

The 5th International
Integrating Content and Language in
Higher Education Conference

ICLHE 2017

Integrating Content and Language
in Multilingual Universities

4 – 7 October 2017



ICLHE CONFERENCES
Integrating Content and Language in Higher Education





UNIVERSITY OF
COPENHAGEN

The 5th
Integrating Content and Language in Higher Education Conference

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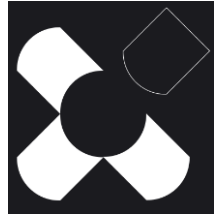


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A message from the Chair



Robert Wilkinson

Dear Participants!

A very warm welcome to the fifth Conference of the ICLHE Association in Copenhagen, the first since the Association became legally registered.

We are most fortunate in having such a competent team at the University of Copenhagen. Joyce Kling, Slobodanka Dimova and the conference manager, Patrick Wonsyld, have done a fantastic job in getting this conference so smoothly off the ground. Indeed, the entire process from proposal submission two years ago to the opening has glided along without a hitch. The ICLHE Board is deeply grateful.

The team have put together an exciting programme, with an abundance to savour: Three eminent keynote speakers who will challenge our thinking and practice, as well as three impressive invited sessions that bridge educational contexts. Plus a wide-range of contributed papers, colloquia, and posters. And not to forget the delight of sharing our experiences, similarities and differences, over a coffee, *smørrebrød*, or even a glass of Danish beer! There's nothing more *hyggeligt* than that!

The theme of the conference is "Integrating content and language in multilingual universities", with a key emphasis on linguistic diversity. And what an amazing journey we have travelled over the past few decades! Not very long ago almost all teaching and learning in our universities took place through our local language. That was the language both inside the lecture hall and classroom and outside in academic social life. Now just take stock of the change! Our universities have become home to hundreds and thousands of students and academics from across the world. And we send out equal numbers to all corners of the globe, too. The academic community is

a counterpane of cultural and linguistic diversity. And yet how much do our universities make use of this wonderful opportunity?

ICLHE stands for integrating content and language, not only in the context of academic disciplines, but also in terms of the cultures and languages that the new academic community brings together. And it challenges us to seek to ensure academic learning in a multilingual and multicultural environment where no one loses out because of their own language or culture. As the great Danish philosopher, Søren Kierkegaard, said, "*At vove er at miste fodfæstet for en stund, ikke at vove er at miste sig selv*" - "To dare is to lose one's footing momentarily. Not to dare is to lose oneself".

You have come from far and wide to this most liveable city. Enjoy the conference, enjoy the city, live its simple pleasures. That's *hygge* for you.

Robert Wilkinson
ICLHE Chair

Welcome

Welcome to ICLHE 2017! We would like to thank you for taking part in what promises to be a rewarding conference.

In this book of abstracts, you will find and practical information, an overview of the conference programme and all the conference abstracts.

Practical information

Location

The conference takes place at the University of Copenhagen's South Campus. The address is Emil Holms Kanal 2 (building 22) and Njalsgade 136 (building 27), DK-2300, Copenhagen S.

The full address is:

University of Copenhagen
Faculty of Humanities
Building 22, Emil Holms Kanal 2
Building 27, Njalsgade 136
DK-2300 Copenhagen S

Conference secretariat

The conference secretariat is located in building 27, room 27.0.49. There will be a conference assistant present there who can help you with any questions you may have.

Opening hours for the conference secretariat:

Thursday 5 October: 9:00-20:15

Friday 6 October: 8:30-18:05

Saturday 7 October: 8:30-13:45

Rooms for presentations and space for posters

The plenary and invited speaker sessions take place in room 22.0.11. All other presentations take place in building 27. Rooms 27.0.09, 27.0.17, 27.0.47 and 27.1.47 are reserved for the conference.



Internet access

If you have an active Eduroam profile, you will be able to connect to the Eduroam WiFi access points at the university. If you do not have Eduroam, you can log on to the network "KU Guest." To get access to the guest network you need to register with name, email and phone number. You receive a password by text message. It is therefore important that you type in your phone number correctly and that you can receive text messages.

Poster session

Posters are on display throughout the conference on the ground floor of building 27. Poster presentations take place on Thursday afternoon.

Lunch

Lunch is served on the ground floor in building 27. You are welcome to sit in any room of building 27. You can also bring your lunch to building 22 or 23 where you can find plenty of spaces with tables and chairs.

Coffee breaks

Coffee, tea, water, and snacks are served in the open space on the ground floor of buildings 22 or 27. See programme for details about location.

Conference dinner

The conference dinner takes place at the old main building of the University of Copenhagen. The address is Frue Plads 4.

If you are coming directly from the conference, we recommend that you take the metro from Islands Brygge station to Nørreport (three stops). From the Metro it is a 5-10 minute walk to the main university building.

See square F6 of the University of Copenhagen city map included in the conference bag.

Feedback forms

Please take a moment to fill out and return the online feedback form that you will receive after the conference. Your response will help us plan future conferences at UCPH as well as future ICLHE conferences.

ICLHE contacts

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ICLHE email: iclhe2017@ku.dk
ICLHE 2017 website: <http://iclhe2017.ku.dk>

Useful websites, emails and phone numbers

Copenhagen Airport: www.cph.dk / (+45) 32 31 32 31

Taxi: Dantaxi, www.dantaxi.dk, (+45) 70 25 25 25
TAXA 4X35, www.taxa.dk, (+45) 35 35 35 35

DSB (national railway): www.dsb.dk, (+45) 70 13 14 15

Journey Planner: www.rejseplanen.dk

Copenhagen metro: www.m.dk

Medical/police emergencies: 112
Medical helpline: 1813
Police: 114

Visit Copenhagen: www.visitcopenhagen.dk
(+45) 70 22 24 42

The ICLHE Organising Committee

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Vibeke Nielsen University of Copenhagen, TEACH

Acknowledgements

We would like to express our gratitude to the members of the scientific committee who reviewed all submissions for the conference:

John Airey	University of Uppsala
Carmen Briguglio	Curtin University
Marjorie Castermans	Université libre de Bruxelles
Francesca Costa	Università degli Studi di Bergamo
Robert Craig	Petroleum Institute of Abu Dhabi
Emma Dafouz	Universidad Complutense de Madrid
Slobodanka Dimova	University of Copenhagen
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Joyce Kling	University of Copenhagen
David Lasagabaster	University of the Basque Country
Karen Lauridsen	Arhus University
Annemieke Meijer	Universiteit Utrecht
Oliver Meyer	Universität Mainz
Hugh Murphy	Université libre de Bruxelles
Elisabeth Paliot	Université de Lausanne
Victor Pavon Vazquez	Universidad de Cordoba
Anne Räsänen	University of Jyväskylä
Maia Rogava	Ilia University
Diane Schmitt	Nottingham Trent University
Ute Smit	Universität Wien
Patrick Struder	ZHAW Zurich University of Applied Sciences
Teresa Ting	University of Calabria
Jennifer Valcke	Karolinska Institutet
Alysse Weinberg	University of Ottawa
Robert Wilkinson	Maastricht University

Have a great conference!

Patrick Wonsyld
On behalf of the Organising Committee

Programme

You can access the updated detailed programme on the conference website:



(iclhe2017.ku.dk/programme)

Programme overview

Thursday, 5 October 2017

09:00 – 09:45	Registration and coffee
09:45 – 10:00	Conference opening Ulf Hedetoft, Dean of the Faculty of Humanities
10:00 – 11:00	Plenary Emma Dafouz
11:00 – 11:10	Coffee
11:10 – 12:40	Parallel sessions x 4
12:40 – 13:40	Lunch
13:40 – 15:10	Invited speaker session, ICLHE through the lens of content teachers
15:10 – 16:10	Poster sessions and coffee
16:15 – 17:45	Parallel sessions x 4
18:00 – 20:00	ICLHE – Annual general meeting

Friday 6 October 2017

8:30	Coffee
09:00 – 10:30	Parallel sessions x 4
10:30 – 11:00	Coffee
11:00 – 12:30	Invited speaker session, ICLHE across contexts
12:30 – 13:30	Lunch (+ group photo)
13:30 – 14:30	Plenary Anne Holmen
14:30 – 14:40	Coffee
14:40 – 16:10	Parallel sessions x 4
16:10 – 16:20	Coffee
16:20 – 17:50	Invited speaker session, ICLHE: transition from upper secondary to higher education
19:30 – 22:30	Conference dinner

Saturday 7 October 2017

8:30	Coffee
09:00 – 10:30	Colloquium x 2
10:30 – 11:00	Coffee
11:00 – 12:30	Plenary Diane Pecorari
12:30 – 13:30	Sandwich lunch – (grab'n'go if needed)

Abstracts

The abstracts for ICLHE 2017 are listed alphabetically by last name of the (first) presenter.

The categories are:

Plenary presentations, invited speaker sessions, poster sessions, paper presentations, and colloquia.

The index of presenters (pages 88-101) will help you find the individual presentation abstracts.

Plenary presentations

Emma Dafouz
Complutense University, Madrid, Spain

ROAD-MAPPING in action: Theorising, researching and preparing for English-medium instruction across settings

Since the early 2000s, the use of English as the language of instruction in university courses around the globe has rapidly increased, motivated mainly by the internationalization and globalization processes undertaken by higher education institutions worldwide (Huisman et al, 2012). To delve deeper into the discursive and communication practices of English-medium education, this plenary will first begin by describing briefly a comprehensive and multi-dimensional conceptual framework known by the acronym of ROAD-MAPPING (Dafouz & Smit, 2016). This framework identifies six relevant dimensions namely, Roles of English (in relation to other languages) (RO), Academic Disciplines (AD), (language) Management (M), Agents (A), Practices and Processes (PP), and Internationalization and Globalization (ING), all of which play an important role in 21st-century higher education institutions. In the second part, and with the help of concrete examples from recent applied linguistic research, I will argue for the use of the ROAD-MAPPING framework as a heuristic that allows for interdisciplinary analyses and comparisons across sites (whether local, national or international). Finally, the third part will focus more specifically on three dimensions, (i.e. Agents, Practices and Processes, and (language) Management) and will zoom into some of the institutional, educational, pedagogical and even ideological principles that intersect, and their impact, for instance, on professional development programmes or language policies. To illustrate this part, I will draw on my own university setting (Complutense University of Madrid) where on-going research with Business faculty has been running since 2010.

Anne Holmen
University of Copenhagen, Denmark

Integrating content and language: The role of other languages than English in an international university

Language policies at Nordic universities are often guided by a principle of parallel language use, which aims at securing a reasonable balance between the use of English and the use of the local language for teaching, research, administration, and public outreach. However, there is a growing concern that other languages are being neglected, despite the fact that there is a long tradition for teaching a number of both modern and classical languages at the same universities, and despite the fact that recent needs analyses point to the value of languages for research purposes as well as for students' readiness for the global labour market. At University of Copenhagen, a five year strategy is developing new ways of combining language competence with subject based learning. In this plenary, I will report on the implementation of the strategy as a process of organizational change, and will discuss to what extent CLIL is the solution to the needs expressed.

Diane Pecorari
City University Hong Kong, Hong Kong

Through a glass, darkly; or how reflective practice can maximise the impact of ICL

The integration of language and content takes place in a multitude of forms and goes under various names and acronyms, and this multiplicity of nomenclature and practices obscures a number of important questions. Do we all mean the same thing we refer (for example) to EMI, or to CLIL? Which forms best capture the unique affordances of language and content integration? What evidence is there for the relative success of different forms? This talk will use case studies from two very different contexts, Sweden and Hong Kong, to explore these questions. It will conclude by outlining ways in which improved outcomes can be attained by more reflective and conscious choices among these various models.

Invited speaker sessions

Birna Arnbjörnsdóttir
University of Iceland, Iceland

Transitioning EAL students from EFL classes to EMI programs at the University of Iceland

The growth in EMI programs in Nordic higher education has exposed the limitations of traditional EFL pedagogies in preparing students for study in Academic English (Hellekjær, 2005; Dimova, et al., 2015; Arnbjörnsdóttir and Prinz, 2014; Arnbjörnsdóttir and Ingvarsdóttir, 2010). This presentation describes a project that maps the characteristics of English education at all levels as well as the functional uses of English in Iceland. The presentation begins with a description of the constraints of traditional secondary EFL instruction in Iceland. It examines the divergence between the official status of English as a foreign language and the actual use of English as an additional language. This inconsistency results in inadequate student preparation for EMI study at university. Then the challenges posed by study in two languages are presented. Students initially express confidence in their English skills and their preparation for university study. However, many report that the additional strategies required to access English texts increases their workloads and many admit to not reading the texts at all. Finally, the presentation outlines a new program that addresses identified challenges in writing English. The instructional approach draws from a range of pedagogical traditions (Flowerdew, 2016) to operationalize a targeted set of core writing competencies to improve writing in a single semester. To maximize writing practice, a concise textbook was developed which reduces reading time through graphic representations and examples. Explicit instruction “shows” how to reproduce a targeted writing skill, followed by scaffolded practice, and production. The program has been tested over six-semesters with 800 participants from mixed-language backgrounds. Pre-study surveys reveal that years of EFL writing instruction developed students’ awareness of the principles of academic writing but most students fail to apply the principles to their actual writing. Post program data reveals improved academic writing, increased writer efficacy and autonomy, and reduced plagiarism.

Annette Bradford
Meiji University, Japan

ICLHE across contexts: Japan

Higher education institutions (HEIs) in Japan are strengthening their international outlook and striving to secure top places in international ranking schemes by enhancing the quality of their research and teaching; attracting international students, faculty members and researchers; and providing international experiences for domestic students. The Japanese government and many HEIs see increasing the provision of English-medium instruction (EMI) as one way to achieve these goals.

