview data was analyzed using the principles of grounded theory, enabling a bottom-up, empirically grounded understanding of the situation. The results indicate that linguistic challenges currently prevail in EMI classes in the South Korean context. Code switching between English and Korean is invisible in the policy but is practiced, between students and between students and instructors. One of the outcomes of my study suggest that we should question the traditional mono-lingual model of EMI. Parallel Language Use (PLU), is a Scandinavian concept which refers to a situation where two languages are considered equal in a particular domain and thus complement each other to serve different functions (Hultgren, 2016). Dafouz and Smit (2016) outline a conceptual framework for how EMI in European higher education could adapt to a multilingual approach. In this talk, I explore the feasibility of applying the framework to the South Korean context, by touching upon differences in language proficiencies, culture, history, and socio-political current reality. I conclude, by outlining how this exploration contributes to a more nuanced understanding of applying PLU to the South Korean higher education context.

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## Paper presentations

(in alphabetic order by the speaker's surname)

### **EFFECTS OF ENGLISH AS MEDIUM OF INSTRUCTION (EMI) ON STUDENTS' CONTENT KNOWLEDGE ACQUISITION IN JAPANESE HIGHER EDUCATION**

*I. Aizawa*

Higher education institutions in Japan are becoming increasingly internationalised and English-medium instruction (EMI) is rapidly gaining momentum. Despite its rapid expansion, little research has been carried out to evaluate the potential impact of EMI on student content learning in comparison to learning through their first language. This study will fill this gap and explore potential challenges faced by students regarding their disciplinary learning through English.

In order to fill the gap, I plan to examine whether there is any effect of EMI on students' content knowledge acquisition of introductory chemistry in comparison to Japanese medium instruction (JMI) at a university in Japan where certain introductory courses are offered in both Japanese and English. I will also explore and compare various aspects of students' challenges; in particular language- and content learning-related challenges faced by EMI and JMI chemistry students. Finally, various factors (e.g. chemistry students' English language proficiency, motivation and challenge) are explored to examine to what extent they influence EMI students' content knowledge acquisition.

The study adopts a longitudinal design of a course over three months (i.e. one semester), pairing in-depth quantitative analysis of pre-post student test scores with teacher and student interviews and classroom observations. Questionnaires are also used to examine the types of linguistic and content learning challenges students face.

This talk will be based on my PhD study which investigates the effects of EMI from the students' point of view. The study compares two supposedly identical courses in terms of chemistry as content and will be one of the first attempts to research the effects of EMI on students' content knowledge acquisition in Japan.

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### **SUPPORTING MULTILINGUAL STUDENTS IN FINE ARTS USING AN INNOVATIVE EDUCATIONAL APPROACH**

*N. Babae*

Applied linguistics is focusing greater attention on the importance of developing multilingual EAL (ME) students' academic literacy skills within disciplinary contexts in post-secondary education (Jacobs, 2007). Despite this shift from a generic to discipline-specific approach,

few studies have examined course-aligned models of support for ME learners in university courses in fine arts. This study attempts to address this gap by focusing on an interdisciplinary collaboration between a language education and fine arts faculty to design a course-aligned model of support in light of Wegner's (1999) community of practice for ME students in a Canadian university. Data in this qualitative case study were gathered from classroom observations and language support sessions, pedagogical documentation, and student questionnaires. Data analysis has revealed that the theoretical foundations of the arts program can both limit and enable the model of academic literacy development. The latter may require scaffolding, structure, and rule-governed practices while the former encourages creativity and thinking "outside the box". The findings will help practitioners and researchers better understand issues in developing discipline-specific models of support for ME students. Recommendations for content-area faculty teaching linguistically diverse classes and language experts designing models of support for ME students will be offered at the end.

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## **ICLHE IN JAPAN: UNDERSTANDING THE CURRENT SITUATION AND SETTING THE RESEARCH AGENDA**

*A. Bradford, H. Brown & T. O'Neill*

Integrating Content and Language in Higher Education is growing in popularity in Japan. More than 40% of universities have English-medium instruction (EMI) programs and a handful of universities have teach in other languages including French, Russian, and Chinese. CLIL also has a growing role in many programs. While the literature on ICLHE in Japan is growing rapidly in both scope and scale, many questions remain unanswered, and some are even unasked. This presentation reports on efforts to bring together the threads of Japanese ICLHE research. At a recent ICLHE association symposium held in Tokyo, leading researchers working on CLIL, EMI, and the internationalization of higher education in Japan came together to discuss the current state and future direction of ICLHE. This presentation reports on that discussion and identifies three key areas that should be prioritized in coming research in Japan, as well as in developments in practice and implementation.

The first key area identified for further research was definitions. Participants noted a lack of clarity and shared understanding of goals in ICLHE programs at the government and institutional levels, including significant gaps between policy statements and promotional materials and actual program practice. More clarity in this area would help identify criteria for success leading to better program assessment. The question of needs also came up. Though the literature on linguistic and pedagogic needs of faculty and students in EMI has been growing in Japan, participants felt more research is needed. The final key area of future research is the outcomes of ICLHE programs. More research is needed on the language and content learning outcomes for students, but also on the long-term career outcomes. Institutional and government policies often link ICLHE to fostering 'globally-capable human

resources' but no long-term studies have looked at career outcomes for students with ICLHE experiences.

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## **IMPLEMENTING EMI IN JAPAN: KEY FACTORS FOR SUCCESSFUL PROGRAM DEVELOPMENT**

*H. Brown*

English-medium instruction (EMI) programs are growing in popularity in Japan. More than 40% of Japanese universities offer undergraduate EMI programs, with varying goals, approaches, and strategies. While many large, upper-tier universities implemented EMI programs as part of a student-mobility strategy, most current growth reflects lower-tier universities starting EMI in an attempt to attract higher quality domestic students seeking a challenging experience. Amid this rapid growth, much of EMI development in Japan has been ad hoc or characterized by difficult implementation.

In this session, the presenter will describe the results of a three-year multi-site case study which tracked the planning, initial implementation, and early development of four newly forming EMI programs intended for domestic students. The presentation explores the challenges faced by program implementers and how they overcame those challenges to adapt and develop their programs to suit students' needs. Key issues included gaps between policy and practice, unrealistic assumptions about incoming students, lack of communication between program planners and implementers, and uncertain program goals. This study explores these challenges and how they are faced in EMI programs in Japan by presenting program implementers' voices and experiences.

Findings indicate that success of EMI programs depends on stakeholders dealing with issues related to program planning and curriculum development. Effective communication among EMI stakeholders, and between program-level and university leaders, is a key factor, as is the selection, recruiting, and support of faculty members. Stakeholders also need to be aware of the program's position in the university community and how program budgeting may influence its development. The curriculum must be designed based on a realistic understanding of students' incoming language proficiency and has to include effective means to measure and support that proficiency. EMI programs should also strive for internal coherence and meaningful connections to mainstream Japanese-medium programs.

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## **CULTIVATING IMMERSION TEACHERS' LINGUISTIC PROFICIENCY THROUGH ACTIVE BLENDED LEARNING**

*T. J. Ó Ceallaigh & N. Chlochasaigh, K.*

Teachers in immersion schools are very conscious that the immersion language is the tool learners use to construct knowledge and understand their world. However, many studies have identified challenges to the successful implementation of immersion/bilingual education, particularly as they relate to immersion language acquisition and pedagogical practice. Concurrently addressing content, language and literacy development through their students' second language requires significant teacher preparation and professional development. Planning for language teaching and learning within immersion instruction specifically calls for a particularly high degree of teacher language awareness. However, some scholars have noted significant gaps in immersion teachers' language awareness. These gaps constitute a significant obstacle to these teachers whose responsibility is to become linguistic models in the immersion classroom.

This paper reports on how interconnected aspects of immersion teachers' language awareness manifested as they engaged with a blended learning postgraduate program. A diverse range of interactive online tasks were designed and used in intense and multifaceted ways to foster twenty-two Irish-medium immersion teachers' language awareness. Data were collected from a variety of sources e.g. an extensive online questionnaire, individual language advisory sessions, interviews, reflections, assignments and focus groups.

Findings suggest that the collaborative nature of online interaction was central to developing both teachers' linguistic and pedagogical resources in Irish and promoted engagement, a positive learning experience, self-directed practices, a support network, digital fluency and the sharing of resources. Implications for immersion teaching, learning, immersion teacher education and research will also be considered.

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## **ENGLISH MEDIUM INSTRUCTION IN HIGHER EDUCATION: EXPLORING THE ROLES OF ENGLISH IN THE ORGANIZATION, TRANSMISSION, AND EVALUATION OF KNOWLEDGE ACROSS ACADEMIC DISCIPLINES**

*S.-Y. Chang*

With the increasing trend of internationalization in higher education, new forms of linguistic practices are recently emerging in diverse contexts, as manifested in the promotion of English medium instruction (EMI) for the teaching of different subjects in many non-Anglophone countries. While the growing phenomenon of EMI has received much excitement and enthusiasm on the policy level, little attention has been placed on the curricular and pedagogical implications that arise from this linguistic change. Building on Spolsky's (2004) theory of language policy and Bernstein's (2000) conceptualization of the pedagogic device,

in this study I take a social realist approach to examine how knowledge is organized, transmitted, and assessed in one EMI context. Following the new wave of language policy research, I adopt an ethnographic case study methodology to explore what EMI means on the curriculum, pedagogy, and evaluation levels at one university in Taiwan. Specifically, the participants of this study included 22 administrators, policy-makers, and lecturers across disciplinary communities. Data was collected over a 9-month period through documentary analysis, classroom observations, and semi-structured interviews. The presentation for this conference will first focus on the changing roles of English in the higher education setting, and then move on to discuss how this has resulted in a shift of boundaries between and within academic disciplines, as well as the new ways of selecting, sequencing, and pacing knowledge in the classroom context.

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### **EPISTEMIC TENSIONS IN THE EMI CLASSROOM: A MULTIMODAL ANALYSIS**

*M. Clua & N. Evnitskaya*

The expansion of English-Medium Instruction (EMI) in European universities has raised concerns among stakeholders regarding the quality and effectiveness of teaching where English is the lingua franca of instruction (ELF). In spite of seeming a monologic unidirectional activity (Thompson, 1994), the university lecture is interactional in nature when viewed through the sociocultural lens (Goffman, 1981), where learners and not just experts actively construct the space for learning (Pekarek Doehler, 2002). However, the EMI context can present an additional complex epistemic situation with students who have higher general English language proficiency than the lecturer. To address this issue the present study aims to analyse, from a multimodal perspective, how such students display their agency which is understood as “the socioculturally mediated capacity to act” (Ahearn, 2001, p. 112), when they orient to the lecturer. The audio-visual dataset comprises 10 instances of student agency collected from a lecture on Dental Materials, a subject offered by one Catalan university to mostly international students undertaking the English-track Dentistry Degree program. The data is analysed through the prisms of Membership Categorisation Analysis - MCA (Sacks, 1972) and multimodality (Mondada, 2018). MCA serves to understand how identities such as teacher/learner and expert/non-expert bear on and are constructed through interaction, and multimodality, as a meaning-making system, provides insights into the affordances of embodied modes in the instances under scrutiny. The episodes examined show how students proactively interject with clarification questions, comments and initiate repair sequences which change the ‘granularity’ of the ensuing discourse. Yet, although students displayed agency in the unfolding of the class, their embodied modes served to mitigate their actions as they oriented to the teacher/student membership categories.

