Centro de Lenguas

UNIVERSITAT POLITÈCNICA DE VALÈNCIA

50 anys

3rd International Seminar

English as a Medium of Instruction (EMI):

Embracing pluricultural education

16th -18th May 2019

Valencia | Spain

www.congresoemicdl2019.com

Sponsored by TRINITY COLLEGE LONDON

Collaborator Rosetta Stone Education | Business | Public Sector

3rd International Seminar

English as a Medium of Instruction (EMI):

Embracing pluricultural education

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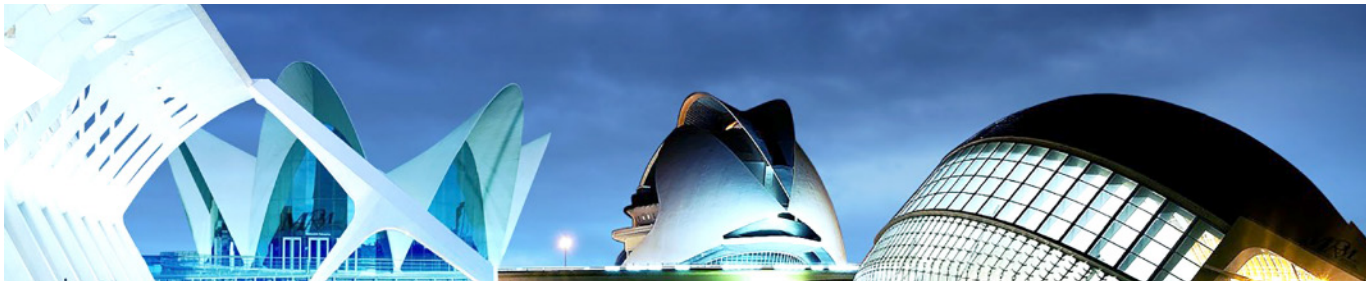

FOREWORD

The Language Centre of the Universitat Politècnica de València (UPV) organises a biannual seminar focusing on contemporary issues in languages in Higher Education.

The Organising Committee welcomes you to Valencia and would like to thank all the speakers and attendees for agreeing to take part in this event. The Language Centre of the Universitat Politècnica de València is delighted to host this 3rd Seminar in Valencia and is most grateful for the support we have received which has allowed us to bring this event about.

The number of participants representing national and international institutions makes apparent the interest in the topic of the **3rd International seminar: English as a Medium of Instruction - (EMI): Embracing pluricultural education**.

We trust that this Seminar will be a great opportunity to share ideas and to engage in discussion and reflect on specific aspects, which are crucial for the future of the Universities willing to assure quality in teaching using EMI.

We hope that the different oral presentations, the planned plenary sessions and round table will fulfill the expectations of all participants creating an environment in which collaboration and innovation will be fostered.

Once again, we would like to thank all those who have helped to organise this seminar, and extend our gratitude to the sponsors and collaborators, whose participation and support have made this event possible.

Welcome to Valencia, and do enjoy your stay!

THE ORGANISING COMMITTEE

ORGANISING COMMITTEE

Chair:

Cristina Pérez Guillot (Universitat Politècnica de València)

Committee members:

Juan Miguel Martínez Rubio (Universitat Politècnica de València)
Debra Westall (Universitat Politècnica de València)
Julia Zabala Delgado (Universitat Politècnica de València)
María Luisa Carrió Pastor (Universitat Politècnica de València)
Elaine Boyd (Institute of Education, University College London)
María Boquera Matarredona (Universitat Politècnica de València)
Sergi Linares de Terán (Universitat Politècnica de València)

Technical Secretary

Fanny Collado López (Universitat Politècnica de València)
Jorge Sales Blasco (Universitat Politècnica de València)
Joaquín Ortiz Fernández (Universitat Politècnica de València)
Eugenia Morales Belenguer (Universitat Politècnica de València)

SCIENTIFIC COMMITTEE

Dr. Juan Miguel Martínez Rubio (Rector´s Office - Universitat Politècnica de València)
Dr. Neus Figueras Casanova (Doctora en Ciencias de la Educación por la Universidad de Barcelona. Miembro experto de EALTA (www.ealta.eu.org).
Dr. Elaine Boyd (Institute of Education, University College London)
Dr. Cristina Pérez Guillot (Head of the Language Centre - Universitat Politècnica de València)
Dr. Victor Pavón Vázquez (Assistant professor - Universidad de Córdoba)
Dr. Alex Thorp (Lead Academic Language (Europe) (Trinity College London)
Dr. Nick Byrne (Former Director of LSE Language Centre)
Dr. Marisa Carrió Pastor (Head of the Applied Linguistics Department - Universitat Politècnica de València)
Dr. Julia Zabala Delgado (Language Assessor of the Language Centre - Universitat Politècnica de València)

OUR SPONSORS & COLLABORATORS

We would like to thank and acknowledge the following sponsors and collaborators for their generous contribution to the success of this seminar

SPONSORED BY:

TRINITY COLLEGE LONDON

COLLABORATOR:

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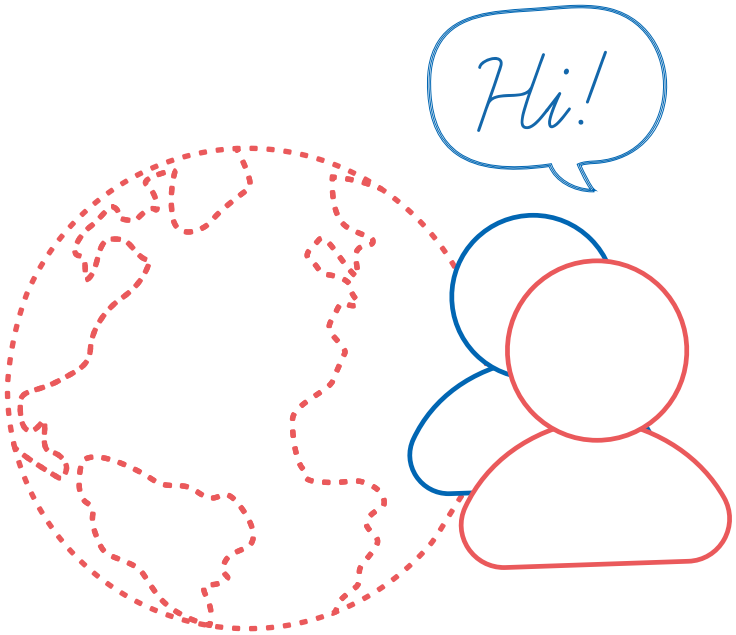
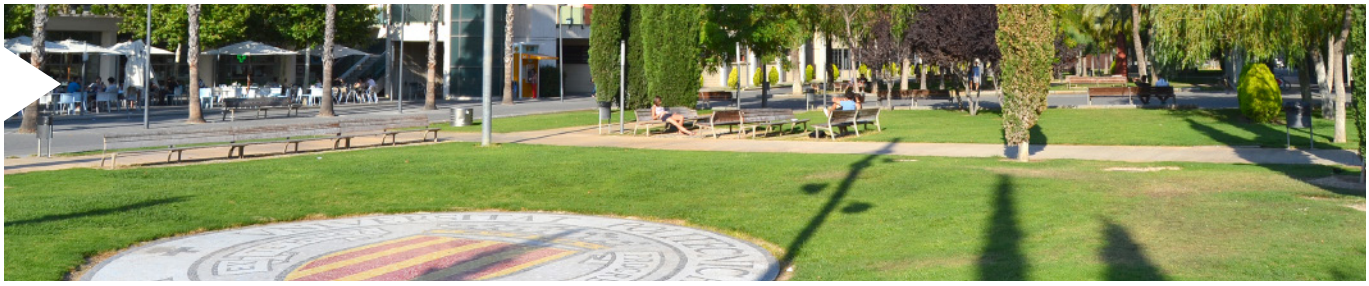




THE UNIVERSITAT POLITÈCNICA DE VALÈNCIA (UPV)

The UPV is a public, dynamic and innovative institution that is dedicated to researching and teaching. The UPV maintains strong bonds with its social environment and a strong presence abroad.
Our vocation as a service results from our commitment to society. We provide our students with the knowledge they need to be able to work as graduates in their professional field, and we offer them an all-round education where they acquire technological skills, as well as a humanistic and cultural education.

We train people and we train professionals because we believe it is our duty to give our students not only knowledge but also experience. By so doing we believe that we are helping them to become free, responsible people who are aware of social problems, are capable of taking on commitments and have prospects for the future.
The teaching and administrative staff engaged by the UPV work to offer our students the high quality education they need.

In the Polytechnic University of Valencia, cohabitation is part of an educational project where students and teachers alike from our five campus sites (Vera, Blasco Ibáñez, Alcoy, Gandía and Xátiva) actively take part in.
Currently, our university community is made up of over 42,000 people. Of these, nearly 37,800 are students, 2,600 are members of the teaching and research staff and 1,700 are administrative and services personnel. UPV is composed of 10 schools, 3 faculties and 2 higher polytechnic schools.
It also has the following associated schools: Ford Spain Technical School of Industrial Engineering, Faculty of Business Studies, La Florida University School, and Pax University College, as well as an extension in Xàtiva.

Our University offers degrees that are modern, flexible and adapted to our society. Our lecturers, who are organised into departments, are highly qualified and balance theoretical and applied research.
UPV applies strict teaching and research quality control schemes. Likewise, the University encourages and supports its staff in their projects, as well as encouraging national and international co-operation.
We pay special attention and give all our support to the incorporation of our graduates into the labour market. To this end we encourage contacts between businesses and students through internships at enterprises and public institutions. Postgraduate studies, both PhD programmes and Master's degrees, are also very important for UPV.

We believe that our students' employment is part of our responsibility. This is why UPV has established a Career and Employment Office, to guide and encourage the professional development of all the people who study at the Polytechnic University of Valencia. The results obtained in this field are a reliable sign of our success.
We also firmly believe in student and staff exchange programmes between universities in different countries. Study and work periods abroad at other universities help to establish procedures to develop joint projects, both in research as well as in education.

For this reason UPV has a specific exchange service for students and teachers, which is leader in the Erasmus Programme. During the past academic year 2,437 students made use of this programme.
There is a fraction of the future that we are going to inherit and that we are entitled to. That is the aim that encourages us to offer our students and our teaching and administrative staff the best, and to be of use to the society we work in.

We believe in that goal and we constantly work to achieve it, using quality and improvement as our model. That is why today we are proud to give what we are. That is why we want to continue being a unique and unmatched institution. That is why we are still thinking about the future.

THE LANGUAGE CENTRE (CDL)

The Language Centre was created in 2005 to offer extracurricular language courses to the whole university community. At that time our premises consisted of a few prefabricated classrooms equipped with limited technical resources and facilities, and a total number of 508 students.

However, the Bologna process and the incorporation of the University into the European Space for Higher Education evidenced the need for a flexible academic-administrative structure to fulfil the University's needs in the field of foreign languages.
As a result, in 2010 the CDL moved to our new premises, with better facilities, which allowed us to increase the number of language courses, as well as the services offered to the university community

The activities of the Language Centre (CDL) are focused on the following areas:

A) Training in foreign languages.
B) Official language exams.
C) Support to UPV teaching staff in the field of foreign languages.
D) Translation and revision of research papers.