A rising number of both international and domestic students currently study for at least part of their degree in English. Recent high-profile government funding schemes have helped to accelerate this growth. However, EMI implementation in Japan, especially the development and delivery of entire degree programs taught in English, can be challenging; and can be understood through a four-category framework (Bradford, 2016). Similar to in other countries, those working in programs in Japan face linguistic challenges and cultural challenges which cause concern about reduced program quality and lack of inclusivity in the internationalized classroom. Programs also experience administrative and managerial challenges, including elements that are logistical in nature; HEIs in Japan face a particular challenge related to student recruitment. However, the most complex challenges encountered by many Japanese HEIs are institutional challenges. These challenges pertain to the way people, both those inside and external to the program, perceive it. Challenges relating to the English-taught program's branding, its position within the university, and faculty buy-in fall into this category.

This presentation provides a deeper understanding of how Japanese HEIs are implementing EMI, focusing particularly on English-taught degree programs at the undergraduate level. It examines HEI motivations for implementing EMI, outlining recent government policy initiatives that encourage it. It then describes the structure of new English-taught degree programs and analyze the obstacles to implementation that HEIs in Japan are facing.

Cristina del Campo
Complutense University, Madrid, Spain

The EMI challenge. A story from the Complutense University of Madrid

The Bologna Declaration (1999) fostered the European Area for Higher Education and launched measures such as the adoption of comparable degrees, the creation of a compatible credit system or the establishment of mobility synergies for both students and lecturers. The Faculty of Economics and Business Administration of the Complutense University of Madrid decided to introduce EMI with the implementation of the new four-year degrees on the academic year 2009/10. Since then the students are given the opportunity to follow the Economics and Business Administration degrees fully in English. Some comments on the found challenges and rewards, expected and unexpected, on a Statistics and a Decision Analysis courses will be presented along with a performance comparison with the regular degrees taught in Spanish. The data used for this comparison has been obtained from a R&D project (INTE-R-LICA) partially supported by the Spanish Ministry of Economy and Competitiveness.

Zohreh Eslami
Texas A&M University, Qatar

English medium instruction in Qatari independent schools: An intervention to improve Qatari middle-schoolers' strategies for reading EFL science materials

This presentation reports findings from an intervention study to improve adolescent English learners' use of reading strategies for comprehending science material. The study was conducted in Qatari preparatory schools where the language of instruction for science classes has recently switched from English to Arabic, but a new course dubbed "Scientific English" has been initiated to promote the learning of English scientific vocabulary. Baseline information was collected on reading demands, instructional practices, and student strategy use on a bilingual reading comprehension task. Data include analyses of three curricular genres, 24 classroom observations, 101 teacher surveys, 45 verbal protocols of learners performing the comprehension task, and over 800 self-reports of strategy use on the comprehension task. Data were collected across 12 preparatory schools (6 male, 6 female). In this presentation I introduce the study and its research goals and analyze the implications of curricular reading demands for strategy use (Oxford, 2011), comparing two textbooks (English and Scientific English) and one activity genre. Results of the analysis are compared with reading difficulties encountered by the students completing the verbal protocols.

Ofra Inbar-Lourie
Tel-Aviv University, Israel

Crossing the EMI hurdle in multilingual societies: The Israeli perspective

The prevalence of EMI programs in the last decade has yielded a growing body of research that indicates, among other things, the difficulties involved in travelling the road from theory to practice, from intentions to implementation. This is evident on different fronts: on the policy level (the declarative national policy versus the institutional one), as well as with regard to practical aspects (namely support for students' and lectures' needs and teaching and assessment practices). While some of the emerging patterns such as lack of infrastructure and understanding of the complexities involved are globally evident, others are rooted in the local context, its history, current linguistic ecology and the resources available for carrying out the EMI initiative. This presentation will trace the on-going implementation of an EMI initiative in a large university in Israel looking at the issues involved from both a global and a local perspective.

The research was conducted using interview data and critical document analysis. The findings shed light on a mixed global-local perspective. For, in addition to substantiating the irrefutable role of English as the international language, they also highlight the process against the backdrop of the historical context of the revitalization of the local Hebrew language, the status of Arabic, the second official language, and the dynamic multilingual reality of the Israeli society.

The findings also bring up dilemmas inherent in the consequences of the EMI phenomenon that regards English as the inevitable choice offered for conveying academic content in international courses and programs, for international students as well as for locals. The presentation will note and discuss the intriguing challenges of such practices in multilingual settings such as in the case of Israel.

Frank Jensen
University of Copenhagen, Denmark

Integrating language and content in higher education: An economist point of view

Economics is a scientific discipline drawing heavily on mathematics and logical reasoning. From a university lecturer's within economics point of view, students' insufficient academic English writing skills when tackling project reports lead to at least three specific problems. First, both lecturers and examiners become frustrated and negatively biased when reading poorly written texts. Second, the definition of basic logical concepts used within economics often comes across as unclear. Last, the intuitive explanation of mathematical and logical results often appears messy. For these reasons, the quality of written English influences the grade given to students. At my department (represented by me), we have therefore started to cooperate with the Centre for Internationalisation and Parallel Language Use on improving the quality of students' written academic English and preparing them for writing their master's thesis in our English-medium MSc program. We have integrated a language-focused module into a mandatory content course designed to prepare Danish and international students for their master's thesis writing. The language module consists of the following components: a) an introductory lecture on the fundamentals of academic writing in English within the discipline; b) language-related electronic written feedback on part of a project report before submission; c) a feedback workshop based on examples from the students' writing. The quality of the master's thesis submitted by the students who have already participated in the language module has improved considerably. Thus, I see the inclusion of the English module in the course as a success, and as a content teacher, I believe that integrating language and content in higher education is important.

Lucilla Lopriore
Roma Tre University, Italy

Scaffolding continuity in language education. From CLIL to EMI: a way and ways

When we talk about continuity between and across school levels, we usually conceive it in terms of contents, approaches, teaching styles, evaluation practices or classroom discourse; we are also aware that in transitions from one type of school to another, continuity is often threatened by different traditions. School-university transitions are special fields where continuity is particularly at stake since the two educational systems very seldom share experiences and approaches and they lack a common discourse. A recent example of the drawbacks of this type of transition is represented in Italy by the current compulsory introduction of CLIL in the high school curriculum and the growing diffusion of EMI courses at university level. There are learners who, at school, are taught a subject (science, maths, chemistry, history etc.) in English and, at university, will most probably attend an EMI course on a similar subject. Emerging communities of content teachers within different education systems, are thus exploring together the implications of using another language widening their subject matter borders while rediscovering the central role of language in and for learning. There is thus a need - in the content courses offered at school and at university as well as in the training courses for both CLIL and EMI teachers - to devise ways to scaffold learners' transition from upper secondary to higher education and to reinforce the elements of continuity. This implies a 'reconceptualisation' of language from language learning per se towards an integrated model which actively involves the learner in using and developing language of/for/through learning. This presentation is meant to illustrate a study on how this type of transition has been carried out at Roma Tre University within recently held training courses for CLIL teachers and EMI instructors, and to discuss emerging challenges and implications for language and content learning.

Karen Skriver
University of Copenhagen, Denmark

Written academic English and Danish at university level biochemistry education: Language and content

Biochemistry is a multidisciplinary scientific discipline which requires elements from biology, chemistry, physics and mathematics. In addition, students of biochemistry need to switch between the macroscopic and microscopic biochemical levels and meet inconsistency in scientific terminology. For these reasons, the first two years of the BSc program in Biochemistry at UCPH focus on basic concepts and analysis within the different sub disciplines. By the end of the second study year, the students meet the challenge of writing a biochemical essay. They can choose between different topics and have to define a subtopic based on selection of scientific literature. In addition, they can choose between English and Danish as the written language, although an abstract in both languages is required. For the essay, the students mainly focus on scientific content and neglect the importance of academic writing. Furthermore, the lecturers expect the language skills to appear by "osmosis" We have therefore initiated collaboration with the Centre for Internationalisation and Parallel Language (CIP), UCPH, to improve the quality of the written academic English and Danish in the essays. Thus, we have integrated a language-focused module in the course. The module consists of an introductory lecture on the fundamentals of academic writing in English and Danish, language and content related written feedback on the abstract before submission, and a feedback workshop based on examples from previous titles and abstracts. Importantly, through reading of previous biochemical essays the language teachers from CIP have obtained an understanding of the specific characteristics of academic writing in biochemistry. The language module has been tested for two years and is highly appreciated by the students as reflected in the evaluations. In addition, it has greatly improved their consciousness with respect to language and content of scientific communication.

Liss Kerstin Sylvén
University of Gothenburg, Sweden

Are CLIL students at an advantage in the transition between secondary and tertiary education?

In Content and Language Integrated Learning, CLIL, the aim is for equal attention to be paid to content and language in non-language subjects such as history and biology (Dalton-Puffer, 2011; Marsh, Mehisto, Wolff, & Frigols Martín, 2010). Thus, following a CLIL program in secondary education ought, theoretically, to provide better preparation for tertiary education, where a large amount of the literature is in English, and where English is used increasingly as the medium of instruction, than a non-CLIL program, in which language is only studied as separate subjects. But is it so in practice?

Sweden is a particularly interesting context for studies into effects of CLIL, where L2 English is the medium of instruction. L2 English proficiency levels are high in international comparisons (Erickson, 2012), and English is omnipresent in Swedish society (Sylvén & Sundqvist, 2012).

In my talk, I will share findings from a large-scale longitudinal project into effects of CLIL in secondary education in Sweden. Particular focus will be put on results from two areas of great importance at tertiary level, namely written production (see also Olsson & Sylvén, 2015) and reading comprehension in L2 English – the language of instruction in several subjects for the CLIL students. As will be explained, the findings are not conclusive, and I will discuss probable causes to the various outcomes.

In addition, I will report on an on-going follow-up study about what CLIL and non-CLIL students do after having graduated from high school. Of special interest is the question whether CLIL students choose higher education to a larger extent than the non-CLIL students. This is one of the first post-CLIL studies to be conducted, and will give insights into the possible role of CLIL in students' post-secondary educational choices.

Poster presentations

Maria Grazia Borsalino
Università Cattolica del Sacro Cuore, Italy

Quality practice in EMI at ALTIS Graduate School, UC – Milan

With an average of over fifteen different nationalities per class, the Master's courses in English at ALTIS Graduate School – Università Cattolica, Milan, represent a rich multicultural experience. The teaching staff consists of qualified University professors, national and international visiting lecturers and professionals, whose excellent English proficiency provides students with the opportunity to develop their knowledge of the English language, as well as of the subject-specific contents.

This poster deals with the challenges of English-medium instruction for lecturers and students at that level. Particularly, it aims at presenting a teaching module in "Management and Sustainable Development", taught to post-graduate students in the current academic year. The content lecturer and the English lecturer used a team-teaching format to design the teaching module and enable students to tackle specialized texts and media in L2. They chose to work on a three month hands-on Action Project, as it would give the students also a chance to draw from their personal experiences.

Together, both lecturers planned the various phases of the students' activities, written and oral, to be performed in English in and outside the classroom. The content was presented with video-recordings and transcriptions, followed by a discussion and analysis of students' production in focus group interviews. Some source texts of the course were examined and a series of activities were devised to aid students with the understanding of content, while developing and expanding their knowledge of English. Finally, the students discussed their findings in groups and presented the results to the class. These oral presentations were then evaluated by both lecturers.

The project was a positive experience, from the perspectives of content teaching, language teaching and active involvement of the students in the learning process.

Gregg Dubow
Albert-Ludwigs-Universität Freiburg, Germany

E-learning modules for teaching staff in English-taught degree programs

English-taught degree programs are a well-established hallmark of the European tertiary landscape. In order to support and assure the linguistic and communicative quality of teaching done in English, universities need to provide staff with a range of support options. While some teaching staff members may want to attend specific courses or workshops, they may simply lack the time in today's time-demanding academic environment. The EMI unit at the Language Teaching Centre of the University of Freiburg has recognized this time conflict and has created e-learning modules specific to teaching academic content in English.

These web-based resources have three main objectives in mind. Firstly, they aim to provide self-learning material for busy teachers unable to attend face-to-face training. Secondly, they aim to raise awareness about strategies and language, which facilitate communication in classes taught in English by non-native speakers. Thirdly, they encourage teachers to reflect on their use of communicative strategies and language. Through reflection, teachers can assess both the strengths of their teaching in English as well as potential gaps in their communicative repertoire for teaching. This, in turn, may motivate teachers to seek face-to-face support, such as a classroom observation with feedback or a workshop on specific skills.

The e-learning modules combine several features in providing best-practice communicative strategies and language. Each module contains authentic teaching clips from observed lessons, video tutorials, customized handouts, links to pertinent articles and Internet videos, and self-study tasks. This poster paper will present the e-learning modules, how parts of them they are also being used as blended learning elements in workshops, and some participant feedback on strengths and shortcomings of the e-learning resources.

Karen M. Lauridsen
Aarhus University, Denmark

Educational Quality at Universities for inclusive international Programmes (EQUiIP)

The aim of the EQUiIP project (Educational Quality at Universities for inclusive international Programmes) is to establish an electronic resource for Educational Developers (EDs) responsible for the Continuous Professional Development (CPD) of university teaching staff, in particular staff teaching international programmes. The core of the resource platform will contain five modules that could be considered stand-alone, but taken together they form a 5-day face-to-face course leading to an EQUiIP certificate.