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## **STUDENTS' VIEWS ON LANGUAGE ASSISTANCE ON EMI PROGRAMMES: A CROSS-COUNTRY COMPARISON**

*F. Costa, D. Lasagabaster, C. Mariotti & A. Doiz*

Cross-country comparisons offer researchers the possibility of comparing visions about EMI from different contexts. With this in mind, in this presentation we will analyse students' view on English-medium instruction (EMI) in two South European countries, Italy and Spain. In particular, we address two topics which have been less frequently investigated: the linguistic demands of students and the need students may feel for some form of language assistance. To this end, a paper-based questionnaire was given to 290 undergraduate students, 145 of whom being Italian (from the Department of Engineering) and 145 Spanish (from the Departments of Business Administration, Engineering, Economics, History, Economics and Law, Marketing, and Public Administration). The questionnaire contained close-ended and open-ended questions regarding their pre-university EMI experiences, whether content teachers should be assisted by language experts, and what aspect of EMI teaching should be paid heed to. The results revealed some agreement between the two nationality groups, with some interesting exceptions regarding the language skills students viewed as more difficult, and as a result, the areas in which they felt the need for language support. In general, both groups favoured language assistance, although they considered that this responsibility does not fall within the remit of content lecturers. The data also showed differences linked to the specific disciplines, thereby confirming the impact of students' specialization on their views about the EMI experience.

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## **PROMOTING TRANSLANGUAGING (OR NOT) IN THE ESP CLASSROOM: AN ANALYSIS OF MONOGLOSSIC AND HETEROGLOSSIC PRACTICES AND DISCOURSES**

*J. M. Cots, L. Gallego Balsà & À. Llanes*

The idea of translanguaging as a scaffolding device or potential resource for language and content learning has been put forward by several authors including Cenoz and Gorter (2013) and Lin (2013). However, this idea also runs counter to a more traditional view of language learning, which Cummins (2009) defines as "the monolingual principle", according to which languages should be taught separately in order to (a) avoid interference from other languages and (b) increase the learners exposure to the target language.

In this paper, we aim to analyse and contrast the classroom practices and discourses that two ESP instructors undertake in order to legitimize, in front of the students, their monoglossic or heteroglossic perspective on the teaching and learning of English in the context of a ESP course module at university. The analysis is based on recordings of classroom sessions as well as the teachers' reflections as expressed in the course of a focus-group session with applied linguistics researchers and during a retrospective protocol focusing on one session taught by each of the teachers.

The analysis will show, firstly, the specific strategies deployed by the teachers to enact their role in a way which is consistent with their monoglossic or heteroglossic perspective. In the second place, the analysis will reveal possible tensions and ambiguities in the teachers' discourses. Finally, we will conclude with some recommendations for introducing a heteroglossic perspective in the ESP classroom.

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#### **“I NEED TO CONSTRUCT A NARRATIVE”: SCIENCE LECTURERS’ VIEWS OF LANGUAGE IN THE ENGLISH-MEDIUM CLASSROOM**

*E. Dafouz, D. Sánchez & A. Sánchez*

With the rapid expansion of English-medium education (EME) in higher education institutions across the world, research has focused on describing the linguistic and pedagogical challenges encountered by most lecturers for whom English is usually not their L1. However, some studies often portray lecturers as a uniform clear-cut category, with little interest and/or understanding of language issues, and usually defined against language experts. In view of this simplification, our paper sets out to offer a more nuanced description of such content experts, of their language practices and their conceptualizations of content and language integration in English-medium education.

Drawing on a larger dataset of interviews and focus groups with lecturers from different disciplines based in a large public university in Spain, this study focuses more specifically on the data yielded by a focus group interview with lecturers from the field of sciences. The five participants selected, using a purposive sampling technique, were all in-service lecturers with extensive teaching experience in Spanish (L1), but, in contrast, with only a one-year teaching experience in EME. Additionally, they all taught first-year students in the degree of Physics and represented different disciplinary areas, namely, computer science, chemistry, mathematics and physics.

Preliminary findings suggest that, despite their limited experience in EME, these science lecturers view language and content integration in a highly multifaceted manner, conceptualise clearly (although differently) the roles of language in their respective subjects and, moreover, have developed a number of linguistic strategies to assist students in the understanding of complex scientific content. This study has practical implications for teacher education programs where different disciplinary domains, professional orientations and languages (e.g. Spanish/English/other) may be involved.

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## **AN ALTERNATIVE MODALITY OF ICLHE: PREPARING ENGLISH-LANGUAGE SPECIALISTS TO TEACH NON-LINGUISTIC CONTENT SUBJECTS**

*M. Deal, N. Evnitskaya, J. Ploettner, D. Stanger & N. Gommon*

Instruction in higher education which integrates the teaching of both disciplinary-specific content and disciplinary-specific professional discourse and academic language skills has been included under the term of ICLHE (Wilkinson 2004; Wilkinson and Zegers 2007). When ICLHE subjects are taught in English by content specialists, it has been claimed that explicit instruction of disciplinary-specific language or genres or academic English skills is easily passed over (Arnó-García & Mancho-Barés, 2015; Schmidt-Untergerger, 2018). Different alternative approaches to ensure the adequate preparation of university students with the language knowledge and skills traditionally taught in ESP or EAP subjects have been proposed. These include modalities in which content instruction in English by content specialists is complemented by pre-sessional, embedded, or adjunct teaching of professional discourse in English by English language teaching experts. This presentation will highlight an alternative modality of ICLHE which involves the teaching of non-linguistic content subjects by English language teaching experts. The objectives are to present the ongoing process through which English language teaching specialists are prepared to teach non-linguistic content subjects at one small Catalan university as well as the preliminary results of an exploratory study aimed to examine these teachers' experiences regarding such an approach and the challenges and benefits. Data were collected through a focus group which involved 8 English-language teaching specialists who teach non-linguistic content subjects in the health sciences department of a small Catalan university. Content analysis of the written responses has allowed us to identify the aspects that the teachers see as positive and enriching of the experiences as well as specific challenges of the teachers. Finally, the study points to the need to also explore student experiences as well as classroom interactional data from English language specialist-taught content subjects.

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## **LECTURERS' AND STUDENTS' CLASSROOM PRACTICES, BELIEFS AND ENGLISH LEARNING STORIES IN A CATALAN ENGLISH-MEDIUM INSTRUCTION SETTING**

*I. Diert-Boté & X. Martin-Rubió*

One of the impacts of the internationalisation of higher education has been the increase in the number of subjects taught in English in countries where it is not an official language. The universities of Copenhagen, Maastricht, Torino, Rijeka and Lleida are currently involved in a project in which a corpus of EMI sessions and interviews with their lecturers is being collected during this academic year. In the Universitat de Lleida dataset, the lectures come from the fields of Tourism, Audiovisual Communication and Journalism, Computer Science, and Education. For this presentation, eight classroom sessions, eight interviews with EMI lecturers, and an open-ended questionnaire sent to 135 EMI students will be analysed. In the



interviews, the lecturers were asked about their linguistic repertoires, their language learning trajectories, and the language policy they implement in class. In the questionnaire, students are inquired about several aspects of the EMI subject like language policy, their language use and their view of their EMI lecturer. The aim of this study is to: (1) analyse the lecturers' interviews and the students' answers in the questionnaires; and (2) compare their beliefs and claims with their classroom practices and behaviour.

So far, preliminary findings from the interviews and the classroom observation indicate that the lecturers have different language policies in classroom regarding language use, and language correction and assessment. In this line, some lecturers show concern about the degree of language correction that they should perform in the classrooms, as they do not usually regard themselves as English language experts. In the class sessions, different languages (English, Catalan and Spanish) are used for different purposes both by the lecturers and by the students. We hypothesize that the language learning stories from both lecturers and students may play a role in their classroom behaviour and in their beliefs about language learning and the EMI subject.

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## **EXAMINING THE NEED FOR LANGUAGE SCAFFOLDING IN AN EMI ENGINEERING PROGRAM**

*Z. Eslami & K. Graham*

Previous research suggests that English language ability may inhibit student success in English medium instruction programs (e.g., Chapple, 2015). Though some programs offer “language-enhanced” EMI (Brinton & Snow, 2017), most EMI programs typically focus exclusively on the teaching of content with little to no attention to language (Airey, 2016). EMI courses at Texas A&M University at Qatar (TAMUQ) generally fall in the latter, with instructors focusing on the teaching of their academic disciplines. However, little is known about whether the adherence to an EMI model that is absent of language instruction affects students' academic achievement. This oral presentation presents data on students' perceptions of their need for language scaffolding in the EMI classroom. Data were collected through surveys and semi-structured interviews with EMI students who were asked to reflect on their EMI learning experiences and whether English and/or translanguage language scaffolding techniques would have helped them with content learning. Using the voices of participating students, the presenters will offer suggestions for improving EMI content outcomes through the scaffolding of language and offer a proposal for a reimagining of EMI that strikes a more even balance between content and language.

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## **STAKEHOLDERS BELIEFS REGARDING THE DEVELOPMENT OF DISCIPLINARY LANGUAGE SKILLS IN ENGLISH IN PBL SESSIONS IN EMI**

*A. Fernandez & M. Aguilar*

Teaching content through the medium of English (EMI) is rapidly growing in higher education in Europe (Wächter & Maiworm, 2014). This growth is not free of tensions and contradictions regarding students' and lecturers expectations in EMI. The present study focuses on disciplinary-specific oral classroom discourse in Problem-Based Learning (PBL) sessions conducted through EMI. The setting analysed is the Nursing Faculty at the University of Girona (Catalonia, Spain), where undergraduate students take part in highly dialogic PBL sessions that place student-student and student-teacher interaction at the centre. This study focuses on teachers' and students' beliefs (Borg, 2003) around EMI goals, benefits and drawbacks. To pursue this objective, data was collected from semi-structured interviews with PBL stakeholders (students, tutors and Faculty management). The interviews were transcribed and analyzed thematically in order to report on teachers' and students' perceptions. The analysis shows there is a mismatch between teachers' and students' expectations and needs: while students expect to develop disciplinary language skills in English, lecturers do not perceive themselves as teachers of disciplinary English (Airey, 2014). Opportunities of developing disciplinary English faced both by students and academic staff are discussed. In the conclusions measures are put forward to inform pedagogical practices in EMI settings in Southern European universities...

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## **I WOULDN'T SAY THERE IS ANYTHING LANGUAGE SPECIFIC': THE DISCONNECT BETWEEN FOREIGN LANGUAGE USE IN AND OUTSIDE THE TERTIARY CLIL CLASSROOM**

*U. Fürstenberg, M. Reitbauer & P. Kletzenbauer*

It has often been observed that content teachers in English mediated programmes in Higher Education (HE), who mostly have little or no formal training in foreign language teaching, tend to be resistant to the idea of integrating language instruction in their CLIL lessons. Moreover, they are quite likely to underestimate the linguistic demands of foreign-language mediated education on the teacher (see for example Cammarata & Tedick, 2012).

Nevertheless, many content teachers engage with English intensively outside their professional lives and aim to improve their general language proficiency. Paradoxically, this interest in the English language does not carry over into their teaching, where they are satisfied with their language competence as soon as it allows them to cope in the classroom and carry out the teaching procedures that they are used to from teaching in the L1 (cf. Moate 2011: 344).

However, the integration of content and language is central to CLIL and thus content and language cannot be separated in teaching and learning. The disconnect between teachers'

private enthusiasm for English and their indifference to the role of English in the content teaching process prevents them from fully exploiting their linguistic resources and thus limits their effectiveness as CLIL teachers. We argue that this needs to be addressed in teacher training for CLIL, for example by applying Morton's (2018: 276) construct of 'language knowledge for content teaching' (LKCT) as "a tool for mapping out the language component of the knowledge base for CLIL teacher education."