Additionally, we created a meeting point where we organise leisure and cultural activities for all those interested in learning about other cultures through language, music and cultural traditions, and also as an instrument for UPV and international students to interact and learn to understand each other better.
The incorporation of the American Space in 2013 was a valuable asset to the CDL opening up a wide range of professional, academic and cultural opportunities to our community

At the CDL we are aware of the importance of having highly qualified staff through training, encouraging research amongst CDL members and participation in national and international events.
The CDL has also been one of the founding members of the Spanish Association of Higher Education Language Centres (ACLES) and its head, Dr. Cristina Pérez-Guillot, is currently the President of the ACLES association. Within this organization, we have taken an active part in the development of a language accreditation model CertAcles, which is now offered to UPV students and recognised nationwide and by CercleS.

All these achievements have been possible thanks to the enthusiastic effort of the CDL staff, teachers and collaborators and the great support of the UPV's governing team.

SEMINAR VENUE & ROOMS

Universitat Politècnica de València

Avenida Tarongers
CDL- Building 4P - GATE N

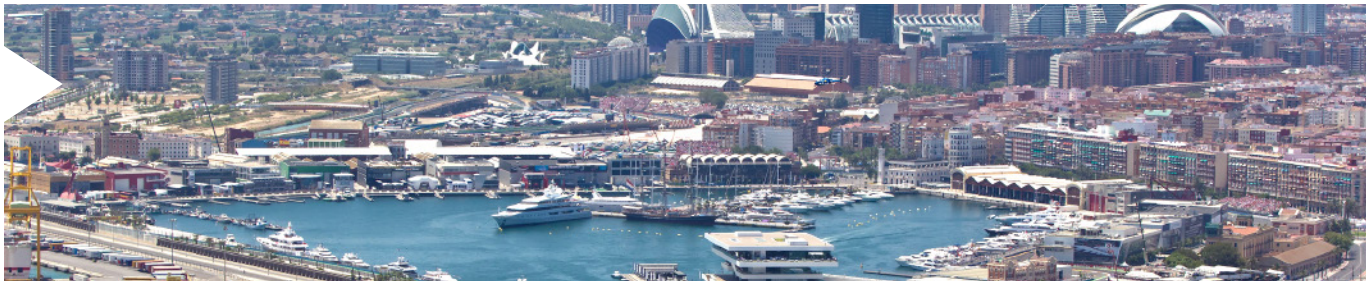
CDL-Building 4P

Located across the road from the tram station La Carrasca.
Gate N (Green Sector)

ROOMS

CDL-BUILDING 4P

- Room 0.10 (Ground floor): **Registration**
- Salón de Grados (3rd floor): **Opening, Key note speakers; Paper presentation; Closing ceremony**
- Room 03 (Ground floor): **Parallel paper presentations; Workshop 2**
- American Space (1st floor): **Parallel paper presentations; Workshop 1 & 3**
- Ground Floor: **Exhibitors; coffee & lunch**



GENERAL INFORMATION FOR PARTICIPANTS

- Participants may pick up their Conference folders in the Language Centre ***(Room 1.10 - Ground floor)*** from 13:00.
- **Certificates of attendance and presentation** will be electronically issued after the conference.
- Speakers will have 20 minutes for their presentations and 5 minutes for discussion and questions.
- There will be a Conference **notice board** in the CDL Hall (Ground floor) indicating any last-minute changes or modifications to the programme.
- All rooms are equipped with computers, projectors and Internet connection for the speakers' convenience.
- **Internet Access:** UPV: Wi-fi is available in the entire building, and the password is given in the Conference folders. University members have access through EDUROAM.
- **Helpers:** members of the CDL team are available to assist participants throughout the Seminar.
- **Exhibition Stands** can be found in the CDL Hall (Ground floor).

3rd INTERNATIONAL SEMINAR-CDL-UPV

16-17-18 May 2019 Valencia - Spain

EMI: embracing pluricultural education

Language Centre (Building 4P)

GENERAL PROGRAMME

THURSDAY 16th May

13:00-14:30	**REGISTRATION** (Ground floor)
15:30- 16:00	**OPENING CEREMONY** (Salón de Grados - 3rd floor). by ***Dr. Juan Miguel Martínez Rubio.*** *Rector's Office of the UPV.*
16:00-17:00	**KEY NOTE PRESENTATION** (Salón de Grados - 3rd floor). **The monolingual myth: The danger of operating in a singular target language**, As English teachers, we invariably work in multilingual contexts with multiple languages represented within the classroom, yet there remains a dominance of monolingual approaches to teaching and assessment. This session explores the notion that monolingual paradigms can neglect the greatest resource at our disposal and actively disadvantage our student's learning. Ideas are considered around how we can redress the balance. ***Alex Thorp.*** *Lead Academic, Language-Europe-at Trinity College London.*
17:10-18:00	**PAPER PRESENTATIONS** (Salón de Grados - 3rd floor).
17:10-17:35	What characterizes teacher talk in the EMI classroom? ***Jessica Ann Thonn***
17:35-18:00	Should We Be Talking About Work as Medium of Instruction (WMI)? ***Harold Ormsby L.***
18:00-18:15	**COFFEE BREAK** (Ground floor) sponsored by TRINITY COLLEGE LONDON
18:15-19:55	**PAPER PRESENTATIONS** (Salón de Grados - 3rd floor).
18:15-18:40	NEUROSENSORY STIMULATION: Helping EMI teachers to improve SPEAKING and listening. ***Cristina Pérez Guillot & Alberto Sanpedro***
18:40-19:05	On the need to support lecturers who embrace the challenge of EMI: The Academic Lecturing course experience at Ca' Foscari. ***Ada Bier & Elena Borsetto***
19:05-19:30	What are EMI lecturers' beliefs about their professional needs? Evidence from a Finnish University. ***Diane Pilkinton-Pihko & Jaana Suviniitty***
19:30-19:55	Internationalization and EMI for beginners. The case of "Grandes Ecoles" in the Auvergne Rhone-Alpes Region of France. ***Brendan Keenan*** TRINITY COLLEGE LONDON
20:15	**WELCOME RECEPTION** at The Language Centre (Ground floor), sponsored by