Recent years have seen a need for CPD in this field. By supporting the work of EDs, the project supports the capability within higher education institutions for developing and implementing an internationalized curriculum and teaching in the international classroom.

The five modules cover the following topics: (i) Teaching and Learning in the International Classroom, (ii) Intended International Learning Outcomes & International and Global Competences; (iii) Assessment and Feedback & Reflective Processes; (iv) Facilitating Group Dynamics to Enhance Intercultural Development and Learning; and (v) The Role of Language and Language Diversity. In addition, there will be a profile for the EDs with expertise in this field, a manual for the EDs, and additional resources. The five modules will be piloted together on two occasions in 2018/2019, and the project outcomes – the resource platform - will be presented at a final EQUiIP conference in 2019.

There are seven European partner universities. The project is financially supported by Erasmus+.

The poster will present an overview of the project with particular focus on the outcomes of the first year: A (draft) profile of the Educational Developer with expertise in this field and the first module on Teaching and Learning in the International Classroom. This module is intended as a “base camp” from which EDs may develop one or more specialisations.

Richard Miles
Nanzan University, Japan

Assessing oral presentations: The teachers' perspective on the balance between content and language

Oral presentations provide teachers with an important opportunity to evaluate student progress. The dilemma facing instructors of CLIL courses is how to integrate content and language elements into their oral presentation assessment rubric and how to achieve a balance that accurately reflects the course they have taught. This presentation will focus on findings from a paper analyzing oral presentation assessment rubrics used by university English teachers in Japan.

The study was conducted at a Japanese university seeking to implement a new CLIL based program and to diversify to a more international and multi-lingual student body. The different assessment rubrics developed and utilized by individual teachers (n=10) in two different courses were collected and represent the raw data. An analysis of this data revealed teachers rarely evenly balanced content and language related elements when assessing oral presentations delivered by their students, but instead tended to focus almost exclusively on one, at the expense of the other. Interviews with these teachers revealed this tendency likely derives from their respective teaching backgrounds and prior experience assessing oral presentations as either language instructors or as content course instructors. The implications are that even for experienced university instructors, further training is likely necessary in order to better integrate content and language assessment criteria when assessing student oral presentations.

Richard Miles
Nanzan University, Japan

Anthony Cripps
Nanzan University, Japan

Sean O'Connell
Nanzan University, Japan

Integrating content with English language education in Japan: The perspectives of in-service and trainee teachers

Japanese senior high school English education has traditionally focused almost exclusively on teaching language in isolation and has rarely integrated content-based learning. Recently however, the Japanese government and Ministry of Education has urged teachers to integrate more content into the curriculum as a means of improving the quality of English language education and to further globalize Japanese senior high school students.

The study presented here first investigated the practices of in-service teachers and experiences of trainee teachers and then analyzed their perspectives of CLIL. The first significant finding shows that, in-service senior high school English teachers in Japan are extremely reluctant to move beyond teaching language in isolation. Reasons often given for this stance involve cultural stereotypes of Japanese learners, a perceived lack of student general knowledge, limited time, pressure to prepare students for language based university entrance exams, and the fact that teachers received little training during their university education on how to implement a CLIL based curriculum. The second finding in this study shows that current trainee teachers are still receiving almost no instruction in their university courses on how to construct or implement CLIL based curriculum or lessons. In response to these findings, an intensive workshop was organized and conducted, from which feedback and reaction are detailed.

Joan Ploettner
Universitat Internacional Catalunya, Spain

Emerging tensions in interdisciplinary collaboration for English mediated instruction

Lecturing in English is a source of tension and resistance among university professors for whom English is an additional language. To facilitate the incorporation of EMI at university, one possible format is the establishment of development groups or partnerships for EMI, composed of one linguistic specialist and one or more content experts. Such collaborative processes are subject to multiple obstacles and sources of tension, including underlying conceptualizations of how EMI should be carried out.

This study aims to provide an empirical basis on which to understand the context-specific contradictions and tensions that emerge in one interdisciplinary collaboration process for EMI and its potential for triggering personal and collective transformation.

Transcription of interactional data taken during the course of a series of meetings for interdisciplinary collaboration for EMI is presented. Unlike previous studies of interdisciplinary collaboration for EMI, Membership Categorization Analysis is employed to focus on the talk-in-interaction, while Cultural Historical Activity Theory guides the approach toward analysis. The results show how the existence of a monolingual approach to teaching and learning in EMI is a source of tension for content teachers beginning to teach their subjects in English.

The introduction of a multilingual approach is presented as a viable alternative with the potential for reducing tensions created when content teachers are asked to lecture in English while also recognizing the heterogeneity of a student population with differing competencies/resources and needs, allowing for a more flexible and realistic approach to EMI.

Patricia Prinz
Mercy College, United States of America

AWARE: A new framework for teaching academic writing for students in English-as-a-Medium-of-Instruction (EMI) Programs

As English-as-a-medium-of-instruction programs (EMI) and international exchanges at English-speaking universities increase, institutions find many students are underprepared for academic writing in English. This poster presents a new framework for teaching academic writing at the University of Iceland. It addresses identified needs for skills in research, thesis-driven writing, and presenting evidence.

Nordic universities' policies assume students' preparation for study in English despite previous academic skill development only in L1. Icelandic students acquire informal English fluency outside of school and report that secondary instruction contributes minimally to English proficiency. EMI students' writing reflects the inadequacies of traditional EFL pedagogies in preparing students for Academic English writing. Consequently, EMI students need explicit instruction in academic discourse and writing.

This poster describes AWARE, an approach that targets specific traits of academic writing. AWARE modifies the writing process familiar to students and teachers by expanding "prewriting" to include developing a thesis and planning/conducting research; it adds a new "Assessing" stage to guide the evaluation of research and evidence prior to revising.

- Arranging to write
- Writing
- Assessing
- Revising
- Editing.

This poster presentation includes findings from an implementation study. Data includes pre/post surveys, writing samples, and student/instructor interviews. Pre-study data found students (a) recognized many characteristics of academic writing but were unable to implement them, (b) had low writer efficacy, and (c) made limited use of academic vocabulary. Post-study data found (a) increased writer efficacy and autonomy, (b) improved writing (c) increased academic vocabulary use. Further, students and instructors report AWARE was user-friendly.

Valia Spilotopoulos
Simon Fraser University, Canada

Heather Williams
Simon Fraser University, Canada

Integrating professional language, content and cultural communication skills: Findings of an impact assessment

Simon Fraser University (SFU) is a multilingual university that attracts a high number of international students (17%) and approximately 45% of its population is English as an Additional Language (EAL). While there are many university programs that focus on EAL students' entry into and experience during their studies in terms of academic literacy and English fluency development, there has been a gap in research and services to support in EAL students' transition out from university to professional workplaces (Arkoudis, 2012). Although the focus on academic literacy is important, many students are still underprepared for the specific needs of professional communication skills within diverse work environments. As such, there is a need to integrate disciplinary content, professional language, and cultural skills during students' academic pathway.

SFU is committed to diversity and inclusion, as well as the academic and professional success of its multilingual students. Arkoudis et al. (2012) ask "What use is a degree if students can't function in the workplace?", citing how internationally (Australia, Canada, Europe, US), many employers place an emphasis on communication skills (written and oral) over degree specialization and academic achievement. Coupled with the need for Canadian experience, many international and EAL students face multiple barriers in finding employment as they transition out of university.

This poster outlines the development and impact of student learning of an online, self-paced, visually-based course designed to assist EAL co-op students in their work search and for related intercultural communication activities. Sample curricular elements and impact assessments will be shared. Results will help inform future course design for the development of professional and intercultural communication skills development of multilingual students, as well as the professional development of staff. SFU offers many experiential opportunities such as Work Integrated Learning or Co-operative Education.

Raquel Cibrián Valle
Technological University of Puerto Peñasco, Mexico

Carlos Martínez Guerrero
Technological University of Puerto Peñasco, Mexico

Understanding the language learner through the L2 motivational self system and investment

Different theories and approaches have attempted to understand the reasons a language learner is more successful at learning a second or foreign language than another. Within those theories, Dörnyei's L2 Motivational Self System theory explores: the ideal L2 self, ought to L2 self, and L2 learning experience. He also complements his motivation theory with a motivational programme, and he claims that it offers a 'novel avenue' to help students create a learner's ideal language self. Dörnyei's research into the field of EFL motivation has offered an opportunity to reflect not only upon the construct itself, but also on the practical side of motivation. On the other hand, Norton argues that high motivation does not always result in language learning. She argues that investment complements motivation theories and reflects on the 'unequal power' relationship between language learners and target language speakers. Investment must be understood as the way L2 learners will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital. Norton suggests that a language learner's motivation to speak is mediated by investments that may conflict with the desire to speak. Therefore, a brief analysis of these two constructs is offered here with the main purpose to reflect on classroom language practices in the Mexican context. Investment, digs into the language learner's social world. It is no more a matter of being motivated or not, but a decision to communicate with others who might be in a relatively higher position than ours, based on and despite our social identity.

Paper presentations

Jennifer Ament
Universitat Pompeu Fabra, Spain

Carmen Pérez-Vidal
Universitat Pompeu Fabra, Spain

Júlia Baron
Universitat de Barcelona, Spain

Analyzing pragmatic marker use and L2 motivational self over an EMI degree program

EMI is now widespread across Europe (Wachter & Maiwörm, 2014). Increased oral proficiency in English is often considered a positive side effect of EMI. However, while research in this field has grown, there is still much to be investigated. It is also essential to study individual differences (ID) in EMI due to English's current role in higher education. The impacts IDs have in the EMI context is yet to be studied from the learner perspective.

This study has a twofold focus. Firstly, it examines the effect of increased input and use of English through EMI on second language acquisition (SLA). In order to do that, the linguistic feature pragmatic markers (PMs) was analysed. PMs have been shown to facilitate understanding in an L2, support fluency in an L2 (Neary-Sundquist, 2013; Hasselgren, 2002) and help deliver more complex messages clearly (Blakemore, 1992; Aijmer, 1996). This study seeks to provide empirical evidence for what types of oral and pragmatic gains we can expect from EMI. Previous studies show that students make slow and steady pragmatic gains, and that socialization plays a role in EMI settings (Taguchi, 2010).

Secondly, L2 motivational self is analysed. Motivational-self is considered an important variable in SLA (Dörnyei, 2005, 2009). Previous studies suggest that the type of L2 self contributes to the amount of effort in learning and eventually success in the target language (Papi, 2010).

Participants were 20 second and 20 third year students enrolled in an EMI undergraduate program. Data came from three oral tasks: a monologue, an oral discourse completion task, and an interaction task. An L2 motivational type questionnaire was administered (Papi, 2010). Statistical analyses were carried out to identify trends in pragmatic development according to motivational type, and year of studies.

Howard Brown
University of Niigata Prefecture, Japan

Annette Bradford
Meiji University, Japan

Roadmapping English-medium instruction in Japan

Japan is in the midst of rapid, though largely uncoordinated, growth in English-medium instruction (EMI) and more than one third of Japanese universities now offer EMI. Understanding EMI across varied circumstances can be challenging. Dafouz and Smit's (2014) ROAD-MAPPING framework provides a structure to examine different EMI contexts in terms of six interrelated aspects of implementation. Drawing upon the growing EMI literature in Japan and data from recent studies carried out by the presenters, this presentation uses the ROAD-MAPPING framework to explore EMI's development and possible future in Japan. English has a ROLE as an academic language rather than as a lingua franca in Japan, being limited to classroom interaction. Humanities and social sciences are the ACADEMIC DISCIPLINES dominating EMI but there are concerns that current programs may not foster students' academic literacies. Lacking explicit language policy, vague LANGUAGE MANAGEMENT leaves English in a de facto position as a classroom language, not actually recognized as a medium of instruction. The government and business community are national-level AGENTS pushing for EMI to foster a new generation of globalized human resources, while at the institutional level, universities see EMI as a competitive advantage in both the domestic and international markets. The teaching PRACTICES and PROCESSES of EMI in Japan are in flux, with the government and other stakeholders pushing the higher education sector towards more student-centered, constructivist notions of teaching and learning while traditional Confucian educational norms persist on many campuses. As part of a wider INTERNATIONALIZATION and GLOCALIZATION trend, the internationalization of higher education is a response to the decline of Japan's international economic competitiveness. EMI is seen as a path to regain Japan's former position as an economic powerhouse. Overall, the ROAD-MAPPING framework paints a picture of EMI in Japan as an important, yet not fully embraced, part of higher education.

Marjorie Castermans
Université libre de Bruxelles, Belgium

Nell Foster
Université libre de Bruxelles, Belgium

At the crossroads between teacher autonomy and guidance: The future of the TEA project at the ULB

For several years now, the Université libre de Bruxelles has offered linguistic and pedagogical support to professors and teaching assistants who teach in a language other than French, its official language. As more and more international students choose to study in Brussels, the capital of Europe, a major concern is to ensure quality teaching. This paper will highlight the benefits and challenges of the TEA Project (Teaching in English for Academics), a support project recently introduced at the ULB. Drawing on participant questionnaires, semi-structured interviews, and focus groups, this paper will explore the current project format and suggest potential improvements. It is obvious that investing in teacher training can counter the impoverishment of the quality of teaching, but its success largely depends on how it is adapted to the context of each university. In the case of the ULB, many professors do not have sufficient time for training or the necessary language and/or pedagogical skills to teach in English. On the one hand, group and individual guidance along with distance learning can address the existing pedagogical gaps by supplying teachers with online modules and a ready-to-use toolbox. On the other hand, one-on-one weekly language lessons are still the most efficient support to build up confidence and foster the quality of the language used in the classroom.