In our paper, we present a case study that explores issues that were raised in interviews with CLIL teachers in HE in Austria\*. The case study aims to shed light on the disconnect between teachers' private and professional engagement with English and to lay the groundwork for a mentoring and training programme that facilitates a deeper understanding of "what teachers do with language" (Morton 2018: 280).

\* The interviews were part of a nationwide empirical study funded by the ÖNB to investigate CLIL teachers' wellbeing across a range of educational settings (primary, secondary and tertiary) throughout Austria: The Subjective Wellbeing of CLIL Teachers in Austria, 17136;

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## **ENHANCING CONTENT AND LANGUAGE LEARNING FOR EMI ENGINEERING STUDENTS**

*K. Graham, S. Hillman & Z. Eslami*

Education City in Qatar offers a unique experience for Qatari national students to study degree programs in English alongside international students at prestigious international branch campuses (IBCs). When students apply to these IBCs, they are admitted to a specific major and they tend to think of their degree programs as preparing them for professionalization from the very beginning, such as becoming an engineer or a doctor who is competent to work in both local and global contexts. Therefore, there has long been discussion about whether foundation English courses and programs at these IBCs should target general academic English or be more tied to students' degree programs and incorporate more culturally and linguistically relevant content-based instruction (CBI) or content and language integrated learning (CLIL) approaches such as adjunct instruction where language and content courses are paired (Brinton & Snow, 2017).

In this presentation, we share the outcomes of a needs analysis for the English foundation program at Texas A&M University at Qatar (TAMUQ), which exclusively offers degrees in engineering. Depending on students' English assessment and placements scores, they may spend one to three semesters in TAMUQ's foundation program before they can enroll in most of their regular major courses. We examine the perceptions of the administration, instructors, and students toward restructuring the English foundation program to align more with subsequent coursework in engineering. A mixed-method research approach was employed in the process of data collection, using surveys, semi-structured interviews, and focus groups to elicit issues that arise in the engineering content and foundation English courses as well as perceptions toward the integration of engineering content in the foundation English courses. Based on the outcomes of the needs analysis, we propose an outline for restructuring the

foundation English program at TAMUQ and provide insights and suggestions to other institutions that may be undergoing or considering similar program restructurings in order to support student success.

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## **THE EFFECT OF LANGUAGE OF INSTRUCTION ON CONTENT LEARNING AT DUTCH UNIVERSITIES**

*P. Heisterkamp, H. Loerts & A. Schüppert*

Many higher education programmes in the Netherlands are currently entirely English-taught. This enables students from all over the world to study in the Netherlands, thereby fostering transnational collaboration. However, little is known about costs and benefits of EMI for European societies in the 21st century, as empirical investigations of students' academic achievements language proficiency and preparation for the labour market are scarce. Our study aims at collecting some of these data by expanding conventional approaches within this research field (discourse analysis, classroom observation) to using experimental designs. In addition to the influence of language of instruction and proficiency, this study looks at the effect of language-learning aptitude on academic achievements, which has not yet been investigated in the context of EMI. Moreover, this will be the first EMI study that uses eye-tracking to establish the effect of instruction language on students' focus points in class.

DMI and EMI lectures recorded for this purpose serve as stimulus material. The recordings consist of two pairs of mirrored lectures in Dutch and English given by two native speakers of Dutch. A Latin-square crossed-design is employed to normalise for difficulty differences across lectures while ensuring that all participants are tested in a pairwise setup in DMI and EMI. Eye-tracking data is collected while students watch the lectures, after which academic achievements are elicited by means of a mock-exam. Language-learning aptitude (LLA) is quantified for all participants using LLAMA (Meara, 2005). The participants' English proficiency is measured using the LexTale test (Lemhöfer & Broersma, 2012).

The outcomes of this project identify the effect of instruction language on students' attention during lectures and on their academic achievements. It will also establish how LLA interacts with this effect. Thereby the project elicits data that is highly relevant for the development of sustainable language policies in higher education.

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## **ICL TEACHER EDUCATION: WHERE DOES THE OUT-OF-COUNTRY PROFESSIONAL DEVELOPMENT INTERVENTION SIT?**

*R. Herington & S. Webster*

Given the important developmental role that scaffolded classroom experimentation can play in developing teachers' practical knowledge in their own classroom contexts (Wyatt & Borg, 2011), there is a strong case to be made for professional development interventions (PDIs) for ICL teachers to be embedded within the teachers' current teaching context. However, the dominance of such a professional development model runs the risk of overshadowing the valuable contribution to ICL teacher development that can be made through alternative, out-of-country provision. This paper reports on one such PDI delivered in a UK HE setting for university lecturers from a number of East Asian countries who were either currently engaged in or preparing to teach degree subjects in the medium of English. Through the use of in-depth follow-up interviews after course completion, the research explores the impact of this short, intensive, out-of-country PDI on teachers' beliefs and stated practices on their return to their home institutions. The findings indicate that the PDI resulted in significant changes in the participants' beliefs regarding pedagogy for ICL teaching and influenced a number of the participants to introduce innovations in their classroom practices. This paper should be of particular interest to ICL teacher trainers as it reports on the design principles for the intervention which appeared to be significant in bringing about this teacher growth. The paper also makes the broader case that such interventions can play an important role in ICL teacher development either as a substitute for or in addition to in-house teacher education provision.

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## **A COMPARISON OF METADISCURSIVE STRATEGIES IN CATALAN AND ENGLISH LECTURES**

*S. Khan & M. Aguilar*

Some research on EMI (English-Medium Instruction) has addressed the issue of the extent to which content lecturers speaking in their L1 perform as well as when they speak in English, hinting that the lecturer may communicate the lecture content less effectively in English (Dafouz & Camacho, 2016). A lecturer's ability to communicate effectively depends on several factors, among which we find the use of metadiscursive strategies, which a lecturer employs to expand, structure and comment on his/her discourse. Much research exists on the analysis of lectures in L1 (Fortanet-Gómez, 2005) whereas research on L2 lecturing is far less common (Bjorkman 2010; Dafouz & Nuñez, 2010; Denver et al., 2016). Even fewer studies have compared the same lecturer giving a parallel course in L2 and L1 (Thøgersen and Airey, 2011). In this study a non-native English engineering lecturer at a university in Spain, with a predominantly monologic lecturing style, was observed giving the same lecture in his L1 (Catalan) and L2 (English). Data was collected from four 90-minute lectures. This paper describes the lecturer's metadiscursive strategies and compares strategies used in the

L1 and L2 lecture. Preliminary findings show that the lecturer transferred several strategies, using the same ones in L1 and L2 lecturing. However, some notable differences were observed in the types of strategies observed and their extent of use. For example, in L1 the lecturer had a predominantly rhetorical style, using frequent rhetorical questions whereas in the L2 lectures, fewer rhetorical questions were found and topic shift was less clearly marked. The paper will make further comparisons and discuss their significance in terms of the clarity and explicitness of the L1 and L2 lectures.

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### **IMPLEMENTING UNDERGRADUATE ICL COURSES AT A KOREAN SCIENCE AND ENGINEERING SCHOOL**

*E. G. Kim & S. Park*

Korea Advanced Institute of Science and Technology (KAIST), an elite science and engineering school, has implemented English-medium instruction (EMI) since the mid-2000s and provided a systematic multilevel curriculum of English for academic purposes (EAP) since 2014. In order to further customize English language education according to the needs of individual majors and departments, integrated content and language (ICL) courses were introduced for the first time in 2018. Two undergraduate ICL courses, one in biology and the other in mechanical engineering, were offered in the spring of 2018. This study investigates how the two courses were carried out and what the outcome of the courses was and attempts to make suggestions for the future implementation of undergraduate ICL courses. Interviews with the content professors, EFL (English as a Foreign Language) professors, and teaching assistants were conducted, and students' course evaluations and course materials, including the syllabi and handouts, were analyzed. Results show that the two courses were introduced through different routes - one from the top-down approach and the other from the bottom-up approach. Both were successful in terms of students' satisfaction levels, but the content professors showed widely different attitudes to their ICL courses, and their satisfaction levels differed. The EFL professors also had different opinions on their collaboration with the content professors. The study concludes with suggestions on how to improve the offering of ICL courses in the future.

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### **FROM DATA TO DECISIONS: EMI LECTURER LANGUAGE AND SUPPORT**

*J. Kling, S. Larsen & S. Dimova*

Though English medium instruction (EMI) in higher education (HE) has been developed to increase student, teacher, and researcher mobility, its growth raises concerns regarding the oral English language skills of lecturers and the implications for the quality of teaching and learning. Consequently, lecturers' English proficiency is under scrutiny and universities are

developing language policies for quality assurance, enforced by implementation of internal language assessment procedures.

Thus far, assessments such as these have been developed and used only at institutional level. Though the procedures need to address the local EMI language needs, they overlook issues related to lecturer mobility (e.g., international lecturer recruitment), i.e. they fail to identify lecturer needs which may be occurring transnationally and could collectively be addressed. The lack of understanding of the differences between the general and the context-specific needs and teaching behaviors of EMI lecturers remains, and it further hinders the transferability of certification results across institutions, let alone across nations.

The presenters will outline a current transnational European project initiated to develop a common framework for EMI quality assurance and support, and aid in the adaptation of local EMI training and assessment instruments for transnational uses. The current project will improve the transparency of lecturers' language competences and qualifications to establish transnational recognition. Aspects of data collection for comparative needs analysis of local teaching and language policy contexts, alignment of a local certification assessment scale with the Council of Europe's Common European Framework of Reference (CEFR), and contrastive description of the characteristics of the language used in teaching across different EMI contexts in HE will be described. Lastly, the project's final outputs, including elements of an EMI handbook for training language skills and teaching competencies needed to facilitate teaching and learning in EMI will be presented.

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**AIMING TO BRIDGE THE GAP BETWEEN CONTENT AND LANGUAGE IN ENGLISH-MEDIUM INSTRUCTION: RESEARCH ON IMDP STUDENTS' AND PROGRAM TEACHERS' PERCEPTIONS OF ACADEMIC LANGUAGE AND LITERACIES**

*M. Konttinen*

My dissertation (Konttinen, 2018) focused on the International Master's Degree Program (IMDP) students' conceptualizations of, and reflections on, academic English. I interviewed 15 IMDP students at the end of their two-year EMI program and analyzed these interviews with the help of Atlas.ti software and by adhering to the guidelines of qualitative content analysis. Consequently, I discovered that the students have narrow, and even decontextualized, conceptualizations of academic English; the students seem to view academic language as something quite separate from their content studies. Programs have been warned not to fossilize academic language and literacies in this manner (Evans and Green, 2007: 15), since according to a range of literature, this hinders the development of the students' overall expertise, and this can negatively affect the students' socialization to and participation in their academic community. My ongoing post-doctoral research aims to discover where the IMDP students have in fact adopted their perceptions related to the relationship of academic language and content. Interestingly, according to Airey and Linder

(2009:41), students often learn the ways of their discipline when observing their field's experts. For this reason, I am keen on studying how the IMDP teachers view this relationship themselves. In order for ICL to effectively and profoundly become an educational approach in HE, language experts and content teachers need to find common ground and co-create EMI teaching, which seamlessly brings academic content and language together during students' studies (Jacobs, 2007; Coyle, 2015; Dafouz and Smit 2016). However, Jacobs' (2004: 162), Trent's (2010) and Lyster's (2017: 11) findings on the gap between content and language teachers' teaching philosophies and practices particularly highlight the need to learn more about content teachers' thoughts and ideals. This oral presentation will be concluded by my preliminary findings on the IMDP teachers' perceptions of academic English and its role in the IMDPs.