FRIDAY 17th May		
09:50-11:30	**PARALLEL PAPER PRESENTATIONS**	
	SESSION A **TEACHERS' PERSPECTIVE** (Room 0.3 - Ground floor)	**SESSION B** **STUDENTS' PERSPECTIVE** (American Space - 1st floor)
09:50-10:15	Balancing Acts: EMI Pedagogy in Architecture and Urban Planning. ***Donna Drucker***	Lecturing Chemical Reactor Design in English: Practical tricks to get full attention from the students. ***María J. Fernández-Torres, Ignacio Aracil Sáez & J. Rubén Ruiz Femenia***
10:15-10:40	Improving EMI teacher training outcomes through implementing experiential approach. ***Aleksandra Shparberg & Dina Levina***	Peer observation and guided reflection in EMI professional development for lecturers. ***María Felicidad Tabuenca Cuevas***
10:40-11:05	Exploring exam answers in Spanish and English medium of instruction subjects: An analysis of pragmatic strategies. ***M. Luisa Carrió Pastor***	Collaborative learning of Circuit Theory using English as a medium of instruction. ***Coral Ortiz Sanchez***
11:05-11:30	Neuroscience in English as a Medium of Instruction. Basic concepts, myths and activities. ***Amparo de Fez***	Students' Perceptions and Attitudes Towards Teachers' Communicative Ability in an EMI Setting. ***Alicia M. Aranda Quesada***
11:30-12:00	**COFFEE BREAK** (Ground floor) sponsored by TRINITY COLLEGE LONDON	
12:00-13:30	**WORKSHOP 1** (American Space - 1st floor)	
	English as a medium of instruction: Facing the challenges English as a Medium of Instruction has rapidly spread in most European universities as a result of globalization, competitiveness and internationalization among other factors. However, both teachers and students have to overcome, on a daily basis, challenges regarding the content and the language The aim of this workshop is to provide participants with: • an approximation to the existing differences between EMI and CLIL, • the challenges that both teachers and students must face • the importance of learning to plan and planning to learn in the EMI classroom • strategies to facilitate the learning of content and develop the language **Chair:** ***Virginia Vinuesa Benítez.*** *Vicepresidenta de la Asociación de Enseñanza Bilingüe y co-editora de la revista americana NABE Journal of Research and Practice*	
13:45-15:15	**NETWORKING LUNCH** (Hall CDL - Ground floor) sponsored by Rosetta Stone	
15:30-17:00	**WORKSHOP 2** (Room 0.3 - Ground floor)	
	Translanguaging and EMI: approaching this controversial relationship The role of the L1 in the bilingual education classroom is a matter of discussion, as it has always been in the EFL class. Moreover, the presence of the L1 and the foreign language can be controversial in programmes where there is a combination of the L1 and the foreign language as languages of instruction along the curriculum. In EMI, the excessive presence of the L1 reduces the use of the L2 and may have negative effects in the development of this language. Following this idea, a frequent, intuitive, non-systematic use of the L1, together with the lack of proficiency in the L2, are decisive factors for this overuse. However, the use of the L1 is also reported in bilingual environments as a pedagogical instrument, with an evident and potential use to help scaffold the content. Although in EMI contexts the situation may not be the same, there is a need to provide substantial empirical evidence of the practices in order to support the notion that employment of the L1 may be a factor of enrichment, especially with students exhibiting a low proficiency in the L2. **Chair:** ***Víctor Pavón Vázquez***. *Associate Professor - University of Córdoba*	

15:30-17:00	**WORKSHOP 3** (American Space - 1st floor)	
	Assessment in EMI environment: embracing multi- and pluri-lingualism In this workshop we will look at the challenges of conducting assessments in a multilingual learning context within an EMI environment. We will explore and evaluate the kind of approaches to assessment, test format and tasks that can exploit the features of multi-and pluri-lingualism as described in the recently published Companion Volume to the CEFR (2018). We will consider how these tasks align with testing principles to ensure validity and reliability and how we might incorporate the principle of bias for best and reflect this in assessment criteria. We will also look at impact and how these assessment tasks might prepare students for communicative situations in the discipline they will operate in. Teachers will leave knowing how to embrace all the languages in their classrooms within a practical approach to assessment task design for EMI. **Chair:** ***Elaine Boyd.*** *Institute of Education- University College London*	
17:00-17:15	**COFFEE BREAK** (Ground floor) sponsored by TRINITY COLLEGE LONDON	
17:15-18:15	**PARALLEL PAPER PRESENTATIONS**	
	(Room 0.3 - Ground floor)	(American Space - 1st floor)
17:15-17:40	Integrated Writing Tasks in Assessing Writing for Academic Purposes: Authentic Processes - Authentic Products ***Alina Carastoian Reid***	Lessons Learnt from EMI. ***Steve Muir***
17:40-18:05	The CLIL course was EMI. An attempt to embed language-teaching through m-learning and b-learning activities gathered in a digital portfolio. ***Javier Fernández Molina***	International students - challenge accepted! ***Joanna Kozuchowska***
18:05-18:30	ICT as tool to optimize laboratory lecture performance. ***David S Peñaranda, Carmen Naturil Alfonso, Francisco Marco Jiménez & José S. Vicente***	Identifying EMI challenges through classroom observation. ***Mike Bennett***
18:30-18:55	Teacher trainer´s reflections on learning and teaching through EMI in a bilingual degree in primary education. ***Mª Dolores Vidal Garcia & Fuensanta Monroy***	Academic debate as a tool to develop Critical Thinking and Problem Solving in Civil Engineering Master Course. ***Teresa Pellicer Armiñana & Vicente Lopez Mateu***
20:30	**CONFERENCE DINNER** Submarine Restaurant. Ciutat de les Arts i les Ciències https://www.oceanografic.org/restaurante-submarino/ (39.453200, -0.347207)	

<table>
<tr><th colspan="3">SATURDAY 18th May</th></tr>
<tr><td>10:00-11:00</td><td colspan="2">KEY NOTE SPEAKER (Salón de Grados - 3rd floor).