Deborah Clarke
University of Helsinki, Finland

The love of lexicon: Student responses to learning vocabulary on an ESAP law course

Broadening vocabulary in a second language is often a key aim for students on language courses. This is especially the case for students who need to learn subject-specific academic vocabulary (Evans & Green, 2007, Berman & Cheng, 2010, Evans & Morrison, 2011, Wu & Hammond, 2011 cited in Durrant, 2015, p.329). There has been substantial research that focuses on the use of corpora for informing vocabulary instruction and materials development (e.g., Coxhead, 2000; Hyland & Tse, 2007). However, selecting vocabulary from such lists and predicting the vocabulary gaps that students may have can be extremely challenging. In the present context, students typically arrive on the compulsory English Academic and Professional Skills for Law courses with a strong knowledge of and skills in English. Furthermore, they frequently have quite different knowledge of legal vocabulary and experience of using English from one another. This is because in addition to being from a reasonably wide age group, suggesting greater variation in life experience, these law students also frequently work in the legal environment while studying over the seven years in which they are required to complete their bachelor's and master's degrees. This presentation will describe the construction and evaluation of a syllabus for English for law students that has a dedicated strand for broadening vocabulary through the teaching and learning of vocabulary consolidation strategies as opposed to the use of word lists. Student responses to this focus on vocabulary have been investigated with two consecutive classes of students through a combination of course reviews, field notes and focus group interviews. A thematic analysis of these data has been conducted to expose the affective, cognitive and active responses of the students. The results suggest that students are responsive to vocabulary learning strategies and indicate ways in which the course can be improved.

Slobodanka Dimova
University of Copenhagen, Denmark

Joyce Kling
University of Copenhagen, Denmark

EMI lecturer assessment: Beyond institutional walls

Internationalization of higher education (HE) has led to an increased number of English-medium instruction (EMI) courses and programs. This has resulted in implementation of assessment procedures for lecturers' English proficiency to ensure the quality of teaching in EMI. These assessment procedures are often limited in scope, applicable only to the local institutional context. This means that the results from these assessments cannot be used across institutions, nationally or internationally, because they lack standardization and transparency. However, now more than ever, transnational assessment procedures are needed to support credentials of lecturers for international staff mobility. In this presentation, we will discuss the benefits and the challenges of extending the uses of a locally-developed assessment tool for applications in other institutional contexts. Drawing on our experience with the Test of Oral English Proficiency for Academic Staff (TOEPAS), we will address the complexities of establishing administrative logistics for setting up a secure data management system that supports storage and retrieval of numerical, textual, and video data. More specifically, we will present the challenges of developing the user roles for utilizing a single database from test centers across institutions. Despite these challenges, we will argue that such data management system is vital because it allows us to collect data beyond the walls of a single faculty, or even a single institution. These comparable data will enable us to identify the commonalities and divergences across disciplinary contexts in relation to language behaviors of EMI teachers.

Smadar Donitsa-Schmidt
Kibbutzim College of Education, Israel

Beverley Topaz
Kibbutzim College of Education, Israel

English Massive Open Online Courses (MOOCs) as a means of integrating content and language

Offering content courses in higher education using English as a Medium of Instruction (EMI) has been suggested as a means to improve students' proficiency in English, to promote internationalization, to allow for student mobility, and to increase employability.

In Israel, teacher education colleges use either Hebrew or Arabic as the language of instruction, and most do not offer EMI courses. Due to the perceived value of EMI courses, senior management in the largest teacher education college decided to introduce a less conventional type of EMI component. Students were offered the option of registering to an EMI content course via an international MOOC. An additional rationale was to expose students to the existence of such platforms with the hopes that a successful experience would make them want to study more courses in the future, thereby encouraging them to pursue avenues for lifelong learning.

The research questions were: (1) What were the attitudes of position holders towards the initiative? (2) What were the reactions of all students towards the initiative? (3) What were the attitudes of those who studied in the course towards its added value?

The opportunity to participate and receive academic credits in an EMI MOOC was offered to students in the Faculty of Humanities and Social Sciences during the years 2015-2017. So far, 18 students have completed a course and more are expected to enroll by the end of the academic year. Questionnaires were distributed to all students prior to enrollment and on completion.

Results revealed mixed attitudes towards the initiative among position holders. Although students expressed initial enthusiasm, very few enrolled. Those who did successfully completed the course, and despite difficulties, all expressed satisfaction and willingness to take another such course in the future.

The presentation will elaborate on the challenges and opportunities that EMI MOOCs pose.

Andreas Eriksson
Chalmers University of Technology, Sweden

Magnus Gustafsson
Chalmers University of Technology, Sweden

Collaborating to constructively align writing assignments on engineering master's programmes

PROFILE is a three-university project investigating the alleged incidental effects on English professional literacy in EMI-education. This sub-project in PROFILE encompasses mapping writing assignment and writing development in two international master's programmes of engineering. The observational mapping stage evolved into an interventional study and material presented here stems from teachers at the programmes not being satisfied with texts written by students on courses on the programmes. This dissatisfaction prompted discussion with course managers and analysis of course material. These dialogues and analyses revealed that instructions for assignments were vague, did not highlight teacher expectations, and that crucial features were not obvious to the students. The challenges involved e.g. selection of content, articulating the understanding of core theory, comments about how results should be interpreted, and the presentation of results in figures and tables.

Our results show that student texts improved in many ways at the same time as students considered the assignments relevant for assessing the expected learning outcomes. The sub-project shows how student writing in an EMI-context can be improved through collaboration between content and communication staff on the alignment of learning outcomes, activities, task descriptions, and disciplinary expectations.

The redesign processes also show that expectations change as students move into master's level and that criteria and task descriptions have to capture expectations of disciplinary discourse that students have not necessarily been expected to meet before. Our studies show that teachers at master's level may need support in the unpacking of these disciplinary expectations and when they get this type of support they are able to address challenges in such a way that it promotes student performance. In many mixed ICLHE and EMI contexts, one of the great challenges is therefore to unpack course and disciplinary expectations and to make these explicit and tangible to students.

Inmaculada Fortanet-Gómez
Universitat Jaume I, Spain

Noelia Ruiz Madrid
Universitat Jaume I, Spain

Multimodal affordances in teacher training for CLIL in Higher Education

'Affordance' has been defined as what is possible to represent, that is, the meaning potential of a mode (Kress, 1993; Van Leeuwen, 2005). The way people use a mode conveys a certain meaning in a determined context (Jewitt, 2009). The use and combination of modes in teaching settings is varied and depends on the discipline. Indeed, a fundamental aspect for a comprehensive understanding of the disciplinary discourse is only available through the understanding of the system of semiotic resources used to represent this disciplinary knowledge (Airey, 2016; Chan, 2015). However, only a few studies have focused on how multimodal affordances can help CLIL teachers in their task to transmit knowledge and facilitate learning of content through a foreign language (Airey, 2015; Evnitskaya & Jakonen, 2017). And even fewer, on how these affordances differ from one discipline to the other and can be identified and employed by content teachers in their CLIL training course.

Using as an illustrative example 5 mini-lectures, in this paper we discuss the relationship between the ways of knowing that constitute a discipline and the modes of disciplinary discourse used to represent this knowing in a CLIL context. The data comes from a series of mini-lectures in several disciplines carried out by content lecturers during a teacher training course for CLIL in higher education at Universitat Jaume I. This dataset is used to illustrate our proposed characterization of multimodal disciplinary discourse and its associated multimodal ensembles.

Results from this analysis will pave the way for a pedagogical proposal for CLIL teacher training, which may afford:

1. Awareness raising of teachers about the multimodal affordances of their discipline and how they introduce these affordances in their own teaching practices using L1;
2. Reflection on which of these affordances can be reinforced in CLIL sessions and how to do it.

Davinia Sánchez García
Madrid Open University, Spain

Teacher discourse strategies in English-medium instruction at the multilingual university: A contrastive study

The fast expansion and consolidation of English-medium instruction (EMI) at university level is a reality that requires a profound change in linguistic and pedagogical classroom practices. However, despite the fact that more and more university degrees and courses are taught entirely through English as an additional language, little specific empirical analysis has been carried out in relation to the linguistic, cultural and academic challenges derived from the use of English as a language of instruction within the multilingual classroom in Spain. Since language represents the main access to academic knowledge and skills, teaching through an L2 requires teachers to be better equipped with the linguistic resources necessary to deliver content subjects despite any possible conceptual complexity.

Under this circumstance, this study focuses on examining the discourse strategies that teachers employ when delivering content subject and whether these strategies vary depending on whether the language of instruction is lecturers' L1 (Spanish) or L2 (English). The ultimate objective is to throw some light on the discourse needs that teachers may need when lecturing through English as an L2 with the idea of providing some discourse guidelines that would help them become even better communicators. In order to do so, a corpus consisting of 8 classes conducted in Spanish and another 8 lectures conducted in English, all of them addressing the same content within the field of Business Administration, has been analysed.

The study reveals that lecturers involved in EMI may be empowered and may benefit from specific teacher education programs that would help them become aware of their individual linguistic repertoires and the manifold discourse strategies that they have at their disposal. In this way, lecturers could develop a different linguistic sensitivity to be able to adapt the contents to the new language and develop teaching procedures that would enhance students' learning.

April Ginther
Purdue University, United States of America

Xun Yan
University of Illinois at Urbana-Champaign, United States of America

Interpreting the relationships between TOEFL iBT scores and GPA: Language proficiency, policy, and profiles

This study examines the predictive validity of the TOEFL iBT with respect to academic achievement as measured by the first-year grade point average (GPA) of Chinese students at Purdue University, a large, public, Research I institution in Indiana, USA. Correlations between GPA, TOEFL iBT total and subsection scores were examined on 1990 mainland Chinese students enrolled across three academic years (N2011 = 740, N2012 = 554, N2013 = 696). Subsequently, cluster analyses on the three cohorts' TOEFL subsection scores were conducted to determine whether different score profiles might help explain the correlational patterns found between TOEFL subscale scores and GPA across the three student cohorts. For the 2011 and 2012 cohorts, speaking and writing subscale scores were positively correlated with GPA; however, negative correlations were observed for listening and reading. In contrast, for the 2013 cohort, the writing, reading, and total subscale scores were positively correlated with GPA, and the negative correlations disappeared. Results of cluster analyses suggest that the negative correlations in the 2011 and 2012 cohorts were associated with a distinctive Reading/Listening versus Speaking/Writing discrepant score profile of a single Chinese subgroup. In 2013, this subgroup disappeared in the incoming class because of changes made to the University's international undergraduate admissions policy. The uneven score profile has important implications for admissions policy, the provision of English language support, and broader effects on academic achievement.

Kevin Haines
University of Groningen, Netherlands

Gerald Jonker
University of Groningen, Netherlands

Margaret McKinney
University of Groningen, Netherlands

Language policy and the international classroom: Building bridges of understanding. A case study of an International Bachelor in Engineering programme

In 2014-2015, the international classroom project at a Dutch university developed case studies of programmes already being taught through English. One general recommendation for the Faculty of Maths and Natural Sciences was to embed language development and the development of intercultural competences in its international programmes. This process has been supported by the institution-wide language policy adopted by the university in 2015.

At the Industrial Engineering and Management (IEM) Bachelor programme, some provision had already been made to support students' use of English, but this needed refinement. This paper describes a two-step approach to the further implementation of the language policy in the case of the IEM programme. The approach aims to guarantee that students achieve a minimum level of English proficiency by the end of the first year and thereafter to facilitate a further improvement in academic communication skills so that Bachelor students are able to develop new concepts in an (academic) engineering setting. By the end of their Bachelor programme, these students should be able to function as active participants in an academic (engineering) community.

The first step, given the diversity in backgrounds (both Dutch and non-Dutch), has been to support students in attaining a minimum (high B2/low C1) proficiency in writing and an 'adequate' level for presenting in English by the end of their first year. The procedure is based on a CEFR-related assessment and support when necessary through non-mandatory extra-curricular workshops. Students value this approach as both fair and necessary.

The second step, which is under construction, requires a more detailed consideration of the language used in the IEM programme, helping students after the first year to build their academic communication skills further. This involves the development of learning communities and a focus on cultural aspects as well as the further development of students' language skills.

Glenn Ole Hellekjær
University of Oslo, Norway

Renate Klaassen
Delft University, Netherlands

Jennifer Valcke
Karolinska Institute, Sweden

Difficulties may be deceptive: Investigating student complaints about EMI lecturers' English proficiency

Student complaints about lecturers' English proficiency is a perennial problem in EMI courses and programs. Of course, difficulties may be due to the lecturers' poor pronunciation or the lack of grammar/vocabulary skills needed to make oneself understood. However, studies have shown that student comprehension difficulties may just as well be due poor lecturing behaviour, weaknesses in the students' English proficiency, or due to more general difficulties with subject understanding and understanding key terms and concepts, problems that are present in L1 lectures as well. Indeed, students might not even be aware of deficiencies in their English proficiency when they find disciplinary jargon too difficult to access with general academic language skills. In other words, the reported gaps between in lecturers' performance and students' perceptions may not as simple as one may at first presume, and unpacking this gap is the goal of the present study. Our main research question is therefore whether the source of perceived misunderstanding is due to the students' or lecturers' language proficiency or due to difficulties understanding the subject matter.

In the present study, we use a mixed methods approach combining lecture observations using observation checklists with a student survey filled in during the observed lectures to examine this issue. The survey will also provide further information about the nature of the students' difficulties. Our samples comprise three lectures in engineering/medical school contexts, at the University of Oslo in Norway (or a neighbouring institution), the Karolinska Institute in Sweden, and Delft University of Technology in the Netherlands.