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**STUDENT AND TEACHER ASSESSMENTS OF EMI IN HE IN JAPAN. CASE STUDY OF GIGA PROGRAM OF KEIO UNIVERSITY SFC**

*Z. Kozimova*

The phenomenon of English Medium Instruction (EMI) is spreading widely all over the world with many universities joining the community. Japanese government has been enforcing usage of EMI in Higher Education (HE) in Japan for more than 10 years by now. The number of universities offering EMI courses has been increasing and many universities provide full degree EMI programs. As Japan is in the category of the top-down approach in implementing EMI curricula, the need to research and learn about student and teacher experiences and assessments becomes essential.

There has been research on the phenomenon of EMI in HE in Japan on the study of three universities (Bradford, 2015); about EMI in degree programs (Susser, 2017); in a small college in a rural part of Japan (Hamciuc, 2017) and a research that tries to find out strategies to maximize student learning (Ishikura, 2015).

However, there is no much research on student and teacher assessments comprehensively on one case study. This research fills in this gap to gather more data about student and teacher experiences related to EMI in a private university in Japan, the results of which will help the university determine the challenges and think out the ways to solve related issues.

Two methods of anonymous surveys are going to be conducted for student and teacher assessments. At least 100 students are targeted to fill in the questionnaires and at least 10 teachers are to be interviewed. It is expected that the results shed light on both applicative and administrative challenges Japanese universities face when having degree EMI programs.

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## USING LITERATURE IN A UNIVERSITY EFL FLIPPED CLASSROOM IN KOREA

*S.-O. Kweon*

Flipping the classroom has got attention as an innovative teaching method that emphasizes student-centered learning in various fields of subject across different levels of education. This study shows the effects of Flipped Learning (FL) on using English literature to students of science and engineering majors at a university in Korea. Two reading classes with the same course title and instructor were designed: one with FL design, the other one without (Non-FL). Students in the FL class watched video materials and completed the associated assignments online as a FL process after reading at home. In contrast, students in the Non-FL class did not do FL activities, instead, they only completed reading at home. Other class procedures, such as novels read and test materials, were the same across the two classes. Results show that scores of the English ability test of the FL class were significantly higher than those of the Non-FL class in the Posttest, although there were no significant differences in the Pretest scores between the two classes. To investigate the effects of FL, one English proficiency test and two questionnaire surveys were conducted. Results of the Study Process Questionnaire task also showed that students in the FL class showed significant progress in the Posttest compared to the Pretest, but students in the Non-FL class did not. Surprisingly, however, students' satisfaction scores were significantly lower in the FL class than the Non-FL class. It may be because learning activities involving FL might have provided a heavier burden to the students, leading to less satisfaction for the class, even though FL was more effective to improve their English ability. Ways to improve students' perceptions of FL class using English will be discussed for its better and more effective implementation in HE.

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## EVIDENCING THE VALUE OF CONTINUING PROFESSIONAL DEVELOPMENT FOR ACADEMICS – THE CASE OF EQUIIP

*K. M. Lauridsen & J. G. Hermans*

If offered at all, continuing professional development (CPD) programmes in the area of teaching and learning in the international classroom are typically not assessed so that one is able to evidence (i) individual participants' learning and (ii) the way that learning will influence developments in participants' local institutional contexts.

The aim of this paper is to evidence the value of such a CPD programme with relatively small numbers of participants in each cohort, using the EQUIIP programme Designing and Teaching inclusive international Programmes as a case in point. By triangulating several primarily qualitative data sets, it is possible to evidence the value of the programme (Bamber & Stefani, 2016; Lauridsen & Lauridsen, 2018) immediately after the end of the training modules and in a slightly more long-term perspective.

The method applied in the study is that of a pre- and post-course survey of all participants. The statements in both surveys are the same and closely linked to the intended learning outcomes for the programme, thus indicating the extent to which learning has taken place as regards participants' knowledge, skills, and competences. The pre-course survey is complemented by demographic data and questions about participants' pre-knowledge and experience in the field. The post-course survey includes an outline of how participants expect to use what they have learned. Finally, participants' portfolios, including possible solutions to a case or an issue in their own institutional context, complete the qualitative data that allows the evaluators to assess the outcomes and the value of the CPD programme.

The paper will outline the methodology of the study and exemplify it by means of the EQUiP programme run in early 2019. The results show that the methodology works well and should be easily transferable to other contexts.

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## **EMI IN HEIS IN JAPAN: TEACHERS' VIEWS**

*L. MacGregor*

There is an impressive body of research in Europe on teachers' views on and experiences with teaching EMI in courses and degree programmes (i.e., Guarda & Helm, 2017). There is also a good deal written about what skills and abilities teachers should have in order to teach content in English (i.e., Ball & Lindsay, 2013). By contrast, in Japan, the small but growing body of research is dominated by studies involving policy and program descriptions (i.e., Bradford, 2015). When it comes to actual practice, there is some research on student experiences (i.e., Yukawa & Horie, 2018), but the literature on EMI teachers' views and experiences in HEIs in Japan is scant. Following an introduction in which the presenter will introduce the background and development of EMI in Japan, she will report the results of a preliminary study examining EMI instruction at universities in Japan from instructors' points of view: their expectations, opinions, and attitudes surrounding EMI teaching, their teaching approaches, and the challenges they face. Data will be collected through interviews with native English speaking and non-native English speaking instructors at a selection of universities in Japan. Results will be analysed and compared with data from the literature on EMI in Italy and Finland - the former a relative newcomer to EMI in tertiary education like Japan, and the latter with an established history of EMI - in order to establish a clearer understanding of EMI instruction in Japan. It is hoped that this presentation will stimulate discussion, collaboration, and future inquiry into EMI teaching and learning.

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## **BOOSTING INTERCULTURAL COMPETENCE THROUGH GROUP WORK: A CASE STUDY**

*C. Maíz-Arévalo*

Internationalised classrooms rely on the use of a lingua franca. However, a shared language does not guarantee either internationalisation or, more importantly, the development of a truly intercultural environment, with domestic and international students actively interacting (cf. Cruickshank et al. 2012). It may be argued, hence, that the key to intercultural classrooms is not merely the use of a common language but the promotion of interaction, especially, amongst the students (cf. Carroll 2015). The question this raises is how interaction can be boosted when the tendency among higher education students seems to be avoiding contact with those they identify as ‘different’ and to perceive group work negatively (Strauss & U 2007). One plausible answer is for teachers to take control over group formation and to be more explicit regarding the actual aims of group work (cf. Gibbs 2009). The present paper adds to this line of research by describing a set of strategies implemented in a multicultural university class of sixty-five students. The objective was to turn it into an intercultural scenario where interaction among students was highly promoted and group-work based. Participants reported high degrees of satisfaction (as shown in the quality survey they completed after the project had taken place).

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## **LINGUISTIC NEEDS IN ENGLISH MEDIUM INSTRUCTION: SOME INSIGHTS FROM CALP AND GENRE PEDAGOGY**

*M. Á. Martín del Pozo*

Various initiatives in recent years have proposed frameworks and competences required for English Medium Instruction (EMI) at Higher Education, for example the European projects IntlUni and EQUIIP (Educational Quality at Universities for inclusive international Programmes). Linguistic and the methodological issues have a constant and broad presence among the skills which teachers are expected to acquire and to develop. As a drawback, these proposals tend to be insufficiently precise and as a consequence, they need to be translated into more defined objectives and contents.

On other side of the issue of EMI teacher education, reviews, surveys and studies of current practice at higher education have shown heterogeneity in the accreditation and language proficiency requirements (Dearden 2015; Halbach and Lázaro, 2015; O’Dow, 2018). These and similar overviews are useful for high scale policies and decision making. However, the interest of those who are engaged in teacher training and in researching into language pedagogy may benefit further from a shift of focus from accreditation to nature/description of the language needed to teach through English.

In other to make a contribution to specify the nature of this language required, this paper departs from a consideration of the presence of linguistic issues in the recommendations and

frameworks resulted from the two mentioned European projects. Secondly, two concepts with a long tradition in bilingual education are revisited: Cognitive Academic Language Proficiency (Cummins, 1984) and genre pedagogy (Bhatia, 2004; Dafouz and Nuñez, 2009). CALP and genre pedagogy are approached as potential frameworks to identify the type of language required for EMI. Some examples of these specific language requirements are provided for the particular case of lectures in any area. The data come from the analysis of the teacher discourse in six EMI lessons. The paper concludes indicating some resources from the perspective of CALP and genre pedagogy which could assist those who are training EMI teachers in the linguistic dimension.

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## **LA MULTIMODALIDAD DEL DISCURSO POSTMODERNO EN LA ENSEÑANZA DE ELE**

*A. Martínez-Arbelaiz & I. Pereira*

Hoy en día nos enfrentamos a modos de comunicación cada vez más complejos, que incluyen imágenes, diseños sofisticados y otros variados recursos semióticos. Ya en el año 1996 un grupo de 10 académicos del llamado New London Group señaló la necesidad de que las instituciones educativas prepararan a los alumnos para navegar e interpretar críticamente estos discursos emergentes, dando origen a la pedagogía de la multialfabetización. Como respuesta a esta realidad social, cada vez más multilingüe y multicultural, varios autores estadounidenses proponen la adaptación de la pedagogía de la multialfabetización al currículum de lenguas extranjeras a nivel universitario (ej., Kern, 2003; Paesani, Allen y Dupuy, 2016; López-Sánchez, 2016; entre otros).

En esta presentación ofrecemos pautas para adoptar la instrucción basada en la multialfabetización en clases universitarias de ELE. Proponemos una aproximación al español como L2 cuyo objetivo sea promover la interpretación y discusión de textos auténticos multimodales, desvelando su diseño del significado social, es decir, identificando el léxico clave, el marco cultural y los diferentes aspectos funcionales del texto que intervienen en la generación de su significado. Destacamos la necesidad de potenciar la reflexión y la conciencia metalingüística y coincidimos con Kern (2003, p. 307) en la importancia de que los alumnos se conviertan en aprendices del análisis del discurso y en exploradores interculturales. Esta adaptación debe abarcar todos los niveles del currículum de ELE, como se propone, por ejemplo, en el currículum de la universidad de Georgetown para la enseñanza del alemán (Byrnes, 2012).

Asimismo este tipo de intervención pedagógica pretende cubrir la criticada brecha ente los cursos de lengua de los dos primeros años de español y los de contenido de los cursos superiores, la llamada bifurcación característica del currículum de español de muchas universidades estadounidenses (Paesani, Allen y Dupuy, 2016; López-Sánchez, 2016).

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## **MULTILINGUAL AND MULTIMODAL APPROACHES IN PRIMARY TEACHER EDUCATION THROUGH A MOOC**

*L. Mastellotto*

This paper examines the development of a pilot course on multilingualism and intercultural education, delivered as an optional Massive Open Online Course (MOOC) at the University of Bolzano, as an integrative strategy for teacher education, one that seeks to fill an existing gap in teacher training by enabling participants to develop a more flexible approach to multilingualism by engaging in multimodal language learning through technology-mediated programmes combining written text, visual images and graphic elements.