Shifting Identities and Shaping Ideas - how the provision of English as a Medium of Instruction transforms both course provider and participant, as well as developing core pedagogic skills.
My talk will emphasise the personal journey taken when established academics are asked to deliver their courses in English. This can happen late in their careers, sometimes with minimal notice, with established academics being asked to deliver a course in a subject they know well, in which they are experts, but in a language in which they are not in complete control. The issue of EMI interrupts and disrupts, sometimes pulling a linguistic security blanket away at a time when academics can be at their most fragile. I shall frame my talk by looking at the shifting identities of the academic, looking at the challenges faced by the cross-generational and multi-national workforces in today's European universities. The push towards the internationalisation of the curriculum runs through and across the personal histories and experiences of academics who balance the reassurance of the "what and how" they previously delivered, with the shifting pressures of their own re-evaluation and appraisal.

Nick Byrne. Former Director of LSE Language Centre.</td></tr>
<tr><td>11:00– 11:30</td><td colspan="2">COFFEE BREAK (Ground floor) sponsored by TRINITY COLLEGE LONDON</td></tr>
<tr><td rowspan="2">11:30-12:45</td><td colspan="2">PARALLEL PAPER PRESENTATIONS</td></tr>
<tr><td>(Room 0.3 - Ground floor)</td><td>(American Space - 1st floor)</td></tr>
<tr><td>11:30-11:55</td><td>NAWA project as a challenge and solution for developing internalization process at Poznan University of Technology. Liliana Szczuka-Dorna</td><td>Rhetoric & Technical Debating- Aristotle meets Elon Musk. Louis Adam & Jon Dunderdale</td></tr>
<tr><td>11:55-12:20</td><td>What language do teachers really use in CLIL classrooms? Farida Temirova and Debra Westall</td><td>EMI training programme at the UPV. Yvonne Mc Lucas & David Rhead</td></tr>
<tr><td>12:20-12:45</td><td>When Academic Writing Cultures Collide: Plagiarism Requirements in the Development of an English Language Bachelor Thesis Seminar at Aalto University. Maurice Forget & Tuomas Paloposki</td><td>EMI lecturers as mediators: uses of the CEFR companion volume. Julia Zabala Delgado & Javier Muñoz De Prat</td></tr>
<tr><td>12:45-13:30</td><td colspan="2">ROUND TABLE and concluding remarks (Salón de Grados - 3rd floor)
Chair: Mónica Bragado President Social Council UPV</td></tr>
</table>

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16-17-18 May 2019 Valencia –Spain

EMI: embracing pluricultural education

Language Centre (Building 4P)

DETAILED PROGRAMME: ABSTRACTS

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17:10-18:00	**PAPER PRESENTATIONS** (Salón de Grados - 3rd floor).
17:10-17:35	**What characterizes teacher talk in the EMI classroom?** ***Jessica A. Thonn*** The University of Florence's Language Center has been assisting EMI teachers from all departments since 2010. Part of their training involves being videotaped and receiving feedback on both their language and presentation/teaching skills. After initial research carried out by the author in 2018 on the prosody of 7 half-hour sample lessons delivered to peer teachers, the study was extended in late 2018- early 2019 to 10 full-length, 1.5-hour classroom lessons. Failures and successes in communication, namely pronunciation, intonation, pausing, vocabulary, and teaching skills, were analyzed within the context of a complete lesson. Briefly, specific features compromised the transmission of information; however, certain presentation and language strategies made it easier for students to follow the lesson. For decades researchers have shown the importance of pronunciation (prosody) in higher education classrooms, both monolingual and plurilingual. But information is lacking on the prosody of EMI classroom discourse. To overcome this, the study examined EMI teachers' speech acts to identify critical points. Although the research involves Italian L1 speakers, the features that confused and misled students, as well as those strategies that enhanced communicability, can be found in any non-native English speakers. Together with teaching in a non-native language, many instructors are encouraged to adopt a more interactive approach in the EMI classroom; the classroom observations revealed various strategies and gambits. Teachers come to EMI via varying routes and at different stages in their career and in their language proficiency journey. The study's findings do not present clear-cut demarcations based on proficiency level, thus indicating that certain pronunciation and teaching strategies need to be taught regardless of teachers' CEFR levels. This talk is intended for those who coach EMI teachers in effective lesson planning and delivery.
17:35-18:00	**Should We Be Talking About Work as Medium of Instruction (WMI)?** ***Harold Ormsby L.*** In the 1970s and '80s, quite a few proto-Applied-Linguists were attracted by the idea of humans' using some sort of expectancy grammar to handle our languages. Of course, we youngsters soon figured out that there was no real-world way to postulate it as linguistic theory or to do empirical theory-testing about it, so it moved into the background of our ancient-and-embryonic field. In this talk, I will bring it out as a glittering memory, a commonsensical, uncut and unpolished but still attractive gem. By giving just a couple of brief examples from my and others' experiences with what Diana Jenkins and I have called teaching The English of Law, Laws, Lawyers and Lawyering, all related to two jobs that are universal among lawyers everywhere, to wit, keeping clients from getting abused (by ne'er-do-wells) and keeping them out of the stocks, jail or worse (when possible), I will try to suggest that at least some but perhaps all language learning is not ultimately rooted in "language" or in "content" or, indeed, in "culture" but rather it is rooted in the essentially unstructured doings-and-not-doings, comings-and-goings, ups-and-downs of day-to-day work, the living and doing of life, specifically doing life in groups, where language use happens and expectancies come into being. Human brains, I will affirm, do the structuring entirely on their own, each in essentially unpredictable but also essentially functional ways. They deserve to be respected and admired for doing that. **Work as medium of instruction** (WMI) suggests that language teachers may perhaps be dealing soon with the complexities, challenges and social negotiations (clashes among expectancy sets and building new ones) implied by the need to exploit both **simulations** and **real work** as "classrooms," as well as our (teachers') and others' development of revised and new expectancies about our own roles, successes-and-failures and knowledges-and-abilities. I hope to do this efficiently enough so my listeners get a real chance to say many unexpected and useful things and ask challenging questions.