Rupert Herington
University of Leeds, United Kingdom

Integrating active learning techniques into a course for trainees preparing for English medium instruction

One of the challenges for university teachers delivering disciplinary content through an additional language is the need to recognise that it is not solely a matter of altering the language(s) used when teaching but it is also the application of alternative teaching methodologies to help facilitate students' learning (see Cots, 2013). Some universities provide training courses to teachers; however, these courses, given time constraints, may primarily focus on advising what teachers should be doing rather than providing a real opportunity for the teacher to experiment with and consider alternative techniques.

This paper presents a selection of active learning techniques, such as mini-simulations, which have been integrated into a course for teachers who are involved in teaching discipline-specific courses through an additional language. The course has been delivered by the author on multiple occasions to teachers at several universities in Japan. The paper illustrates how the incorporation of active learning techniques into the course assists trainees to learn about the benefits of active learning, focusses attention on pedagogy as well as language, and facilitates trainees' understanding of how these techniques might be applied to their own large and small group teaching situations.

The paper provides the theoretical rationale for such an approach as well as guidance about how to design and implement active learning activities. It aims to stimulate discussion from the audience about the strengths and weaknesses of such an approach for the design of training courses for teachers.

Eun Gyong Kim

Korea Advanced Institute of Science and Technology, Korea

The current state and future directions of English-medium instruction (EMI) at Korean engineering universities

Korean universities began offering EMI classes in the 1990s, and the number has significantly increased since the mid-2000s. By the year 2011, 30% of all classes offered by universities in the Seoul metropolitan area and 10% of those in other areas were conducted in English. Korean engineering universities have taken the lead in the implementation of EMI among Korean universities. This study examines how EMI started and has been implemented in Korean engineering universities and how Korean engineering professors and students perceive EMI. For these research objectives, the study reviews relevant literature on EMI in Korean engineering universities and the Korean government's EMI policies. It also reports the survey results of faculty and student questionnaires and interviews conducted in 2014 at the three major engineering universities, Korea Advanced Institute of Science and Technology (KAIST), Pohang University of Science and Technology (POSTECH), and Ulsan National Institute of Science and Technology (UNIST). In its conclusion, the study attempts to offer sound suggestions, including ICLHE, for the future development of EMI at Korean engineering universities.

Renate Klaassen
Delft University, Netherlands

Exploring implementation strategies across the 4 technical universities in the Netherlands

Delft University of Technology and Maastricht University have been early adopters of English medium instruction at the Master level of the respective Universities (Vinke et al., 1998 , van Leeuwen, 2004).

Simultaneously, with the growth of English-medium instruction programmes around the world (Wachter & Maiworm, 2014; Dearden, 2015) the body of research has grown along linguistic & cultural lines of investigation (Wilkinson, 2004). Now, according to Bradford (2016), it is equally time to expand the framework towards administrative, managerial issues and institutional challenges. In the recently established 4TU Centre of Engineering Education the question was raised which type of implementation strategies can be used most advantageously in engineering education, when introducing English –medium instruction. In a cross institutional survey amongst the 4 Technical Universities in the Netherlands at the programme/institutional level, we explore the following issues: Which type of measures can best be taken in terms of support, regulations at institutional level and within which framework are these measures taken. Especially, since the positioning of the institution as competitor in the Higher Education Arena in Europe differentiate at national and European levels (Splunder, 2015).

In the paper, the results will be discussed with the Dafouz & Smit (2014) framework in mind and the aim to analyse the process of implementation at programme level in the different institutions. Each institution has around 20 different bachelor programmes to 40 different master programmes. We will discuss implementation strategies, regulations, policy and positions depending on the nature of the engineering fields.

Petra Kletzenbauer
FH JOANNEUM University of Applied Sciences, Austria

Ulla Fuerstenberg
University of Graz, Austria

Margit Reitbauer
University of Graz, Austria

Language-enriched CLIL teaching: Professional development for academics

Following the trend of integrating content and language in higher education (ICLHE), Austrian universities have enthusiastically embraced this approach to a greater or lesser extent depending on their motivation to internationalize their study programmes. Starting with EMI initiatives, some teachers involved have recently concluded that the role of language is not a means to an end and thus central to achieve the 'dual focus' i.e. the teaching of language and contents which is a core element often discussed in the CLIL community (cf. among others Dalton-Puffer et al., 2010; Smit, 2013).

When taking a closer look at Austrian universities, CLIL might be characterised by high-end expertise for content combined with a lack of linguistic and didactic competence. In other words, CLIL teaching and learning at tertiary level is, first and foremost, content subject teaching and learning. The additional language in which teaching and learning takes place is not taught as such, and teachers in higher education emphatically do not see themselves as language teachers – a valid argument as they often lack proper training thereof.

Along with Vollmer (quoted in Becker-Mrotzek et al., 2013:34), content and language teachers agree that "language learning within CLIL does not just happen all by itself, but that it has to be planned, extended and continuously exercised within the framework defined by the subject or topic". Hence, both parties have to learn to accept that only an understanding of their different teaching and learning perspectives and, ultimately, a symbiosis of their respective teaching methodologies makes achieving the 'dual focus', possible. In our paper, we explain this concept in more detail by giving an insight into a successful training programme for CLIL teachers in HE, which goes beyond general ELT methodology. Despite being rooted in the area of foreign language teaching, CLIL in HE lacks methods that specifically explain the interplay of content and language, especially when the content is highly specialised and complex. The training programme in question addresses this gap by making content teachers aware of the centrality of language.

Sophie Swerts Knudsen
University of Copenhagen, Denmark

Slobodanka Dimova
University of Copenhagen, Denmark

Reading strategies in EMI: Teacher and student perspectives

Because of internationalization and the implementation of EMI in tertiary education, students are required to read increasingly more in English both in graduate and undergraduate years. This situation leads to substantial problems voiced both by lecturers and students: it takes more time and effort to read and learn from texts in an L2 (Hellekjær, 2009; Pecorari et al., 2011b; Tatzl, 2011). In addition, students fail to complete their reading assignments in preparation for classes, resulting in inability to follow the lectures (Pecorari et al., 2012; Mežek, 2013). For this reason, the Department of Nutrition, Exercise and Sports (NEXS) at the University of Copenhagen decided to implement a series of EMI workshops, which were taught from 2011 until 2015. To investigate the effects of these workshops on teaching and learning, as well as students' and lecturers' perceptions on reading skills and strategies, IELTS test data from students and interviews with teachers and students were collected.

The test results indicated that the students' level in reading skills fluctuated very little across the 5 years. However, approximately 25 % of the students who took the reading test performed at the low end of the IELTS scale, i.e. below 6.5. Based on the interviews, it became clear that content teachers were aware of the problem and implemented, both consciously and subconsciously, reading skills activities in their courses to support students in their struggle to read.

Results suggest that to understand academic literacy and to design appropriate support for our multilingual, multicultural students, closer collaboration between language and content teachers is essential. In particular, awareness should be raised among teachers and students about the transferability of L1 literacy skills in L2 reading, as well as the necessity for continuous support.

Yoko Kusumoto
J.F.Oberlin University, Japan

Monica Hamciuc
Miyazaki International College, Japan

Active learning strategies and critical thinking development in CLIL college courses

Generally defined as an inventory of pedagogical strategies that place the learner at the heart of the teaching-learning process, active learning strategies have long been shown to have an impact on the development of content knowledge and critical thinking skill in the classroom. Active learning refers to techniques that have students actively engage with the material they study through meaningful talking and listening, reading, writing, and reflecting. Content and language integrated-type (CLIL) instruction, with its dual focus on developing both content and language ability, often employs active learning strategies to achieve its goal. When teaching CLIL classes in Japan, however, there may be some resistance to active learning by students who are accustomed to teacher-centered instruction, students who prefer passive learning, or students in large classes. This presentation will show how active learning strategies can be employed in CLIL courses to improve attitude towards active learning and critical thinking, and what the impact on critical thinking skills is in such environments. The presenters will begin by identifying and classifying several different types of active learning activities designed to match the content and objectives of their individual CLIL courses. Then, they will show how these active learning approaches map onto a list of several critical thinking skill categories. Next, they will introduce two critical thinking assessment tools and show the results of critical thinking development in their CLIL courses. Finally, they will discuss the implications of positioning critical thinking development as a third objective of CLIL courses, along language and content instruction.

David Lasagabaster
University of the Basque Country UPV/EHU, Spain

Aintzane Doiz
University of the Basque Country UPV/EHU, Spain

Víctor Pavón
University of the Basque Country UPV/EHU, Spain

Dealing with language issues in English-medium instruction from the content teachers' perspective

The main stumbling block to implementing EMI (English-medium instruction) programmes in Spanish universities has to do with the lack of English competence. In addition, it has to be noted that the majority of Spanish universities do not offer their EMI lecturers any specific training related to EMI teaching (Halbach & Lázaro, 2015). This is one of the main reasons why content EMI lecturers do not usually consider language aspects (Aguilar, 2015). However, language development and learning the nuances of the language used in each specialization should be an integral part of any EMI experience. This entails students learning the specific discourse, vocabulary, and syntax characteristic of each discipline (Llinares, Morton & Whittaker, 2012).

This study is part of a 4-year longitudinal research project whose main aim is to boost content and language teachers' collaboration at university level. With this in mind, 15 content teachers' beliefs and practices were analysed through discussion groups carried out at the University of the Basque Country and the University of Cordoba in Spain. The participants discussed their approach to language teaching (if any at all) and the way in which collaboration between language and content teachers can be implemented.

The analysis of the results firstly showed that content teachers pay no heed to language forms although they acknowledged that they would welcome support from language teachers in order to tackle language issues. Consequently, they were positive about (language and content) team teaching collaboration. Secondly, they also noted the similarities and differences between teaching content in their L1 and in English. Lastly, the participants pointed out the need to find ways of bolstering students' participation, as the latter are often reluctant due to their low English proficiency. The results of this study will help us to lay the foundations for team teaching.

Karen M. Lauridsen
Aarhus University, Denmark

European projects as Continuous Professional Development

Recent years have seen an increased awareness of the need for Continuous Professional Development (CPD) of academic staff teaching international programmes to diverse student audiences. At the same time, many academic units are under pressure from the university leadership teams to demonstrate a positive impact of the development activities that they engage in, more than anything because of the resources allocated to – or spent on – such projects.

While CPD may be organized as regular courses, workshops, etc., much development actually happens in other less formalized contexts. In development projects such as those financially supported by the EU Erasmus+ and other programmes, focus is on the concrete outcomes and how they have impacted on developments in higher education institutions or have otherwise been exploited. This is to be demonstrated in so-called Impact and exploitation reports. The IntlUni Erasmus Academic Network (2012-15) is a case in point.

A different perspective would be to focus on the impact such a project has for the CPD of the experts directly involved. Based on a survey conducted 15 months after the completion of the IntlUni project, this paper analyses and demonstrates the impact it has had on partner representatives' awareness of the key issues related to the teaching and learning in the multilingual and multicultural learning space. Moreover, it demonstrates to which extent they have changed their behaviour as a result of what they, personally, have learned while working on the project. These results are discussed and compared with the results of the impact and exploitation report completed in the last 6 months of the project. Thus, it is possible to gauge developments that have in fact taken place for the individual experts during and after the completion of the project.

Katja Årosin Laursen
University of Copenhagen, Denmark

Sanne Larsen
University of Copenhagen, Denmark

Supporting BA students' disciplinary writing in two languages

This presentation reports on the development and implementation of a pilot project at the University of Copenhagen (UCPH) seeking to support students' disciplinary writing in Danish and English through workshops that were embedded within an existing bachelor-level course in biochemistry at the Faculty of Science. Recognizing the need to support students' development of disciplinary literacy skills at an early stage of the education, the program in Biochemistry recently introduced this course as an obligatory element of the BA-curriculum, with learning objectives and activities focusing on how to read research literature in the field and communicate disciplinary knowledge in oral and written form. Like the majority of bachelor-level courses at UCPH, the language of instruction on the course is Danish, but English also plays a role - as the language of most of the research literature discussed and as an optional language for the written exam project. In the first year of teaching the course, the content teachers experienced challenges in managing a number of aspects of the parallel literacy required on the course, including how to guide students in the choice of language for the written exam project and how to support their writing process and product in two languages. In the presentation, we first describe the content of two workshops that tried to address these issues and the nature of the cooperation between content teachers and academic language consultants. We then discuss the general need for, and value of, embedding a parallel focus on disciplinary writing in Danish and English in content courses at the University based on data from the five-year development project, The Language Strategy.

Elizabeth Long
University of Modena and Reggio Emilia, Italy

Teacher watching – English in Electronic Engineering, a peer observation project among Italian lecturers

Italian universities are embracing the challenges of internationalization in Higher Education by offering increasing numbers of English taught courses (ETPs) at undergraduate and postgraduate level. This paper is the result of a small, internal, classroom-based action research peer observation project conducted among academic staff teaching on a Masters course in Electronic Engineering at the University of Modena and Reggio Emilia named E3TQM Total Quality Management, following on from attending in-house lecturer training courses in ICL.

Data was collected from lesson observations over two academic years in one postgraduate course and involved collating observation sheets, post-lesson teacher reflections, and student feedback on the lessons. The resulting dossier on each lecturer provided invaluable input for reflection on teacher performance, language ability, and pedagogic impact.

The presentation focuses on the project itself and the feedback obtained, and it identifies implications for the department and the university in conducting this type of internal enquiry.