The MOOC, initially developed through an Erasmus+ strategic partnership project with institutions in other border regions in Slovenia, Germany, Estonia as a way of sharing best practices in teacher education, was subsequently adapted for the plurilingual needs of teacher-trainees in South Tyrol with contextualised learning aims that favour translanguaging practices. Offering online modules on language policy, second-language acquisition, methodologies for teaching second/foreign

languages, multilingual and multicultural storytelling practices with young learners, and intercultural communication and education, the MOOC seeks to complement teacher-trainees' formal education through technology-assisted curricula that facilitate engagement in plurilingual and collaborative learning communities.

The written-linguistic modes interface with oral, visual, audio, gestural, tactile and spatial patterns of meaning in classrooms today as the teacher makes use of multimodal resources for teaching and learning. A multiliteracies pedagogy - one that focuses not only on the ability to read and write but also on visual literacy, emotional literacy, cultural literacy, digital literacy, etc. - is underpinned by multimodal theory which, according to Kress, asserts that children create meaning using a multiplicity of modes, means and materials for self-expression. (1997: 97) A MOOC that enables teacher-trainees to experiment with multimodal learning strategies through a virtual learning environment presents both pedagogical challenges and opportunities for the internationalisation of curricula in higher education.

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### **ICLHE: TEACHER COLLABORATION**

*M. Morgado, M. Régio & M. Calvete*

In the framework of equipping students with knowledge and transversal skills for multilingual and multicultural globalized jobs, ICLHE appears to be an advantageous approach over EMI or ESP, essentially because of its focus on integration over fragmentation, but also it implicates the collaboration of HE lecturers and this generally reflects on

pedagogical quality improvement. An empirical study conducted with two lecturers involved in ICLHE over a period of six years shows advantages and disadvantages for CLIL practice based on collaboration: On the plus side are the efforts to make skills and teaching methods more visible and comparable in order to reach integration of language and content; the adaptation of curricula and courses to successful international school-to-work transitions; and pedagogical awareness of how to deal successfully with increased internationalization of courses, mobility, and migration at a global scale. On the minus side, are resistances to cross disciplinary frontiers, lack of understanding of the implications of learning through a FL, professional /academic identities. While the professional development of HE lecturers (both content and FL) in ICLHE through professional training courses seems a viable (though limited) solution to introduce ICLHE, improving interdisciplinary dialogue and reinforcing collaboration between FL and content lecturers in HE in the context of ICLHE practices such as lesson planning, teaching resources, and innovative learning approaches to co-teaching seem to improve the quality of teaching and the development of a set of transversal skills and competences in the lecturers themselves. Collaborative teaching through ICHLE can enrich learning, provided learning outcomes are focused not on how quickly students learn a certain content, but on cross-disciplinary learning, connectivity between different subjects in the curriculum, and relevance of learning for employability. These results, obtained from in-depth interviews to lecturers involved in CLIL practice and education will be reflected upon to issue some recommendations on collaboration of FL and content lecturers for ICLHE.

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## **USING Q METHODOLOGY AND ACTIVITY THEORY TO INVESTIGATE LECTURERS' PERSPECTIVES ON EMI**

*T. Morton*

Macaro et al. (2018: 64) note that 'EMI in HE research is dominated by research questions relating to teacher and/or student beliefs, perceptions and attitudes towards its introduction and practice.' While this is the case, there is still a need for further studies on how those charged with implementing EMI perceive it as a policy and practice. Experience in educational innovation worldwideshows that new policies often fail if they don't consider the key people involved and their contexts (Wedell, 2009). One possible weakness of existing studies of EMI lecturers' beliefs and attitudes is that they are rather limited in terms of their methodology, often relying exclusively on qualitative, interview-based methods. They may also lack an account of how perceptions and beliefs relate to wider systems, and how knowledge gleaned from these studies might lead to further development of the policy and practice. The study reported in this presentation used Q Methodology, which uses statistical techniques to identify shared viewpoints of participants in educational contexts. This method was combined with Activity Theory, a framework which provides a systems perspective on educational innovation, identifying conflicts and tensions, and possible routes to improvement through 'expansive learning'. The study highlights three shared viewpoints on EMI held by lecturers in three state universities in Madrid, Spain, and argues that a way

forward in EMI may be to rethink what its ultimate goals are, with a possible shift from a focus on internationalization towards the meeting of disciplinary learning objectives.

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## **A COLLABORATIVE APPROACH TO THE DEVELOPMENT OF WRITING SKILLS IN THE EMI CLASSROOM**

*B. Núñez-Perucha*

Over the last decades, the growing number of English-Medium instruction (EMI) courses has resulted in a growing demand of teacher training programmes offering support to EMI lecturers. This presentation reports on a team-teaching experiment in the field of Social Work where both content and language instructors work together in order to develop students' understanding of mediation from a comparative perspective as well as their ability to show this understanding in a comparative essay. To this aim, drawing on a genre-based approach to the teaching of writing (Bhatia, 2004; Hyland, 2007), the language expert designed a set of activities aimed to make Social Work students aware of the structure, function and language characterising the comparative essay. At a later stage, students were also provided with specific content and language guidelines to produce and self-assess their own text. In order to examine the extent to which collaboration had an impact on students' writing skills, 40 comparative essays from two students' cohorts (one control group and one experimental group), both taught by the same teacher in two different academic years, were quantitatively and qualitatively analysed in terms of organisational and linguistic features. It is argued that collaboration between content and language teachers in EMI courses does not only help students develop academic and disciplinary competencies but it also contributes to raising language awareness among content teachers.

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## **EMI OR ICL? BELIEFS AND PRACTICES FROM TWO LECTURERS IN THE BILINGUAL DEGREE IN PRIMARY EDUCATION AT UdL**

*M. Oró-Piqueras & X. Martín*

Since 2013, the Faculty of Education, Psychology and Social Work at UdL offers a Bilingual Degree in Primary Education. Thus, 35 students each year take contents subjects such as Sociology of Education, Psychology of Education, Experimental Sciences, or Sociolinguistic Competence in English. The level of the students who tend to take this option varies between B1 and B2 in the CEFR scale. In this paper, we focus on two specific lecturers, that we will call Glòria and Xesco, who adopt two different approaches in their lessons; whereas Glòria takes language issues into account and argues that both content and language should be catered for in all EMI subjects in the degree, Xesco does not see the need for that, and even suggests that his level is sufficient to deliver the content but in no way enough to guide

students in language-related aspects. The data were initially collected as part of a bigger project in which EMI lessons in 5 different European contexts are being compared, but the lack of international students in the lessons forced us to discard the recordings. Factors such as the level of the lecturers and students, their language beliefs and language learning trajectories, the presence (or lack thereof) of international students, the nature of the subject and degree, are all factors that may play a role in determining whether language should be catered for in these subjects. Should those responsible for the bilingual degree adopt a common strategy? What is the role students and lecturers should play in this decision?

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## **TRANSLANGUAGING AND LEARNING ACROSS CONTEXTS**

*D. Palfreyman*

In the United Arab Emirates, Arabic is the local vernacular, the language of the nation, of Islam and of the Arab world more broadly; while English is the main language of modern education and of globalization in many areas of life. Emirati university students navigate this bilingual cultural landscape as they learn disciplinary concepts and start to apply them in the changing context of life after/outside university. This study investigates how Emirati business students jointly construct meaning with concepts from course material, drawing on varieties of Arabic and English, in combination with other meaning-making resources, to discuss and apply disciplinary concepts in work-related scenarios. Eight hours of discussion tasks were recorded, in which pairs of students discussed a business-related academic text written in one language (English or Arabic) in preparation for a role-play presentation to a visiting professional using the other language. Following this, an individual interview with each student elicited their response to extracts from the discussion/presentation recordings and their views about language and course concepts more generally. We analyse this data from the perspective of sociocultural theory (e.g. Swain & Lapkin, 2013), heteroglossia (Bakhtin, 1981) and translanguaging (Garcia & Li, 2014), tracing the students' changing uses of language and other resources of meaning as they negotiate understandings, articulate their own thinking, and attempt to persuade a business audience, in the context of the cultural landscape described above. Episodes from the tasks show how knowledge is interpreted and reworked in a languaging process that can both support and block learning.

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## **SHARING MULTIMODAL ARCHIVES FOR CLIL TEACHER EDUCATION: AN INTERDISCIPLINARY AND INTERNATIONAL PROJECT**

*M. D. Pérez Murillo, T. Fleta Guillén, K. Tsuchiya, N. Ávila Valdés & M<sup>a</sup> J. Camacho Miñano*

This presentation explores initial teacher education for CLIL in higher education. Following the internalisation of Spanish universities (Dafouz, 2011; Doiz et al, 2013; Fortantet-Gómez, 2013; Pavón & Gaustad, 2013), five interdisciplinary projects for Innovation and Teaching Quality Improvement have been put into practice in the Primary Education Degree (bilingual strand) at the UCM School of Education. This presentation reports on teaching practice activities on the theme of Social Justice carried out in the last two years with prospective teachers. Today, it is of utmost importance to raise students' awareness on cultural and social issues as well as to educate them using multimodal teaching resources (Kress, 2000; Leuwen, 2015). The project thus, aims to encourage collaboration among teacher educators who teach subjects in English, and to familiarize prospective teachers with multimodal and cross-curricular teaching resources addressed to CLIL contexts. Four groups of prospective teachers from the bilingual programme (English/Spanish) were involved in this cross-curricular CLIL project in five different subject areas: Educational Psychology, Music in Primary Education, Foundations of Art Education, Teaching P. E in Primary and Initial Teacher Education for CLIL. The activities were filmed and documented in multimodal archives. They included videos of student performances, image files of art works, word documents and Power Points of Primary CLIL lesson plans and social media (Instagram posts). The archives were shared with our Japanese team member who teaches an English Language Teaching module in Yokohama City University, Japan. The documents made a positive impact on Japanese prospective teachers by showing them the innovative use of multimodality for learning. Projects like this facilitate the development of cross-curricular, multimodal and integrative practices for learning contents and language and for increasing students' awareness on Equity and Social Justice.

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## **COMPARING POLICY AND PRACTICES IN ENGLISH-MEDIUM INSTRUCTION TEACHER TRAINING**

*J. C. Ploettner*

English-Medium Instruction (EMI), the use of English to teach academic subjects in settings where the first language of the majority of the population is not English, is a rising trend in higher education. The incorporation of EMI has created tensions for some content specialist lecturers who feel inadequately prepared to teach their content subjects in English. This has led to the establishment of EMI teacher development initiatives (EMITD) to prepare these university lecturers to teach their subjects in English. The growing body of research which orients the development of such initiatives includes: needs analysis and studies of student

and teacher beliefs regarding EMI; proposals regarding the content and implementation of such initiatives; and the presentation of the existing EMITD initiatives. Little investigation, however, explores the ‘nitty-gritty’ of how planned initiatives get interpreted and implemented on a local level in interaction. Following Spolsky’s (2007) conceptualization of language policy, this study examines the relatively unexplored ‘practices’ dimension of policy regarding EMITD, or ‘policy from below’. Data are presented from an EMITD initiative which involved interdisciplinary collaboration between one content specialist and one language specialist in the joint preparation of EMI teaching at a small, private Catalan university. Document analysis of an official plan for the EMITD initiative and interactional analysis of a video-recording of a meeting in which its contents are discussed is presented. Comparisons reflect how the officially proposed process is reinterpreted at a local interactional level. Specifically, the findings reflect significant modification of the originally planned roles of participants and co-construction of participation frameworks which hinder content specialist participation in the preparation of EMI teaching. These findings suggest the importance of examining EMI training processes on a local level to better inform future EMITD initiatives and the need for development of reflective training initiatives for EMI teacher trainer-mentors.