18:00-18:15	**COFFEE BREAK** (Ground floor) sponsored by TRINITY COLLEGE LONDON
18:15-19:55	**PAPER PRESENTATIONS** (Salón de Grados - 3rd floor).
18:15-18:40	**NEUROSENSORY STIMULATION: Helping EMI teachers to improve SPEAKING and listening** ***Cristina Perez Guillot & Alberto Sanpedro*** We are aware that listening is a key element for oral communication between people as it represents the external information input channel. Therefore, as our auditory system is stimulated in different ways, it develops at the same time as the nervous system does, so that auditory stimulation is necessary for the nervous system to mature and, later n, be able to process and integrate the auditory information it receives. (Jerger and Musiek, 2000) Based on our research during the last two years, a training course and stimulation has been developed from B1 + to B2 levels that combines stimulation taking into account the level of the Common European Framework of Reference (CEFR), and linguistic training with a new approach where stimulation and training is complemented by obtaining a more effective learning with an emphasis on listening and speaking skills .This course can easily be extended by maintaining the methodology and simply adapting the contents to each of the CEFR levels (for example, from B2 to C1, from C1 + to C2, etc.). These course will be a great help for teachers using English as a Medium of Instructions as it will help them to improve not only their level of English but also their pronunciation, fluency and intonation.
18:40-19:05	**On the need to support lecturers who embrace the challenge of EMI: The Academic Lecturing course experience at Ca' Foscari** ***Ada Bier & Elena Borsetto*** The Bologna process has given impetus to the internationalisation of Higher Education Institutions in Europe, a process being conceived not as an end in itself but as a means to improve the quality of education, research and service of HEIs. In Northern and Central Europe, internationalisation has contributed to the fast growth of English-taught programmes (ETPs) which, in the last few years, have increased exponentially also in South-Western European countries. However, one of the consequences of this phenomenon is that lecturers are often called to embrace the challenge of teaching through a foreign language without receiving formal training on this, especially in countries where ETPs are still in their infancy, such as Italy. With a view to offering remedy for this lack, at Ca' Foscari University of Venice, a professional development course has been set up. The Academic Lecturing in English course is specifically designed for lecturers who teach their subjects through English, its aims being to raise awareness of the impact of the internationalisation process on lecturing, to allow participants to try their hand at new teaching strategies and at ICTs as a means to making lectures more effective, to get participants to improve their strategic use of English and increase lecture accessibility for their students. The format of the course – which comprises both seminars and a one-to-one help desk service – will be described, together with topics covered, delivery methods and feedback from participants. A brief history of this course and its future developments will also be presented.
19:05-19:30	**What are EMI lecturers' beliefs about their professional needs? Evidence from a Finnish University** ***Diane Pilkinton-Pihko & Jaana Suviniitty*** The growth of EMI in higher education has attracted much research into its practice. Currently, there are several studies on attitudes, perceptions, and policies, and some research indicating that EMI lecturers need professional development to support teaching effectively. Yet, what is largely missing from the EMI literature are empirical studies of EMI lecturers' beliefs about their professional development needs prior to embarking on training (that is based on top-down assumptions). More specifically, there is a need for empirically grounded research from a bottom-up approach that initially involves open, participant perspectives before distributing a more closed questionnaire. Therefore, this paper first summarizes the findings from two empirically grounded qualitative studies at [Name] University on EMI lecturing (2011-2013). On language proficiency, one study explored what criteria might be adequate for assessing spoken professional English. The qualitative study used self-assessments of seven EMI lecturers in relation to language ideologies. The findings show that EMI lecturers have two basic representations of their English, which are induced by certain language ideologies. An outcome of the study is some criteria that are relevant for assessing spoken professional English in an international context. On EMI lecture comprehension, another qualitative study explored the use of interactional features in EMI lecturing. This empirically grounded, qualitative study, based on 21 videoed lectures, found that EMI lecturers who use interactional features were perceived as more comprehensible. An outcome of this study are specific interactional features that EMI lecturers can learn to use to enhance EMI lecture comprehension. The present paper then presents the preliminary findings from a third study. This study involves an open, qualitative-type survey on EMI lecturer needs, conducted in spring 2019. Practical aspects of the empirically grounded research presented in this paper can be applied to training that supports effective EMI teaching.