Branka Drljača Margić
University of Rijeka, Croatia

Elisa Velčić Janjetić
University of Rijeka, Croatia

What it takes to successfully implement English-medium instruction: A case study

The present study draws on the notion that the successful implementation of English-medium instruction (EMI) depends on three key factors: a) meeting certain conditions, such as adequate funding and organisation, b) teaching staff commitment, and c) staff members' (linguistic) competencies (cf. Drljača Margić and Vodopija-Krstanović, 2017; Mellion, 2008). The authors enquire not only into the presence of these factors but also into the perception of their fulfilment. The data were collected by means of a questionnaire, conducted with 72 teachers at the Faculty of Engineering in Rijeka (FER), Croatia, as well as five individual semi-structured interviews, carried out with the members of FER management.

The findings indicate that the majority of the teachers and the management welcome this educational innovation and consider its introduction to be feasible. The management believes, unlike the majority of the faculty that the problems anticipated by the teachers, such as work overload and lack of finances for hiring new staff, would be solved through the revenues obtained from relevant projects and tuition fees. Regarding the teachers' commitment, more than half are willing to hold classes in English; however, it is believed that a better flow of information and institutional support would enhance teachers' inclination to invest extra time and effort in classes and in their professional advancement. As for language competencies, despite high levels of self-assessment, the majority expect language assistance from their institution. The teachers also expect the introduction of a language-in-education policy, which would sustain an equitable balance between foreign languages and the national language in higher education.

It is argued that if a higher education institution wants to benefit from EMI, it should take a responsible approach to its adoption, involving meeting certain prerequisites, providing language support and ensuring quality assurance.

Xavier Martin-Rubió
Universitat de Lleida, Spain

Facing the complexities of EMI in higher education: Insights from a Catalan and a Danish university

This past winter semester, I taught two subjects to year-one students of the Audiovisual Communication and Journalism degree at Universitat de Lleida, in Catalonia. The subjects were 'English for Media' (an ESP/EAP subject) and 'Theory of Communication' (a content subject). I hold degrees in English Studies and in Audiovisual Communication, which is why I can teach both subjects, since as Airey (2016: 77) points out "a language teacher cannot be a content teacher at tertiary level." I am also currently analyzing the impact of an Erasmus exchange to a Danish university on a group of Catalan engineering students. The purpose of this presentation is to compare the two national contexts, taking the following factors into account: (i) the nature of the subjects within Airey's (2016: 73) language/content continuum; (ii) the degree of diversity of the linguistic repertoires of the students in the class groups; (iii) the degree of diversity of the language practices as determined by the teacher and the teaching material; (iv) the methodological approach used by the teacher; and (v) the nature of the degree and of the specific subject within the degree at large. The data used comprise: two group discussions with the Catalan Erasmus students before and after their stay and a group interview with staff from the Danish university on the Danish side; and two group discussions with students of the 'Theory of Communication' subject carried out on the last day of class and a great deal of documents from both subjects (which includes teaching material, exams, essays, and individual interviews with the students) on the Catalan side. Although the focus will be on what goes on in the classrooms, the socio-political realities of Catalonia and Denmark will obviously be taken into consideration as well.

Kara McKeown
Zayeb University, United Arab Emirates

Wayne Jones
Zayeb University, United Arab Emirates

Embedded English language instruction in a College of Arts and Creative Enterprises: Challenges, barriers, and supports

This presentation will report on an exploratory investigation into English as a medium of instruction (EMI) and the role of in-sessional language instruction within the College of Arts and Creative Enterprises (CACE) at Zayed University in the United Arab Emirates. A case study methodology was used to explore the challenge of EMI within the college using mixed methods. The results will be presented based on three key areas: a discussion of structural challenges to effective teaching through EMI; a discussion of key barriers to effective teaching through EMI; a discussion of key supports to effective teaching through EMI. Finally, practical recommendations will be made for effective EMI practices at the course, college and institutional level.

Camilla Falk Rønne Nissen
University of Copenhagen, Denmark

Lars Ulriksen
University of Copenhagen, Denmark

“It takes practice” – student experiences and strategies in EMI situations

Following the Bologna process, there has been a noticeable trend at traditionally non-English speaking universities towards English Medium Instruction (EMI) in order to attract more international students. As a consequence, the students do not necessarily share their first language – or the first language of the teacher – nor is English the first language of many of the students and teachers. This increased diversity of the classroom in regards to linguistic and cultural repertoires (including educational background) means that the setting for content learning has changed.

The present paper presents extracts from an ethnographic study of language use in three different courses that were all taught in English and offered at different faculties at the University of Copenhagen. All three courses were first year MA-level courses. The students at the three courses were followed from the course start through to the exam. The students were followed in different parts of the course work, e.g., group work, lectures, during coffee breaks and at the oral examination. All students completed a survey and a number of students were interviewed.

In the paper, we will discuss the experiences and strategies of different students attending the courses. The analysis draws on work in the area of EMI, especially in Nordic settings. We focus on student experiences of content learning in English and the students’ individual strategies for operating in an international classroom. We will present student portraits based on the empirical material. A key finding is the variations in the students’ experiences and strategies as they occur across the three different courses and the different students.

This analysis provides further insight into the experiences of students and their learning strategies and a number of pedagogical recommendations are made.

Joanne Pagèze
University of Bordeaux, France

Kirsi Westerholm
University of Jyväskylä, Finland

Teacher development for English medium instruction - Finnish or a French design?

The rapid expansion of English medium instruction (EMI) in Europe and the wide range of practices across institutions and disciplines is well-documented in the literature (Airey, 2015; Hellekjær, 2007, Dimova et al, 2015, Doiz et al, 2012.) However, there has been little comparative study of the phenomenon between Northern and Southern Europe. These higher education learning spaces and contexts can be assumed to differ widely with, on the one hand, the high number of EMI courses in the parallel language contexts of Scandinavian countries and, on the other, the strong position of the first languages in Southern European countries and relatively fewer English-taught programs. However, it can be argued that comparison of disciplinary teacher development initiatives in such contexts may provide us with insights into the wider impact of EMI on teaching and learning in higher education institutions. High quality EMI requires strong and transparent institutional language and internationalization policies, systematic recruitment and training of EMI staff, and support measures for students but, as we know, the reality on the ground may be quite different. The adjustment of disciplinary teachers to teaching in international classrooms requires adaptation and reflection; this takes time and is highly context dependent. This paper will analyze data from two university teacher development programs for EMI disciplinary teachers: one from the University of Bordeaux, France, and the other from the University of Jyväskylä, Finland. Our main focus is to evaluate and compare the impact of these programs on changing disciplinary teacher identities, pedagogical choices, and ideas about language in the months and years after EMI training. The data used include reflective blog posts and portfolios by program participants, questionnaire responses in the two countries, as well as class observation notes.

Edgar Marc Petter
Zürcher Hochschule für Angewandte Wissenschaften, Switzerland

Daniela Fernando
Zürcher Hochschule für Angewandte Wissenschaften, Switzerland

Oliver Winkler
Zürcher Hochschule für Angewandte Wissenschaften, Switzerland

Crossing borders – multilingual scenarios in tertiary level language and communication courses for engineering students

The role of language teaching in engineering degree programmes finds itself at a crossroads today. Training communicative competence in a professional and scientific environment can no longer be based on the assumption that languages should be taught as compartmentalised subjects and in complete isolation from each other. A recent study conducted by the Language Competence Center and School of Engineering at the Zurich University of Applied Sciences confirmed that everyday work situations in engineering professions require the use of German and English as part of one communication setting. Consequently, the language learning experience should be more closely related to these cross- and multilingual realities.

Scenario-based language teaching paves the way for an integrated approach that aims at connecting tasks or scenarios with the relevant multilingual repertoire. The focus hereby lies on individualised and learner-centred activities such as coaching, training, formative feedback and assessment.

This paper presents a scenario-based teaching model within an engineering curriculum against the background of multilingual learning theories. It discusses both the advantages and disadvantages of such a format in higher education settings. A communication module taught to business engineering students finally serves as a practical example to explore 1) the minimal requirements needed to set up a specific scenario, 2) how students experience the new format, and 3) how initial challenges can be overcome.

Helena Roquet
Universitat Pompeu Fabra, Spain

Study on a morphosyntax in the EMI classroom

This study seeks to measure the linguistic impact of a specific EFL learning context, i.e. content courses such as Finances or Business, taught through the medium of English, in the case of advanced higher education EFL learners. Courses that take such an approach have been lately labelled English-medium instruction (EMI) courses, a term adopted in this study. By linguistic impact we mean impact on proficiency in morphosyntax with one test (a cloze test tapping on morphosyntactic elements). The present study is part of a larger one that also measures vocabulary and pragmatics, mostly at a productive level, and non-linguistic variables.

The study has benefited from the fact that we have at hand EMI data of two sorts: an EMI programme which we call 'full immersion', as the entire degree is taught through the medium of English, corresponding to the International Business English (IBE) degree at Universitat Pompeu Fabra in Barcelona (UPF); another EMI programme in which only approximately half of the courses in the degree are EMI courses. This allows for a comparison of these two groups, an immersion group (IM) and a semi-immersion group (SIM) both in their second and third year in their degrees. Students are ranked for their onset proficiency level when data are collected (by means of the Cambridge Placement Test). The participants (n= 79; mean age=19,20) are Catalan/Spanish bilinguals.

Due to data collection unforeseen difficulties with the same students, this is a cross-sectional study with data from one time (March 2016).

Diane Schmitt
Nottingham Trent University, United Kingdom

When language support is not enough: Integrating content and language across a university

Much of the research on integrating content and language in higher education has been carried out in contexts where the language entry requirements for EMI programmes are set at CEFR B2 or higher. This presentation reports on a proposed plan of action for an EMI university in the Middle East which aims to support the language development of its undergraduates. The university has a minimum language entry requirement of IELTS 5.0 and a graduate language learning objective which states that graduates will be able to communicate effectively in English, using academic and professional conventions appropriately. Currently, the latter is not being met because one-third to one-half of students are unsuccessful in achieving IELTS 6.0 after four years of study. This poses a threat to the reputation of the university because inadequate language proficiency prevents students from meeting graduate disciplinary learning objectives. Like staff interviewed in Dafouz et al. (2016), content teachers believe that integrating content and language is inherently difficult and language teaching is not their job. It is common for faculty to “work around” the students’ language difficulties to try to deliver content rather than “work with” the language of disciplinary content to support understanding and develop students’ communicative effectiveness.

The action plan pairs content and language specialists in the shared collaborative space of academic literacies to support mapping of the degree landscape to identify content, academic literacy and language objectives for all degree programmes. The model proposes an administrative structure for content and language integration that supports pedagogic staff development, programme evaluation, and sets a pedagogic research agenda.

Samantha Seiter
The University of Oxford, United Kingdom

Stakeholders' attitudes towards English medium of instruction for academic subjects in the Japanese higher education context

Universities around the globe are increasingly implementing English medium of instruction (EMI) language policies to teach degree programmes at both the Undergraduate and Graduate level. Ostensibly this is to attract international students, to raise the university's global profile, and to increase the employability of their graduates. Research on whether such policies in Japan are perceived as effective by key stakeholders is sparse. This study therefore aims to fill this gap by examining Japanese professors and students' attitudes towards EMI.

This mixed-methods inquiry focused on 6 Japanese universities: 3 in Tokyo and 3 in Kyoto. Each participated in the Global 30 (G30) Project. Concluded in 2014 and replaced with the Top Global University Project, this project aims to not only attract international students to study in Japan, but to create Japanese global jinzai (global human resources (GHR), Yonezawa, 2014). One characteristic of such GHR is the ability to communicate and negotiate in English, and therefore English is progressively being adopted as the medium of instruction. This topic therefore falls under the conference theme 'learning disciplinary content through an additional language'.

This presentation will focus on preliminary findings from both the questionnaires (n=483) and interviews (n=22) conducted with professors and students from subjects such as Law, Science, Business, Engineering, and Economics. Initial analysis reveals a complex picture involving themes and predictors such as self-reported English language proficiency, age, the Japanese approach to English language teaching and learning, Japanese history, and the Japanese education system. The over-arching belief is that EMI has both positive and negative influences in Japanese HE.

Jérémie Séror
University of Ottawa, Canada

Alyse Weinberg
University of Ottawa, Canada

“I was good at French in high school...but”: Transitioning to university-level French immersion programs

A great deal of time and resources are invested throughout Canada by students who join French immersion programs to develop their literacy skills in their second official language (Canadian Heritage, 2015). While these programs have grown in popularity and have been recognized as a successful model of learning disciplinary content through an additional language exported worldwide (Courcy, 2002), little is known about those immersion students who seek to pursue French studies beyond high school (Séror & Weinberg, 2015). This paper reports on longitudinal case studies of university students registered within the University of Ottawa Régime d’immersion en français. Drawing on an academic discourse socialization approach (Duff, 2010), the paper will examine students’ perspective of their literacy development in these programs and their positioning as they transition from high school French immersion to a program designed to promote advanced levels of academic biliteracy and bilingualism. Key factors such as students’ plurilingual backgrounds, their perception of their sense of legitimacy and belonging as French learners, as well as the interactions (both in and out of the classroom) which help construct these perceptions will be highlighted. The paper will document the impact these factors have on students’ dynamic and constantly evolving understanding of what it means to choose to continue to pursue French at a university level. Conclusions will focus on the implications of these findings for the design of courses and programs which seek to integrate content and language.