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#### **THE ART OF THE POSSIBLE: CLIL TEACHERS IN TERTIARY EDUCATION EXPLORE THE FAULTINESS IN CONTENT AND LANGUAGE INTEGRATION**

*M. Reitbauer, P. Kletzenbauer & U. Fürstenberg*

Given the fact that language, whether L1 or L2, is of paramount importance when it comes to content learning, it can be argued that the efficacy of ICLHE is at risk as long as content teachers do not acknowledge the (foreign) language dimension of their teaching properly. Arguably, the dual-focused educational concept promoted by CLIL (Content and Language Integrated Learning) advocated years ago has experienced setbacks among tertiary Austrian ICLHE teachers since - from their point of view - language often takes a secondary role.

In our talk, we will share findings of an empirical study\* on the Subjective Well-being (SWB) of 10 tertiary ICLHE teachers in Austria that shed light on the links between the teachers' SWB and their understanding of language. In fact, these teachers very often overlook the impact of a foreign language on their teaching and consequently fail to see the full potential of integration (i.e. language is a prerequisite for content learning).

It has been shown before that this limited understanding of language is rooted in various contextual factors, such as almost non-existent institutional guidelines on ICLHE, a lack of foreign language training opportunities and the absence of academic discussions while implementing the concept of CLIL. In addition to these factors, the findings of our study indicate that content teachers' perceptions of their SWB can also be a source of useful information on why they tend not to push their boundaries when it comes to engaging with

knowledge about language and how language is used and learned in the context of their respective subjects. Finally, we will address the implications of our findings for the concept of the integration of content and language in tertiary education.

\* Findings are part of a nationwide study funded by the ÖNB to investigate CLIL teachers' wellbeing across a range of educational settings (primary, secondary and tertiary) throughout Austria; 17136.

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## **CONTENT-BASED INSTRUCTION IN SPANISH HIGHER EDUCATION: EXAMINING THE EFFECTS ON EFL LEARNING**

*H. Roquet Pugés, Alexandra Vraciu, F. Nicolás-Conesa & C. Pérez-Vidal*

This study aims to measure the impact of a content-based instruction (CBI) course, implemented as adjunct instruction, on the EFL morphosyntactic and lexical knowledge of university students enrolled in a Dentistry degree at a Catalan university. Spain is one of the few European countries where the level of English proficiency of the domestic students and teaching staff involved in English-medium instruction (EMI) is looked upon critically (Wächter and Maiworm 2014). In this context, content teaching could represent an opportunity for foreign language learning, in the line of CBI programmes (Brinton, Snow, Wesche 2003), whose content and L2 learning benefits have been extensively documented (Spada 2016). Yet, Spanish content specialists seem to be reluctant to teach language in their subjects (Aguilar 2017) and alternative ways need to be contemplated to foster language learning in EMI in Spanish higher education (Lasagabaster 2018). Adjunct CBI instruction is one such alternative, where academic L2 skills are developed through content teaching in a parallel course to the content classes, by a language specialist.

We present a longitudinal study of the impact of a 60-hour CBI course on the morphosyntactic and lexical knowledge of 53 EFL students enrolled in the EMI (n=25) and the L1 Spanish/Catalan (n=28) strands of the same Dentistry degree. Quantitative (L2 tests) and qualitative data (classroom observations) indicate that adjunct CBI leads to statistically significant L2 gains in lexis for students in both strands, but it is only the L1 strand students who experience statistically significant gains in L2 morphosyntactic knowledge. Adjunct CBI brings larger L2 gains to Dentistry students who receive minimal EFL exposure in the L1 strand than to those with massive exposure in the EMI strand. For the latter, longer CBI courses and more personalised corrective feedback may be necessary to achieve similar rates of morphosyntactic improvement.

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## **EXPERIENCES AND OPINIONS ON THE INTERNATIONAL CLASSROOM**

*M<sup>a</sup> N. Ruiz & I. Fortanet*

Internationalisation refers to the intention of integrating an intercultural or global dimension to a programme in order to enhance the quality of education (de Wit et al., 2015). This is closely related to the Internationalisation of the Curriculum which involves the integration of an intercultural dimension into not only the content but also the intended learning outcomes, assessment tasks and teaching methods (Leask, 2015). Drawing from these ideas, the aim of our study is to report on the experiences and opinions of lecturers who participate in international programmes in order to explore their views and teaching experiences. Following an ethnographic approach, we will interview 10 teachers with experience in international Master programmes taught in English at Universitat Jaume I. The face-to-face semi-structured interviews will be recorded and transcribed in order to create narratives that will be analysed. Through the analysis of their narratives, common issues and possible solutions to problems will be identified and assessed with the final aim of generating discussion and debate that will result in some guidelines that could address the pedagogical challenges of the international classroom at Universitat Jaume I: use of genres, multimodal aspects, multilingual context, and the intercultural dimension.

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## **MULTILINGUALISM IN ENGLISH-MEDIUM ENGINEERING CLASSROOMS: LANGUAGE PREFERENCES AND PRACTICES FOR TEACHING AND LEARNING**

*K. Sahan*

The majority of teachers and students engaged in English-medium instruction (EMI) in university contexts are multilinguals from whom English is an additional rather than a first language. However, despite the inherently multilingual nature of EMI classrooms, education policies guiding the implementation of EMI are often motivated by monolingual ideologies that insist on English-only use in the classroom. Such policies negate the plethora of multilingual resources available for teaching and learning. This study responds to this tension by examining the language preferences and practices of teachers and students in EMI university classrooms at engineering departments in Turkey. Data were collected through classroom observations and semi-structured interviews with 21 EMI engineering lecturers at seven universities in Turkey. For each lecturer, a minimum of two EMI lessons were observed and interviews were conducted after each class, resulting in 68 hours of classroom observations and 20 hours of interview data. To incorporate a student perspective, focus group interviews were also conducted with students from each class. Observations and interviews were voice-recorded and transcribed for analysis using NVivo 11. Data from classroom observations were analyzed according to a structured coding scheme, and qualitative content analysis was used to identify recurring themes in interviews with teachers and students. The analysis revealed that EMI classrooms are characterized by a variety of

multilingual practices, as four distinct profiles of classroom language practices emerged from the data. The findings suggest that the L1 plays a facilitative role in the teaching and learning of academic content in EMI settings, although preferences for L1 use and multilingual practices vary across classrooms. The results of this study challenge policies grounded in monolingual ideologies, instead suggesting that multilingualism should be embraced as a resource for integrating content and language in higher education. Implications are discussed in terms of program design and teacher training.

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### **PREDICTING CONTENT IN ENGLISH-MEDIUM UNDERGRADUATE PROGRAMMES THROUGH THE USE OF PRAGMATIC AND LINGUISTIC ELEMENTS**

*M<sup>a</sup> M. Sánchez*

One of the main concerns among lecturers providing their lessons in a non-native language in tertiary education is to deal with language issues in addition to content teaching. In fact, some of them are still unaware of the relevance of using language appropriately at this level for an integral training of the students. In higher education, both lecturers and students belong to certain communities of knowledge and practice with particular language and written conventions which should be taught and learnt so that students can become full professionals. This study analyses the appropriate use of the language elements of a particular text genre written in English by 92 Spanish engineering students from 2012-2015, from both a pragmatic and linguistic perspective. Moreover, the extent to which the use of such elements can be considered as predictors of content achievement, in terms of academic result, is explored. For this purpose, 11 pre-defined elements were established according to four macro-levels: a) macrostructure, b) discourse, c) morpho-syntax and d) lexicon, in order to analyse the written texts according to their frequency of use. Subsequently, such frequency of occurrence was compared with the final marks given by the lecturers, which were purely based on content issues, in order to correlate the students' content achievement and their pragmatic and linguistic skills. Results show that those students whose texts contain a higher frequency of macrostructure, discourse and, to a lesser extent, morpho-syntax elements, get higher marks and, therefore, they can be considered as predictors of content achievement. In contrast, the use of lexical elements does not appear as significant to predict the students' academic mark. These findings strengthen the need to adopt genre-based teaching proposals to complement content lessons in English-medium taught programmes.

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## **BILINGUAL SPACES, MULTILINGUAL VALUES: A CASE STUDY**

*J. Séror*

The University of Ottawa's French Immersion Studies (FIS) program enables students to consolidate and enhance their knowledge of their second official language by completing a minimum of approximately 40% of their undergraduate studies in French. Drawing on an academic discourse socialization approach (Duff, 2010), this paper reports on a longitudinal case study (Yin, 2009) of a trilingual student enrolled in the FIS. Bi-annual semi-formal interviews over three years, questionnaires, language portraits and relevant textual documents were used to produce a detailed portrait of the student's experiences in the program and its impact for her academic, social and professional trajectory. Findings highlight the manner in which the participant's discourse reproduced and reimagined representations of bi/plurilingualism (Moore & Gajo, 2009) and official bilingualism in Canada (Hayday, 2015). University immersion programs are represented in her discourse as key to a process of both language development beyond high school as well as identity construction. Specifically, the analysis examines the manner in which the participant's expressed desire to use French in her daily life and integrate into Francophone communities aligned itself with language policies advocated by the Government of Canada. Ultimately, the experience of studying in a university immersion program is seen to provide an intellectual, emotional and social space used not only to question the notion of a monolithic English culture, but also to construct and defend a notion of bilingualism as a core component of a diverse and open Canada where multilingualism is valued and necessary.

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## **IMAGE-TEXT RELATIONS IN WRITTEN ACADEMIC GENRES: A MULTIMODAL DISCOURSE ANALYSIS OF ESP WRITING**

*Ch. Sing*

Multimodal practices play a key role in fostering learning in English for Specific Purposes (ESP) settings. Despite the centrality of multimodal meaning-making in specialised discourse, few published studies (e.g., Archer & Breuer 2015) have examined the role of multimodality in discipline-specific writing. The overall aim of this study is therefore to develop a framework for analysing multimodal meaning-making in L2 English writing in the ESP setting of a business school. Building on the framework of Systemic Functional Linguistics (SFL) (e.g., Halliday, 1994; Eggins 2004), an SFL-inspired approach to multimodality will be integrated with the SFL notion of 'technicality' (Martin 1991; Woodward-Kron 2008), focusing on students' ability to 'technicalise' (Ravelli 2004; Sing 2016). The study employs research methodology from Qualitative Data Analysis (QDA) (Flick 2013). Using the QDA tool MAXQDA (VERBI Software 2018), a multimodal discourse analysis (Jewitt 2016) was conducted. The database of this study consisted of a self-compiled specialised corpus, the corpus of Academic Business English (ABE) (Sing

2015), which contains more than 400 papers produced by advanced students of international business administration. Image-text relations were found to be central to meaning-making in disciplinary discourses. The findings show however great variation in the mastery of multimodal meaning-making abilities. Results also showed that not all image-text relations identified in the data are compatible with the purpose of the text, showing that apprentice writers seem to be lacking in the necessary semiotic resources to produce meaningful disciplinary writing. The involvement of image-text relations in technicality indicates that business students face the twofold pedagogical challenge of having to enhance their subject knowledge as well as being able to tap the necessary semiotic resources for meaning-making. The importance of multimodality in academic and professional practice calls for a shift in ESP instruction from language-focused to multimodal pedagogy.