19:30-19:55	**Internationalization and EMI for beginners. The case of "Grandes Ecoles" in the Auvergne Rhone-Alpes Region of France** ***Brendan Keenan*** The highly selective "Grandes Ecoles" or post graduate engineering schools and research institutes in France actively promote language diversity to such an extent that graduation does not depend solely on academic success. Indeed the "Commission des Titres d'Ingénieurs" accreditation board promotes internationalization by insisting that graduates hold an internationally recognized certificate attesting to a CECR B2 level in English, a third language and, in a growing number of cases, proof of a semester abroad during their studies. It is noticeable that engineering schools refer to their level of internationalization to characterize their attractiveness and retention levels as much as pedagogical innovation and the reputation of their research. In general all schools hold the same high esteem for internationalization even though they differ in size, in fields of expertise and are simultaneously competitors for the best students and partners in arms. These schools are tentatively uniting as their enviable status is increasingly under threat from merging universities and the influence of international rankings. One may wonder what is understood by "internationalization" in this context and how EMI fits into this strategy. Accepted internationalization indicators are comfortably quantifiable and include: a growing number of internships abroad, the number of memoranda of understanding in a school's portfolio which hopefully leads to an increasing number and desired reciprocity of outgoing and incoming students whether on diploma bearing or credit bearing mobility. However although France is recognized as being the first non-English speaking host country for international students the Grandes Ecoles have fallen behind in international recruitment by not offering curricula through English. The recently repealed Toubon law has been hampering attempts to design and offer English medium instruction in publicly run institutions. The Grandes Ecoles are now scrambling to catch up with non-English speaking partner universities across Europe and beyond by offering EMI curricula in a bid to tap into this vibrant market. Incoming student recruitment is essential to overall internationalization strategies. Here we are offered the chance to revisit the introduction of EMI while preparing already successful autochthone students, lecturers and staff to accept and appropriate English as a lingua academia.
20:15	**WELCOME RECEPTION** at The Language Centre (Ground floor) sponsored by TRINITY COLLEGE LONDON

FRIDAY 17th May	
09:50-11:30	**PARALLEL SESSIONS** **SESSION A – TEACHERS' PERSPECTIVE** (Room 0.3 - Ground floor)
09:50-10:15	**Balancing Acts: EMI Pedagogy in Architecture and Urban Planning** ***Donna J. Drucker*** Architecture and urban planning graduate degree programs are increasingly taught in English regardless of the country in which they take place. While students are required to demonstrate general language proficiency in order to matriculate in these programs, enrolled students often have widely differing abilities in their language proficiency in the specific subject. Furthermore, graduate students in architecture may have limited to no experience in academic writing, given that their undergraduate degrees often have no written thesis requirement. As a result of architecture programs' emphasis on hands-on design skills, students are accustomed to physically creating and speaking about their work but not to writing about it. Their language abilities thus show an imbalance: their speaking, listening, and reading skills are more advanced than their writing skills. Graduate-level architecture and urban planning instructors are tasked not only with helping students master their subject, but also with ensuring that their writing abilities match their other language skills. This presentation focuses on two specific points in EMI pedagogy: How can graduate architecture and urban planning instruction support discipline-specific linguistic knowledge? And how can instructors address previous imbalances in students' language learning so that they can write successful academic texts? This presentation draws on EMI and ESP theory, along with the speaker's own experience in teaching in a global South–oriented urban planning and architecture master's degree program (Mundus Urbano) to answer these questions. The workshop contextualizes these issues in the broader trend of EMI at European universities broadly, and it offers strategies for instructors in similar situations. They include in-class activities focused on new vocabulary learning and minute papers, identifying connections between spoken and written communication about design and planning, and drawing on students' intellectual strengths and backgrounds to make connections between course material and their own experiences.

10:15-10:40	**Improving EMI teacher training outcomes through implementing experiential approach** ***Alexandra L. Shparberg & Dina G. Levin*** The aim of this paper is to offer an overview of implementing experiential approach to overcome methodological fossilization of future EMI teachers and enhance transition from teacher-centered to student-centered teaching paradigm. The experiential EMI training course was developed as a result of research focusing on the features and general pedagogical prerequisites that successful trainees have, namely the ability to implement student-centered pedagogy that has been successfully proven by multiple research to be essential for EMI students' learning efficiency. The initial research phase involving surveys, teacher training demo lessons observation and students' feedback demonstrated that the acceptance of student-centred instruction principles and application of active learning techniques in controlled training environment not always resulted in the desired shift in classroom practice with real students. Trainees' educational background, in particular their experience as students, appeared to play an important role in facilitating or impeding the shift to student-centred paradigm. The research showed that content teachers often lack pedagogical training and teach by modelling the way they were taught as students which in certain education systems means teacher-centered instruction. The hypothesis was formed that to overcome this hindrance the training course should be enforced with experiential learning allowing trainees to form a new skillset by going through the entire Kolb model. The rationale of incorporating experiential approach into EMI training based on the research discovery is provided, the major steps in syllabus development and piloting procedures are explained. The article also gives an overview of experiential learning techniques employed in the proposed syllabus that fostered positive and observable results.
10:40-11:05	**Exploring exam answers in Spanish and English medium of instruction subjects: An analysis of pragmatic strategies** ***María Luisa Carrió-Pastor*** Good writing competence is a crucial aspect to be reinforced in higher education. The role of pragmatic strategies are key issues to be taken into account by both learners and teachers as numerous studies have shown (Bardovi-Harlig and Dörnyei 1998, Kasper 2001, Kasper and Rose 2001, Crandall and Basturkmen 2004, Alcón-Soler and Martínez-Flor 2008, Xu, Case and Wang 2009, Carrió-Pastor and Casas Gómez 2015, Carrió-Pastor and Mestre-Mestre 2013a, 2013b and Carrió-Pastor and Martín Marchante 2016, 2018). This paper focuses on the analysis of the textual and interpersonal markers used in the context of student writing at tertiary level. The main aims are to identify differences and to explore the patterns in exam performance between Spanish and English as a medium of instruction classes. I study the exam answers from 30 Spanish students enrolled in an EMI subject in an engineering degree in the academic course 2018-19 and the exams answers from 30 Spanish students enrolled in a subject taught in Spanish in an engineering degree during the academic course 2018-19. The pragmatic markers used in the exams were classified in textual and interpersonal and it was noticed that students were more proficient in the use of textual markers than in interpersonal markers in English. These findings suggest that pragmatic strategies may be less developed in students' L2. I argue in the conclusions that pragmatic markers should be specifically used in EMI settings and I make some recommendations to scaffold student writing and increase the use of interpersonal markers.
11:05-11:30	**Neuroscience in English as a Medium of Instruction. Basic concepts, myths and activities.** ***Maria Amparo de Fez Solaz*** Can we activate our neurons to enhance linguistic development? Advances in the field of "mind, brain and education" are multiple in last decades and from them we can extract brushstrokes of small didactic and methodological applications to sweeten our English classes not by implying a transgression change in terms of workload but involving students. Thanks to neuroscience we now know how brain works and how it reacts to different presented stimuli, or even the age range when these stimuli generate new neuronal connections. Citing the neuroscientist Francisco Mora "the brain only learns if there is emotion" and in this aspect there is a great consensus among neuroscientists who determine curiosity and emotion as fundamentals to anchor learning. The acquisition of a second language requires a cognitive effort for the creation of new neural networks, this effort can produce mental stress, so introducing activities that break with long working hours, activate socio-affective ways and encourage experiential learning can help mitigate this stress effect. If we would like to put in practice the mind, brain and education fundamentals in classroom we can introduce routines like welcomes to the classroom or activities that complement our classes with actions or active proposals (early finishers jar, see you later alligator, my role). But if there is something that generates curiosity, emotion, fear and pleasure at the same time it is a challenge. Propose realistic and accessible challenges to encourage our students to activate their frontal and occipital lobes. The challenges allow us to personalize learning, generate motivation and interest through experiences and give meaning to what we do. Under this vision, the CLIL (Content and Language Interactive Learning) is of special interest as a means to acquire the language in a contextualized, meaningful and experiential way. All this without forgetting to dismantle false neuroscience myths.