Lijie Shao
Trinity College Dublin, Ireland

Multiple case studies regarding EMI (English as a medium of instruction) in the context of “internationalised” higher education worldwide

In the context of English as a global language and the internationalisation of higher education, this doctoral project is based on multiple case studies on EMI in undergraduate business programs at three universities from Japan (Rikkyo University, Tokyo), China (Xi’an International Studies University, Xi’an) and Netherlands (Maastricht University) respectively. This cross-sectional research will present an update of current EMI at tertiary level in these three countries representing the Expanding Circle of Global Englishes.

A “mixed methods” of a concurrent triangulation design has been employed. It attempted to examine school’s EMI policies, students and teaching faculty’s perceptions of EMI, EMI course and program design, teachers’ experience, training and support in EMI. By far field research in China and Japan has been conducted, involving 305 surveys circulated among second and third year students, 35 semi-structured interviews with students, teaching faculty and management/administrative level as well as 10 non-interruption classroom observations in different business subjects.

The data firstly reveals a holistic picture of the degree of “internationalisation” by implementing EMI in business programs at each institution. Meanwhile the positive outcomes and side effects of EMI have been elaborated. Discussions have centred on controversies pertaining to the pros and cons of EMI in current literature and further analyses has been pursued regarding causes that have possibly resulted in positive outcomes and side effects in three cases. Lastly, through the contrast and comparison, further recommendations are proposed for business programs of similar type at the higher education level worldwide.

Ute Smit
University of Vienna, Austria

Julia Huettner
University of Southampton, United Kingdom

Emma Dafouz
Complutense University of Madrid, Spain

Interactivity in EMI lectures: The potential for disciplinary meaning making in economics

As a still highly popular form of university teaching, lecturing has been researched widely and, in view of the by now broadly shared social constructivist understanding of learning, also critically regarding its pedagogical effectiveness in helping students learn the respective disciplinary content (e.g. Atkins et al 2002). In EMI contexts, the dilemma of teacher-centredness is arguably exacerbated by the different levels of English language proficiency; a concern responded to in various studies investigating EMI lecturing and student reactions to it (e.g. Dafouz-Milne & Núñez-Perucha, 2010; Thøgersen & Airey, 2011). While the findings are diversified and far from monolithic, most studies focus on, and thereby entrench the prototypical understanding of lecturing as a monologic teacher performance, often side-lining student contributions. In this paper, we aim to complement such research and focus on interactive lecturing sequences and the potential they arguably hold for students and teachers co-constructing content in English as an additional language.

As part of an international research project, this study analyses a data set of 8 full length lectures in two subjects, (i.e. Financial Accounting and Consumer Behaviour) of two Spanish lecturers in EMI at a Spanish Business Faculty. By drawing on socio-constructivist and conversation analytical approaches to classroom discourse (Mortimer & Scott, 2003), the analysis focuses on all episodes of explicit disciplinary meaning-making. In this EMI context, this is conceptualised as falling into two categories; firstly, language-related episodes (Basturkmen & Shackleford, 2015) and, secondly, episodes of disciplinary reasoning (Jimenez-Aleixandre & Erduran, 2008). In addition, interview data from both teachers provided additional insights into the emic perspective. Overall, the data yielded 31 language-related episodes, and 105 episodes of disciplinary reasoning. Findings suggest that there are distinct trajectories in the two subjects, influenced also by the level of students' disciplinary knowledge.

Nashwa Nashaat Sobhy
San Jorge University, Spain

Elisa Langa
San Jorge University, Spain

Philip Winne
Simon Fraser University, Canada

Zahia Marzouk
Simon Fraser University, Canada

Using trace data to take a peek into the Black Box: The case of 'Definitions'

Language for academic and specific purposes is of special importance in integrated content and language education so learners may access subject-knowledge and engage in 'doing' different sciences. Consequently, there is a movement towards making the "thought process available for learning" through fairly routinized language functions and moves (Dalton-Puffer, 2013:230) in specific subjects (Polias, 2016), across language genres (Llinares, Morton, & Whittaker, 2010) and across inter-subjective functions (Dalton-Puffer, 2016).

This presentation focuses on one of the most fundamental academic functions across disciplines: 'Defining'. Though definitions are distinguished by micro-moves and specifying features that easily set them apart from other functions in oral classroom interaction (Dalton-Puffer, 2016), they can occupy whole pages in specialized text (Trimble, 1985:75), which inexperienced learners studying disciplinary content through an additional language could find overwhelming given the combination of new language and new content (Cummins, 1984).

This presentation reports on a study, which explored how 21 students in an English medium instruction university (Spain) defined a target term. The students were presented with a schema to identify 'definition' constituents then their digital steps were monitored as they extracted gist from an online reading text and constructed definitions for a target term in their own words. For this, a state-of-the-art configurable web tool —'nStudy'— was used to record the performed activities (Winne et al., 2016). As the students proceeded to individually select and classify unit ideas online and defined the target term, 'nStudy' monitored and registered how they tackled the task. Students' digital footsteps and trace data offers a means to unlocking the black box of learners' process of thought; by accessing a more in-depth view of students' actions, the effectiveness and timeliness of our teaching interventions can be better assessed.

Valia Spiliotopoulos
Simon Fraser University, Canada

From 'lone ranger' to 'community of practice': Supporting faculty engagement and integrating content and language at the institutional level

One challenge facing most educational institutions wishing to integrate language and content into their teaching is how to engage its faculty members in a wide-spread initiative to diffuse innovation beyond the early adopters (Rogers, 1995). At Simon Fraser University, the Centre of English Language Learning Teaching and Research has been tasked with supporting multilingual students from across the disciplines by engaging 'content' faculty with a more integrative approach to learning both language and content in a discipline. As such, it is important to understand how an institute can shift from a lone-ranger approach, which is not sustainable, to a more collaborative approach, where faculty engage in professional learning in integrating content and language by building a community of practice with a common goal (Wenger, 2002; King & Lawler, 2005). CELLTR is researching and carefully analyzing the processes and approaches used to promote the integration of language and content for the purposes of making the necessary changes in policy, curricular and co-curricular programming, and practice, for meaningful educational change (Fullan, 1991). Data are being gathered from case studies of collaborations amongst faculty, as well as other naturally occurring institutional data. This session will focus on some of the preliminary findings related to a variety of approaches used for innovation diffusion (i.e. professional learning sessions, on-line resources/podcasts, best practice resources, mentoring), as well as some lessons learned that other post-secondary institutions may find useful.

Valia Spiliotopoulos
Simon Fraser University, Canada

David Rubeli
Simon Fraser University, Canada

Stephen Spector
Simon Fraser University, Canada

Integrating language, content, and critical thinking in an undergraduate business course: Assessing the impact on student learning and faculty engagement

This session will outline the preliminary findings of a collaborative course design and delivery project in a business school in a Western Canadian university whereby business faculty, language education faculty, and higher education consultants integrated language, content, and critical thinking objectives into the curriculum, instruction, and assessment of a newly required course entitled Critical Thinking in Business. Informed by language immersion and content-based instruction theory and methodology (Cammarata, et al., 2016), literature on English for Specific Purposes (Louhiala-Salminen et al., 2012), as well as by pedagogical approaches to supporting critical thinking in the business context (Colby et al., 2011; Walcott, 2005), this project uses a case study research methodology to situate the challenges of course design in the local post-secondary context (Lee and Marshall, 2012), and to assess the nature and impact of the interdisciplinary collaboration from both a student learning and faculty development perspective. Qualitative data from the faculty and consultant reflections on the transformative nature of the collaborative professional development will be gathered and reported on. The presentation will also share pre-post questionnaire items and assessment criteria that will compare quantitative data gathered on student perceptions of student learning of language, content, and critical thinking skills, with more objective measures. It is hoped that this case study will better inform future collaborative efforts in course design and delivery within the business school and across the disciplines in the higher education context to support the communication and critical thinking skills of multilingual students.

Simone Stuers
Open University, United Kingdom

English as a medium of instruction in higher education in Germany: A study into English language entry requirements

There is a rising number of English-medium programmes offered at universities and universities of applied sciences in Germany. While research has focused on various issues surrounding this phenomenon, there is a dearth of research into the English-language entry requirements on English-medium programmes. This research investigates the usage, role, and perceived relevance of English language entry requirements on English-medium programmes. It analyses different groups of stakeholders and shows how the ministry, administration, students, and faculty manage and perceive English language entry requirements.

The study used a variety of methodologies. As a start a website survey was conducted consisting of 426 institutions in Germany's higher education sector, scanning their homepages for English- medium programmes and their English language entry requirements. A questionnaire and oral interviews were conducted with students of 7 institutions in North Rhine-Westphalia; also its staff, lecturers and programme chairs, was surveyed. Furthermore, the NRW Ministry of Innovation, Science and Research was included to provide information about state level guidelines.

The website search revealed a non-standardisation of language entry requirements for master's level; bachelor studies can be accessed with the German school leaving certificate (Abitur) in general. This search revealed that IELTS, TOEFL, Cambridge, ESOL, UniCert and the CEFR framework and some institutionally specific tests were the most commonly used. The survey on students highlights a perceived unimportance of the English language entry requirements for their studies. Also, the survey on educational staff shows that institutions tend to rely on educational standards and processes and do not tailor-make it for their EMI programmes. General recommendations of the NRW Ministry of Innovation, Science and Research were followed.

Keiko Tsuchiya
Tokai University, Japan

María Pérez Murillo
Complutense University of Madrid, Spain

‘Where will English in Japan go?’: Students’ perceptions of EMI-CLIL instruction at higher education in Japan and in Spain

EMI-CLIL instruction has been implemented in Spain since the late 1990s (European Commission, 1999) and in Japan in the 2000s (MEXT, 2012). In the previous study, Tsuchiya & Perez-Murillo (2015) identified different rationales behind EMI lectures in Europe and Japan: the former seems proactive, following the EU multilingual policy, whereas, the latter reactive, to provide human resources with English proficiency for its economic purposes. In this presentation, we further investigate how students frame the practices of EMI-CLIL, adapting the concept of transnational social transformation to the translanguaging context of EMI-CLIL (Duff, 2015; Vertovec, 2009). This presentation reports part of a three-year research project of EMI-CLIL at universities in the two sites, Madrid and Kanagawa, focusing on students’ use of languages in daily life and their perceptions of EMI-CLIL lectures. A longitudinal questionnaire survey has been conducted from 2013 to 2015 in both countries, and 500 respondents contributed to the study in total (408 students in Spain, 92 in Japan). The results from the students’ comments, which were obtained through a thematic analysis, show their ambivalent attitudes towards EMI-CLIL lectures: their desires to be bi/multilinguals and their concerns about not knowing contents in their mother tongues. However, there are some differences: while most of the Japanese respondents commented that EMI-CLIL lectures improve their English skills, the Spanish students tended to emphasise the importance of learning more than one language for their future career as bilingual school teachers or mobility among the EU nations. Their voices seem to reflect the different realities of EMI-CLIL instruction in these two contexts with diverse student and teacher backgrounds

Candela Contero Urgal
University of Cádiz, Spain

From EAP courses to CLIL training for university teachers

EAP courses have lately created a deep interest in the teachers at the University of Cadiz, Spain. Given their concern over improving their level of English, several courses addressed to these teachers, which belong to numerous departments of our University, have taken place starting in 2008-2009 with the main objective of developing their command of the English language for Academic Purposes.

Such training was characterized by an individualized treatment of the content since the language teacher in charge of delivering these courses had to focus on the specific areas of interest of the participants. Apart from receiving an unconditional level of acceptance from the participants, special attention was diverted to the possible use of that teaching system as a model for their own university classes.

The proliferation of bilingual teaching experiments in our university resulted in the design of new CLILUT courses incorporating the teaching of CLIL methodological techniques to the classes delivered by university teachers. Our proposal finally consisted in a new training method through which teachers could acquire the didactic elements involved in CLIL by precisely elaborating their own material. Throughout these CLILUT courses, those didactic units prepared by university teachers of areas such as Chemistry, Engineering, Didactics, Business or Law proved to have experienced considerable improvement. These teachers had the opportunity to experiment with diverse methodological techniques behind CLIL teaching, being finally able to approach the effectiveness of their teaching proposal.

The design of CLIL courses for university teachers is a key requirement in the emergence of new bilingual projects in higher education in order to offer the basic help a new CLIL university teacher needs regarding not only their language management but also their methodological training.

Frank van Splunder
University of Antwerp, Belgium

English medium instruction in a multilingual context: Insights from Flanders

Although multilingualism is widely promoted in university settings these days, English has become the dominant language in higher education. This trend may be observed all over Europe, where English is increasingly being used as a medium of instruction (Wächter, 2014). In spite of the 'internationalization' of English, native speaker norms remain the dominant ideology as well as the basis for correctness judgments (Jenkins 2007). This may be particularly problematic in an international academic context in which many varieties of English are brought into the classroom, some of which may have less prestige than others.

The present research deals with a group of students mainly from developing countries studying at the University of Antwerp, whose official language is Dutch. Yet, the programme is taught entirely in English, while the students bring in a myriad of other languages and cultures. Some varieties of English used by the students turn out to be problematic, as they deviate from the norms set by the Inner Circle (see Kachru, 1985). My focus is on the students from Latin America, all of whom share a common language (Spanish), which is not only their first language, but also their medium of instruction. Compared to most of the other students, their experience with English-medium instruction is rather limited. The research discusses the problems the students faced while writing their first assignment. Their writing process was closely monitored from draft to final version. Then they were asked to complete a questionnaire regarding their experience with writing and studying in English, after which a follow-up discussion was organised. The results show that the main problems the students encountered were not only related to content and language, but also to the processes of writing and thinking, as well as cultural issues.