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**"MY ATTITUDE TO ENGLISH LANGUAGE IS VERY POSITIVE": LECTURERS' APPRAISALS OF ENGLISH AS A LINGUA FRANCA IN HIGHER EDUCATION SETTINGS**

*N. Sobhy & D. Sánchez Garcia*

In this presentation we report on the results of a study in which 28 lecturers who teach different disciplines in English were prompted to exchange beliefs, views and experiences about language use and intercultural aspects of English-Medium Instruction (EMI). The lecturers were brought together from 13 universities in 7 European countries in a project led by Karolinska Institute (Sweden) and the University of Cádiz (Spain) in 2017-18 for an awareness-raising training. After reading and viewing training materials about English as a Lingua Franca (ELF) and engaging with a tandem partner in a discussion about the materials to co-construct their understanding, they were asked to verbalise their individual views and react to others' through the course training platform (see Valcke & Romero Alfaro, 2016). Appraisal Theory (Martin & White, 2005) was used in the analysis and coding of teachers' verbalizations (110 posts) about ELF in European higher education settings. Both the intervention as well as the data analysis method compliment previous research that reported on teachers' perceptions about using English in EMI contexts (cf., Bolton & Kuteeva, 2012; Campagna, 2016; Doiz, Lasagabaster & Sierra, 2011; Werther et al., 2014). Nonetheless, we consider this study to be novel given that the participants are multilingual, multicultural and were part of a training in which the meaning and use of ELF was being negotiated.

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## **CONTENT-BASED LANGUAGE SUPPORT FOR MULTILINGUAL STUDENTS IN HEALTH SCIENCES AT A CANADIAN UNIVERSITY: PILOTING A COURSE-EMBEDDED MODEL**

*V. Spiliotopoulos & I. Fazel*

The field of applied linguistics has increasingly placed a focus on English for Academic Purposes, given the increasing demand for effective communication and literacy practices in disciplinary and occupational contexts (Charles & Pecorari, 2016). The language and communication practices expected of multilingual learners in the field of Health Sciences becomes increasingly important (Bosher & Smalkoski, 2002) given high stakes situations in both research and occupational contexts, as well as accreditation requirements for communications learning outcomes within health sciences programs.

This oral presentation will report on the implementation and evaluation of a pilot, course-embedded, initiative within a first-year foundational science course with 250 students, where about 20% are EAL/multilingual and have been integrated into mainstream ‘content’ classes in a university program.

This pilot project entailed a post-entry language assessment, and language-adapted curriculum design and delivery. Course-embedded language support was offered both online and on-site (in the form of language tutorials as well as drop-in support). The efficacy of the pilot initiative was subject to quantitative and qualitative evaluation using various data sources, including direct measures of students’ written performance, self-report data from an impact assessment questionnaire, pedagogical documentation, and field notes on the collaboration with a content faculty member. Preliminary findings suggest that uptake of support services is strongly impacted by incentive mechanisms for students and faculty, and that shifts in attitudes towards collaboration between EAP faculty and disciplinary instructors occurred over time through negotiated roles and responsibilities, as well as perceived impact and legitimacy of design, delivery, and research interventions (Zappa-Hollman, 2018). Findings of this pilot case-study should inform practitioners and researchers in better understanding issues challenges and strategies in multilingual learner support once students have transitioned from a ‘sheltered’ environment from high school or first-year international student pathway programs, and ‘content and language’- integrated into university programs.

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## **OPPORTUNITIES AND CHALLENGES IN ASSESSING LANGUAGE AND CONTENT IN BUSINESS EDUCATION**

*V. Spiliotopoulos & B.-G. Sohn*

This oral presentation shares findings of a four-year post-entry language assessment (PELA) research project in a business program in a western Canadian university whereby business faculty and staff collaborated with language and literacy education faculty in an iterative process of assessment instrument design and outcomes data analysis. Informed by literature



on key issues in post-entry language assessment (Fox et al., 2016; Murray, 2018; Read, 2016), as well as embedded, content-based, or content and language integrated learning (CLIL) (Cammarata, et al., 2016; Morton & Llinares, 2017; Murray and Nallaya, 2016), and theory and research in assessment in business education (Colby et. al., 2011), this presentation highlights the challenges and opportunities of identifying and supporting the needs of multilingual undergraduate students once they have been mainstreamed alongside native speakers of English in a business program. The presentation is two-fold: first, we share four years of PELA results and trends that capture the overall outcomes of students' writing in a first-year business program. Second, we discuss the process of faculty collaboration and content and language integration to ensure greater validity and reliability of assessment results, as well as to design curriculum and instructional responses to the data. Preliminary findings suggest that nearly a third of students who have been admitted into a university program are still in need of discipline-specific language and literacy development. The study further suggests that an increasingly embedded or integrated model of discipline-specific language assessment and support is optimal. It is hoped that this presentation will help develop a deeper understanding of university students' linguistic performance and development within content courses, as well as inform future collaborative efforts between faculty from different disciplines in curriculum and assessment design and delivery in higher education settings with culturally and linguistically diverse student populations.

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## **COACHING EMI LECTURERS: DIAGNOSTIC PROCEDURE, INSTRUMENTS AND ANALYSES**

*P. Studer*

This paper reports the results of an ongoing two-year coaching project with EMI lecturers in a new Master of Science (MSc) programme in Life Sciences in a university in Switzerland. The project was planned in two phases, of which the first was diagnostic and the second was concerned with individual coaching. In this paper, I focus on the first phase (2018-2019). First, an introductory EMI workshop was held in AS 18/19 to sensitize participants to EMI. In the subsequent months, interviews were held with 20 content teachers, which focused on their language background, their linguistic and communicative-didactic self-confidence, their positions towards EMI, their satisfaction with their own teaching and their support needs. During this phase a questionnaire survey was conducted to consolidate the interview results. Both the interview and the questionnaire were structured following EMI quality descriptors previously developed (Studer 2018). Based on the results of the diagnostic analyses, participants were selected for further classroom observation. The observation template used was modelled on the same descriptors as applied in the survey and the interview. In this paper, I present a summary of results across these three initial steps, critically reviewing the diagnostic procedure as well as the instruments and drawing conclusions for the ensuing implementation phase.

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## **IMPROVING LANGUAGE AND CONTENT IN HIGHER EDUCATION BY MEANS OF VIRTUAL BUSINESS PROFESSIONAL PROJECT.**

*L. Trandafir, M. Á. Mestre-Segarra & M. F. Ruiz-Garrido*

A previous study (Ruiz-Garrido and Palmer-Silveira, 2008) showed how the master's degree in English Language for International Trade (ELIT) was described as an example of Integrated Content and Language in Higher Education (ICLHE). In the last few years, this degree has been involved in an international project based on electronic communication and social media in organizations. The Virtual Business Professional (VBP) project, complementary to the regular classes, can be framed within COIL (Collaborative Online International Learning) and the internationalization of higher education. The VBP project consists in gathering students from several business-related degrees and different countries in an online community (MS Teams platform) to complete a final assignment after following some specific steps. This is implemented in a short interval of six weeks, in which participants experience real-world tasks using the latest communication technologies operating in the business world. Students use a MS Teams platform to communicate via online forums in order to arrange virtual meetings or revise the documents uploaded. Although the virtual meetings are academic and business-based, the environment is informal.

Our purpose in this paper is to conduct a micro-ethnographic study, based on a questionnaire and some follow-up interviews, about what students enrolled in our master's degree learn from the VBP project, taking into account the features of the students: different cultures, different languages, and different previous backgrounds. We aim at knowing how this international project with multi-lingual, multicultural and multidisciplinary learners have helped them in their knowledge about the field, in their language development as well as in their cross-curricular skills, such as interculturality or information technologies. Results seem to indicate that this COIL project benefits students to consolidate positively learning of language and content in higher education.

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## **THE DIFFERENT ROLES OF ENGLISH IN FLEMISH HIGHER EDUCATION: A CASE STUDY**

*J. Valeiras-Jurado, K. Rosiers & G. Jacobs*

This study investigates the role of English in content and language courses in Flemish higher education. Universities in Flanders have to reconcile processes of globalisation and internationalisation with strict government regulations on the use of other languages than Dutch (e.g. language tests for lecturers, restrictions on courses that can be offered in English, etc.). Despite being relatively recent, these measures have raised considerable social interest. The context of Flanders is also interesting for its location, considering the reported European north-south divide in terms of use of English in higher education (Dimova, Hultgren &

Jensen, 2015), and also in view of the limited amount of research focusing on this area (Van Splunder, 2016).

Our research enquires into the different uses of English at one particular university in Flanders. Specifically, we focus on the second bachelor year of the degree of Economics, which combines English language courses with content courses offered in English. In line with Lasagabaster (2015) and Dafouz & Smit (2016), we are interested in the attitudes of lecturers and students towards the use of English in the content and language classroom, and the potential challenges and tensions that might arise from the coexistence of different roles of English within the same educational context.

To shed light on the current situation, we combine different linguistic ethnographic methods in an iterative process: classroom observations, semi-structured interviews, focus groups, and surveys. We believe there is added value in 1) combining attitudinal studies with observation, and 2) focusing on other stakeholders than students. Both aspects are, however, less frequent in previous literature (Dimova, Hultgren & Jensen, 2015; Doiz, Lasagabaster & Sierra 2014). Our final aim is to translate the results of our ethnographic research into recommendations to turn potential tensions and challenges into synergies and opportunities for a fruitful use of English in higher education.

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#### **USE OF MULTILINGUAL RESOURCES IN ENGLISH-MEDIUM INSTRUCTION LECTURES AT THE UNIVERSITY OF ZARAGOZA**

*M<sup>a</sup> Á. Velilla*

As a result of the thriving process of internationalization that many Spanish universities are undergoing, there is a recent interest in offering English as medium of instruction (EMI) courses, being English adopted as the common language of choice or the lingua franca (ELF) for academic activities. However, the notion of ELF is now being redefined including in its conceptualization a multilingual nature of communication by which “for ELF users, English is only one language among others present or latent in any interaction” (Jenkins 2015: 58). In this paper, I present the preliminary results of a research that analyzes the pragmatic strategies used by Higher Education lecturers involved in EMI courses in a Spanish university – the University of Zaragoza. The corpus for the study consists in 14 hours of audio-recorded lectures in two different disciplines (Business Administration and Nanoscience) that have been analyzed from a discourse-pragmatic approach. The analysis of the data reveals that lecturers use their multilingual resources, particularly their own first language, as an additional tool that they have at their disposal, i.e. as a pragmatic strategy (e.g. code-switching/literal translation) that enables them to achieve various conversational goals, such as pre-empting potential communicative breakdowns and clarifying meaning. The results show that participants use these strategies to cope with the heavy investment in the

communication process that is required when using a vehicular language different from one's own in such high-stakes institutional academic settings.

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#### **VIETNAMESE TEACHERS' PEDAGOGICAL DECISIONS TO BRIDGE THE EXPECTATION-REALITY GAP IN ECONOMICS COURSES TAUGHT IN THE MEDIUM OF ENGLISH**

*T. Vo, L. Starkey & M. Gleeson/*

Vietnamese higher education policy currently has an international focus with the aim of providing opportunities for their graduates to join the global workforce. In business studies, students need both content knowledge and English competence to graduate and meet the expectation of the international job market. Universities are designing programmes that meet this objective by teaching through the medium of English. The question is how subject teachers and students can effectively adjust their teaching and learning of content knowledge through an additional language. Aiming to answer to this question, the study was conducted at a Vietnamese university where economics subjects have recently been taught through English. Qualitative case studies were used explore four teachers and their students' experience in the emerging context. The teachers were involved in semi-structured interviews, the students participated in focus group discussions, and both were observed in the classrooms. Collected data were thematically analysed in two phases, including individual case and cross-case analysis. Findings reveal an expectation – reality gap between what teachers and students expected and what they experienced in the programmes. While teachers reported some mismatches related to professional development, the provision of teaching and learning materials and the students' language proficiency, students expressed concerns regarding their preparedness and achievement of both content knowledge and language competence. This gap resulted in certain impacts on teachers' pedagogical decisions in selecting an applicable educational approach to enhance students' learning of disciplinary content through English. Implications suggest further research and attention from policy makers to facilitate both teachers and students in the process of integrating content and language for internationalisation in higher education.