Saskia Van Stille
Simon Fraser University, Canada

Pedro dos Santos
Simon Fraser University, Canada

Exploring resources for integrating language and disciplinary content learning in a Canadian post-secondary institution

Over the past decade, there has been significant growth in the number of international students at Canadian universities. Moreover, increasing migration means that greater numbers of students for whom English is an additional language have been entering Canadian institutions from local secondary schools. These changes have both enriched the diversity of the university context and created new teaching and learning needs (Fenton-Smith & Humphreys, 2015; Kiernan, 2014; Kleine & Lawton, 2015; Pathirage, Morrow, Walpitage, & Skolits, 2014; Pecorari, 2010). Engaging with these issues, this proposed presentation reports findings from a mixed method study at a large comprehensive university to identify: (1) indicators and predictors of international student academic performance (Fox, Cheng, Zumbo, 2013); and (2) institutional needs and opportunities for the integration of language and content in disciplinary teaching and learning (Cenoz, Genesse & Gorter, 2014; Ferris & Hedgecock, 2014; Hyland, 2004; Lin, 2016; Shannahan & Shannahan, 2008).

Data for the study was drawn from student-level institutional data about academic records, persistence to graduation, and student background information, as well as faculty and student perceptual data from surveys and interviews. Quantitative data were statistically analyzed, qualitative data were thematically analyzed, and results were triangulated to generate rich understanding. Key findings elaborate some of the language and learning needs of students for whom language may present a challenge to disciplinary content learning and social and academic success, and instructional strategies across disciplines. Recommendations for improving identification of students and their linguistic backgrounds and for promoting student engagement and well-being will be discussed.

Ksenia Volchenkova
South Ural State University, Russia

Anthony Bryan
Innopolis University, Kazan, Russia

Elena Yaroslavova
South Ural State University, Russia

Oksana Belkina
South Ural State University, Russia

The impact of English-medium instruction on teacher identities

This paper examines the impact of English-medium instruction (EMI) training on the professional identity of teachers. For a teacher who is a non-native English speaker, the transition from giving instruction in one's own native language to teaching in English is potentially challenging. Teachers' professional identity is dynamic and multi-dimensional. By following a cohort of teachers through the process of EMI training and examining their self-perceptions before and after training, the study examines the evolution of this identity and the impact of the training course on it. Teacher cognitions of their own authority, expertise and identity are captured using qualitative methods including observation and interview. Based on the work of Kling in Denmark, this study takes her work further by assessing the specific impact of training and by identifying the similarities and differences in EMI teacher identities in Russian and Danish contexts.

Pete Westbrook
University of Copenhagen, Denmark

Sanne Larsen
University of Copenhagen, Denmark

Implementing a vocabulary-based strategy to promote parallel language use in an EMI setting

Increasing implementation of English-medium instruction (EMI) programmes at the University of Copenhagen (UCPH) led to the implementation of a language policy based on the parallel use of both Danish and English. To support this internal language policy, the University established the Centre for Internationalisation and Parallel Language Use (CIP) in 2008 as a research, competence development, and resource centre. In 2013, the University launched the Language Strategy, a 5-year research-supported project aimed at improving the language skills of the students across the entire University.

One of the projects in the Language Strategy is based in the Health Faculty and concerns the course Medical applications of ionizing radiation (MAIS), which switched from Danish to English medium in 2014. Despite the course now being run in English, however, many of the students will find work after their studies in a Danish hospital or other medical institution. This raised questions about quality assurance, where a particular concern was that Danish students would not be able to function optimally after their studies in a work situation where the main language would be Danish. The project therefore involves integrating strategies to enable Danish students to learn key MAIS terms in Danish at the same time as learning the content in English.

This paper will describe the pilot initiative run in the autumn semester 2016, covering the collaboration between content and language teachers, development of materials to raise students' awareness of the Danish terms, student attitudes to the initiatives, and testing of selected vocabulary items. The pilot phase will feed into phase 2, to be run in the autumn semester 2017, which will provide an opportunity to more fully integrate vocabulary learning strategies into the teaching as well as measuring potential second language learning and acquisition through pre and post vocabulary tests.

Monika Woźniak
San Jorge University, Spain

Fiona Crean
San Jorge University, Spain

The risk management factor for content lecturers in EMI/CLIL contexts: Dealing with the benefits and challenges of teaching through English

The unquestionable position of English as the language of science and academic discourse as well as the assumed benefits of integrating English in degree programmes for both local and international students (Vinke et al., 1998; Van Leeuwen & Wilkinson, 2003; Coleman, 2006; Airey, 2004, 2011; Ball & Lindsey, 2012) encourage its constant growth in higher education, even though this is not entirely risk-free (Shohamy, 2010; Tange, 2010; Costa & D'Angelo, 2011; Dafouz, 2011). Teaching university subjects through English in a non-English speaking country needs to balance the possibility of success and minimize the negatives inherent in any innovation. In this respect, educational and academic contexts rarely give due attention to risk management of their innovative actions and the effects on students and teachers are not fully predictable or measurable.

This presentation reports on the results of two group interviews with experienced university lecturers from different undergraduate degree programmes in Spain who integrate English in their content subjects. The findings show that despite initial challenges, teachers recognise clear benefits of integrating English for the improvement of their teaching practice, language and self-awareness, and the resulting professional and personal development. However, they also show the dichotomies that emerge as regards their professional identity, resistance and engagement from students and whether they teach local or international students. The risk factor emerges as being quite salient in specific subjects as the consequences of not acquiring knowledge correctly can go far beyond the mere learning of content. The results of the interviews show that managing the challenges of teaching aimed at different profiles of students and juggling between the benefits and risks associated with teaching through English in each context need to be further considered in professional development programmes.

Colloquia

Hélène Knoerr
University of Ottawa, Canada

Alysse Weinberg
University of Ottawa, Canada

Catherine Buchanan
University of Ottawa, Canada

Best practices for University-level immersion programs: Lessons learned from Canada

Drawing from the Canadian experience, we present a colloquium focused on the successful implementation of immersion programs as evidenced through the voices of stakeholders: decision-makers, administrators, educators, students. More specifically, we address three aspects of immersion at the tertiary level:

- Program design and implementation
- Learning modalities
- Pedagogical content, assessment and evaluation

We surveyed a number of post-secondary institutions in Canada in order to examine the options available in French to immersion students after they complete their secondary education. We analyzed documents and interviewed administrators, educators, and students. We then assessed the outcomes compared to the objectives, and presented our findings, analyses and recommendations in a book, *University-Level French Immersion in Canada: Policies, Pedagogy and Practices*.

Presentation 1

Best practices in program design and implementation

Hélène Knoerr, University of Ottawa, Canada

This part of the colloquium will deal with the political, administrative and pedagogical foundations of successful Immersion programs at the University level. First, it will outline the legal and political context of bilingualism and minority-language support in Canada and its transposition to the educational system. Then it will present the political, administrative, financial and pedagogical vision of the initiator of one particular program, the FIS (French Immersion Studies), and how that vision responded to the context and constraints described in the first section.

From then, it will describe how that vision was embodied into an actual program, with its structure and resources. The conclusion will outline what works and what does not, offering suggestions for the successful implementation of an adjunct-model French immersion program.

Presentation 2

Best practices in learning modalities

Catherine Elena Buchanan, University of Ottawa, Canada

A successful immersion program draws from solid policies and political foresight, and aims to facilitate mobility between the various situations language learners will encounter. The second part of this colloquium will describe three modalities (formal, non-formal and informal) of language learning and how these are articulated in various settings, from face-to-face to virtual, from local to global, from supervised to unsupervised, from individual to collective, and from classroom to community.

We will then discuss the strengths and weaknesses of these various tools, and conclude with a series of recommendations for a successful implementation of an immersion program.

Presentation 3

Best practices for pedagogical content for students' assessment

Alyse Weinberg, University of Ottawa, Canada

The presentation will deal with pedagogical content. Sound methodological principles, innovative methods and tools are an integral part of the success of this pedagogical approach. Putting them into practice presents many challenges, including the development of activities targeting vocabulary acquisition, listening and reading comprehension, and developing language through content. This presentation will show practical examples appropriate for the adjunct model, through a variety of language activities specifically designed to facilitate students' success in their academic class by strengthening their language skills and listening strategies.

Special attention will be devoted to assessment of linguistic performance through pedagogical content. How does one assess students' language skills without reference to their knowledge of the content from their discipline course? This presentation will conclude with best practices for the design, implementation, and assessment in university-level immersion programs.

Patrick Studer
Zürcher Hochschule für Angewandte Wissenschaften, Switzerland

M. Àngels Pinyana Garriga
Universitat de Vic Universitat Central de Catalunya, Spain

Susanne Gundermann
Albert-Ludwigs-Universität Freiburg, Germany

Curtis Gautschi
Zürcher Hochschule für Angewandte Wissenschaften, Switzerland

Teaching in English in higher education: Linguistic considerations on quality

Over the past decades, higher education institutions have progressively moved towards opening themselves to the international higher education market (e.g. de Wit & Merx, 2012). In the context of these efforts, universities have begun internationalising their curricula by offering international profiles within their regular study programmes. International profiles are curricular structures or components within regular bachelor's or master's degree programmes that have been adapted culturally and linguistically so as to accommodate an international audience and to prepare students for life and work in a global environment (cf. Leask, 2009; 2015). The establishment of international profiles, however, presents universities with specific challenges and problems (e.g. Green & Whitsed, 2015, also Studer, 2016; Studer & Gautschi, in press). While much research has been conducted on linguistic-cultural issues in the context of internationalisation, notably on English-medium instruction, language-policy planning in institutional settings, or trans- and intercultural competences in international study contexts, very little has been done in these research areas under the perspective of quality and quality management (cf., for example, Kling & Stæhr 2012). Against the background of these considerations, the present colloquium critically reviews the potential and limitations of developing a quality management system in higher education.

Jennifer Valcke
Karolinska Institutet, Sweden

Elena Romero Alfaro
Universidad de Cádiz, Spain

Julie Walaszczyk
Université de Mons, Belgium

Charlotte Peters
Université catholique de Louvain, Belgium

Training teachers to teach in English - five universities come together

Due to the increasing internationalisation of higher education, universities must ensure the professional development of their teaching staff in English-Medium Instruction (EMI). In this colloquium, five European universities – Universidad de Cádiz (Spain), Karolinska Institutet (Sweden), Université libre de Bruxelles (Belgium), Université de Mons (Belgium) and Université catholique de Louvain (Belgium) – will present the linguistic and pedagogical training they provide at their respective institutions for training teachers for EMI. The support provided ranges from workshops to seminars, from individual guidance to conversation tables, tailored to each institution's specific needs and contexts (engineering, medicine and healthcare, education, business, and economics, among others). All institutions prepare their staff for teaching in English, with one notable exception, the Universidad de Cádiz, which provides plurilingual training to its staff.

Furthermore, these 5 institutions will explain how they have collaborated to create an online international course for teaching in English to enhance transnational collaboration within the complex challenges and opportunities of the multilingual and multicultural learning space. The course is entitled "Two2Tango" and ran from 2016-2017 involving 14 teachers, who met online in tandems and interacted through discussion forums. The objectives of the course are to: (a) create situations where English is used as a meaningful means of communication for the exchange of ideas; (b) allow teachers to reflect on different teaching strategies and share ideas about teaching and learning at university; (c) reflect on the roles of English as a Lingua Franca Academia (ELFA) and the relationship between learning and language; (d) consolidate expertise in teaching and learning and reinforce teacher motivation; and (e) create a novel space to enhance exchange and foster communities of practice.

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the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 13.5 million (1990–2000) (ONS 2001).

There is a growing awareness of the need to address the health care needs of the elderly population. The Department of Health (2000) has set out a strategy for the care of the elderly, which includes a commitment to improve the health and quality of life of the elderly population.

The aim of this paper is to explore the experiences of elderly people who are living with a chronic condition and to identify the factors that influence their health and quality of life.

Method

Design

This study was a qualitative study, which aimed to explore the experiences of elderly people who are living with a chronic condition.

The study was conducted in a general practice in the south of England. The practice was a primary care practice, which provided a range of services to the local community.

The study was conducted over a period of 12 months, from January 2001 to December 2002.

Sample

The sample consisted of 15 elderly people who were living with a chronic condition. The participants were recruited through the general practice.

The participants were selected on the basis of their age (65 years and over) and their living with a chronic condition.

Procedure

The participants were interviewed individually, using a semi-structured interview schedule. The interviews lasted approximately 30–45 minutes.

The interview schedule was developed to explore the following issues: the impact of the chronic condition on the participant's health and quality of life; the participant's experience of living with the condition; and the participant's views on the care they receive.

Data analysis

The data were analysed using the grounded theory approach (Glaser and Strauss 1967). This approach involves the development of a theory that is grounded in the data.

The grounded theory approach involves the identification of themes in the data, which are then used to develop a theory. The theory is developed through a process of constant comparison, in which the data are compared with each other and with the theory.

Ethical approval

The study was given ethical approval by the local research ethics committee. All participants gave their informed consent.

Results

The results of the study are presented in this section. The results are presented in the form of a narrative, which describes the experiences of the participants.

The participants described a range of experiences, which were related to their chronic condition. The most common experience was that of living with a condition that was often asymptomatic.

The participants also described a range of other experiences, which were related to their chronic condition. These experiences included the impact of the condition on their health and quality of life, and the participant's experience of living with the condition.

Conclusion

The study has identified a range of factors that influence the health and quality of life of elderly people who are living with a chronic condition. These factors include the impact of the condition on the participant's health and quality of life, the participant's experience of living with the condition, and the participant's views on the care they receive.