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#### **PAVING THE WAY FOR ENGLISH MEDIUM INSTRUCTION: PILOTING AN EMI TEACHER-TRAINING COURSE**

*K. Volchenkova & A. Bryan*

Although EMI teaching is rapidly growing at tertiary education, the practices of universities regarding the training of EMI staff are scarce in the literature. The training courses, which do exist, differ a lot in terms of purposes, prerequisites, teaching experience in EMI, motivations and no “gold standard” for EMI training has yet been established. The literature

on EMI makes clear that EMI strategies are as important as linguistic proficiency and pedagogy, but the breadth of this literature makes it increasingly challenging to determine the golden ratio of the EMI training course components. The paper offers a practical example of how to apply research findings and needs analysis to course design for teacher training in EMI. The results of the piloting of the EMI course for content teachers of South Ural State University in 2017/2018 academic year enabled to improve the content, strategies and mode of delivery. The paper concludes that learners prefer a “can do approach” in training with the emphasis being placed on practical classroom strategies rather than on theoretical issues.

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**INTEGRATING LANGUAGE AND LITERACY SUPPORT AT THE CURRICULAR CORE: MODELS OF INTERDISCIPLINARY COLLABORATION BETWEEN APPLIED LINGUISTS AND CONTENT-AREA FACULTY**

*A. Wallace & R. Ilieva*

This oral presentation reports on emerging findings of a doctoral dissertation research project at a Canadian university with a culturally and linguistically diverse student population. The study explores the processes that shape interdisciplinary collaborations between applied linguists (ALs) and content-area faculty as they work together to integrate discipline-specific language and literacy support at the curricular core (Llinares & Morton, 2017; Murray, 2015). Studies on faculty collaborations within English as medium of instruction (EMI) settings (Jacobs, 2005,2010; Smit & Dafouz, 2012), and a preliminary search for literature on the topic from English as a dominant language (EDL) settings (Authors, in press; Zappa-Hollman, 2018), suggest that interdisciplinary collaborations between ALs and content-faculty are rarely a focus of research. Framed by Jacobs’ (2007) “unfolding webbed model” and Briguglio’s (2014) notion of “Working in the Third Space”, both of which illustrate the numerous factors influencing collaborative partnerships, this presentation draws on data from interviews and observations of collaborative events to explore the nature of these interactions and, in turn, how they give shape to the model of collaboration. Preliminary findings suggest that the nature of the relationships, issues of power, the negotiation of roles and responsibilities, and contextual factors influence the characteristics of the collaborative model as participants engage in initiatives to embed language and literacy support within disciplinary (i.e., content) courses. It is hoped that this study will contribute to a deeper understanding of effective models of interdisciplinary collaboration between ALs and content-faculty from different disciplines to integrate language and content and, more broadly, inform efforts in other institutions of higher education that seek to support student success in an increasingly linguistically and culture diverse academic environment.

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## **REPORTED CLASSROOM PRACTICES OF EMI LECTURERS: AN INTERNATIONAL COMPARISON**

*L. Weinberg, S. Curle & S. Munteanu*

This project explores English Medium of Instruction (EMI) lecturers' classroom teaching practices. It compares the three diverse contexts of Israel, Romania and Japan through interviews and surveys of university lecturers from all three countries in order to compare varied elements of their classroom practice. These elements include: assessment, pedagogy, the use of the first language (L1), amount of content covered, and motivation for using EMI. This study will foreground across-the-board challenges, as well as context-dependent ones. Based on these findings, recommendations for support for EMI lecturers will be made, not just for international classrooms, but to positively influence the 'internationalisation at home' agenda in higher education. The main original contribution to knowledge of this project is that of a three-way international comparison. Most EMI studies are conducted within one institution within a single country (Macaro, Curle, Pun, An, & Dearden, 2018; Banks, 2018; Aizawa & Rose, 2018; Ackerley, Guarda & Helm, 2017) or a single regional context (Fenton-Smith, Humphries & Walkinshaw, 2017), limiting the generalizability of the results.

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## **QUALITY OF DISCIPLINARY CONTENT LEARNING IN TWO EMI DEGREE PROGRAMMES**

*R. Wilkinson & R. Gabriëls*

Researchers have frequently expressed concern at the quality of disciplinary content learning in ICLHE and similar programmes. Early studies pointed to lower achievement in L2-medium programmes compared with L1 (e.g. Jochems, Snippe, Smid, & Verweij, Higher Education, 31, 325-340, 1996). Other studies (e.g. Dafouz, Camacho, & Urquia, Language and Education, 28, 223-236, 2014) suggest that students can achieve just as much as comparable students through the L1. Unfortunately, direct comparison is not possible. A recent systematic review of EMI (Macaro, Curle, Pun, An, & Dearden, Language Teaching, 51, 36-76, 2018) reports a lack of evidence that the L2 (English) has improved and that content learning is no worse than L1 programmes. Other studies (e.g. Kirkpatrick, Applied Linguistic Review, 2, 99-119, 2011) suggest content learning through L2 lacks the nuances of that through L1. We wondered how students in EMI degree programmes perceive the quality of learning and teaching.

We investigated students in two programmes (humanities and social science) at a Dutch university from two consecutive years. In the quantitative study, respondents (response 105 and 106) were asked about language proficiency and the effect of language (EMI) on disciplinary content learning. Results show students find the language proficiency of their teachers sufficient and observe no simplifying effect on the language of the discipline. However, they do perceive content effects in that, for example, courses seem more

superficial, suggesting support for earlier findings. We investigate these effects with respect to background characteristics and programme.

To amplify these findings, we conducted a number of focus groups to delve more deeply into the perceptions of quality of learning. These qualitative results show a much more nuanced perspective. Conclusions suggest that willingness to use other languages in EMI programmes could benefit disciplinary learning.

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## **A CLASSROOM OBSERVATION STUDY ON EMI PRACTICES IN CHINESE UNIVERSITIES**

*M. Zhang*

Research on English Medium Instruction (EMI) in mainland China has lagged far behind Europe, and it is calling for more experimental studies to validate its practices (Galloway, Kriukow & Numajiri, 2017; Hu & Lei, 2014; Hu, Li & Lei, 2014; Jiang, Zhang & May, 2016). This pilot study is part of a larger PhD project which will investigate the effectiveness of EMI practices in four non-linguistic disciplines in three Chinese universities where students' and teachers' perceptions, EMI and FL motivation and content-based language gains will be studied by means of questionnaires, interviews, tests and classroom observations. This paper reports on two-week classroom observation data which has gathered crucial information for group and discipline selection and the development of data collection instruments and has also explored to what extent content and language were integrated in the lessons observed. Three courses were observed, namely International Trade, Industrial Chemicals and History of European Architecture. The teachers were non-native English speakers from Spain, Kazakhstan and Pakistan and students were Chinese undergraduates. A classroom observation grid and a checklist were created following CLIL observation guidelines (Tong & Tang, 2017; Wewer, 2017) and field notes were also used to carry out the observations. The data gathered from the observations gives us some insights into what type of EMI practices are being implemented in terms of teacher's discourse, language scaffolding, opportunities for interaction, L1 use and type of activities. A number of differences were found in the three lessons observed, with International Trade being the lesson where more language scaffolding was present and more language interaction opportunities were offered, whereas History of European Architecture was mainly teacher-centred and little integration of content and language was observed. The larger project will, therefore, determine differences in terms of perceptions and motivation as well as language gains in relation to the type of EMI practices implemented.

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## MULTILINGUALISM IN HIGHER EDUCATION: FROM POLICY TO PRACTICE

*R. Zanin*

The autonomous region of South Tyrol presents an interesting case for examining the evolution of language policy in education. Reflecting a complex history of language policies defined by strong political and social tensions in the border region, the current school system is based on the separation of students into monolingual programs (German or Italian) depending on the school setting in which they are enrolled. (Alber 2012).

An exception is the Free University of Bolzano (Unibz) which delivers degree courses in three languages (Italian-German-English) across its faculties, with Ladin added as a fourth language in the Faculty of Education.

The multilingual policy at Unibz requires the purposeful planning and implementation of curricula that can effectively integrate content and language learning in higher education (ICLHE) in order to guarantee rich language exposure in the L2 while not diluting the disciplinary content of degree studies. In responding to expanding institutional linguistic requirements, lecturers teaching in a second language may face issues related to their linguistic competence to deliver the course while maintaining programme quality (Doiz et al, 2011), their ability to ensure that students understand academic content, and their ability to assess student learning in an ICLHE context.

Through a needs analysis with stakeholders, our research seeks to uncover how students perceive the burden of trilingual studies and how they manage it. Does the Unibz language strategy help them overcome difficulties in trying to satisfy the dual requirements imposed both from their degree courses and from the exit levels established for second-language acquisition? Where has it been deficient and how can curricular development address this? We will present our initial findings from semi-structured interviews conducted with the Vice-Dean and student representatives from all faculties to give an overview of the Unibz experience to date.

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## USING ICT FOR AUTONOMOUS LANGUAGE LEARNING IN AN EMI (ENGLISH-MEDIUM INSTRUCTION) CONTEXT

*P. C. Zong Nebouet, E. Arnó Macià & G. Mancho Bares*

English as a medium of instruction (EMI) is on the rise in European Higher Education (Wächter & Maiworm, 2014), as institutions are progressively internationalized and desire to compete globally (Smit & Dafouz, 2012). Although EMI students should have a certain threshold level proficiency in the language of instruction in order to understand the specific concepts presented in class (Räsänen, 2011), many of them face language difficulties (Räsänen, 2011; Sawari et al., 2013). As students adapt to the foreign language, they may use a variety of strategies to cope with the demands of disciplinary content delivered in



English (Airey and Linder, 2006; Hellekjær, 2010). While it would be desirable to provide specific language support for EMI students (Hellekjær & Hellekjær, 2015), it is often the case that students have cope with language learning independently. In this context, attention has to be paid to a broad notion of learner autonomy in EMI, one that goes beyond self-directed, independent learning, and incorporates a social-interactive component, integrated in classroom learning (Little, 2017). Therefore, from this broad perspective of autonomy, and especially taking into account the affordances of technology in terms of portability and access both inside and outside the classroom (Reinders and White, 2016), and also that technology can act as a motivation booster when students are engaged in the exploration of relevant disciplinary content (Hafner et al. 2017), this paper explores how EMI students use ICT (Information and Communication Technologies) to improve their language learning proficiency.

In a qualitative study conducted in two EMI engineering classes at the School of Agricultural Engineering of the University of Lleida, students were observed during classes and a small group of four students was also observed outside class, as they used technology to cope with language issues arising from EMI. Data from classroom observation, students' laptop screen recordings and student logs with reflections on their own activity show that the use of a variety of technology resources by the lecturer and students, such as images, subtitled videos, texts and interactive exercises, can be effective to promote the comprehension of contents in English and to promote autonomous language learning in an EMI context.

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