	SESSION B – STUDENTS' PERSPECTIVE (American Space - 1st floor)
09:50-10:15	**Lecturing Chemical Reactor Design in English: Practical tricks to get full attention from the students** ***Maria J. Fernández-Torres, Ignacio Aracil Sáez & J. Rubén Ruiz Femenia*** The choice of lecturing a few subjects of the Chemical Engineering degree in English at the University of Alicante (Spain) is very relevant, as it provides Spanish students with the proper English jargon of Chemical Engineering. Furthermore, it supports the internationalization of our University by allowing that foreign students can opt for studying these courses in Alicante. The signing authors of this manuscript lecture Chemical Reactor Design (CRD) in English since 2012. Lecturing this course is a challenge in itself, even in Spanish; lecturing it in English for Spanish students adds extra difficulties that we have learnt to deal with. The fact that lecturing CRD implies the constant development of equations and mathematical derivations bring along an important advantage: it implies that our class notes, and especially our slides, contain less text (in any language) and more equations that are universally understandable. Besides all the advantages and difficulties encountered, we have implemented some tricks that really work to get full attention of our students during theoretical classes. These tricks basically deal with: (a) asking the students frequently for help in mathematical derivations, (b) learning when it is appropriate to ask for the intervention of students, (c) noticing which student should be asked to carry on with the mathematical derivations, (d) how to become skilled at dealing with rowdy students, (e) learning our students' names and benefiting from the impact that this simple fact causes, (f) recognizing when to use sporadically Spanish during the lectures and exams, etc. Apart from that, a native speaker lecturer typically focuses his teaching efforts in the spoken model. But as non-native English speaker lecturers, we can take the advantage of the necessity of counteract our lower English spoken skills by reinforcing all modes of teaching, such as the interpersonal mode (e.g.: encourage students to participate with questions for reasoning), the spoken mode (paralinguistic aspects: volume pronunciation, tone), and the written mode (paralinguistic features: size, style, colors, symbols, etc.). And especially, we develop an outstanding nonverbal material (pictures, graphs, animations…) to attract our students' attention.
10:15-10:40	**Peer observation and guided reflection in EMI professional development for lecturers** ***Maria Tabuenca Cuevas & Dolores Miralles Alberola*** Statistics across Europe show the efforts of HE institutions toward the creation of English as a Medium of Instruction (EMI) programs in non-English-speaking countries (Coleman, 2006; Costa & Coleman, 2013). One study states that as many as 60% of post-graduate courses in Europe are being taught through EMI (Macaro, 2013). This change has led to the need for specific lecturer training to teach on EMI programs. In 2018-2019, the University of Alicante launched a three module training program for lecturers who want to participate on the EMI courses at their faculties. These three modules are: Language training, methodology, and lastly, observation and reflection. Research on such programs at national HEs and other European HEs shows how EMI training has generally centered on language skills however, teaching courses through English is not just translating class content into a second language (Cots, 2012). The introduction of EMI requires a significant shift in methodology and often less attention is paid to training lecturers to use different teaching techniques and strategies to develop more effective teaching practices for EMI. It is even less common for EMI courses to focus on peer observation and reflection to equip lecturers with skills that can be used in the long term to continue developing their professional practice. The introduction of a guided reflection on how to improve their teaching in English can help lecturers identify which areas need to be improved and the effective practices to achieve this (Coe et al, 2014). Moreover, peer observation is another key area that not only helps to create a community of learners, it also provides modelling for lecturers. This paper will show how this last module of EMI professional development is necessary to equip lecturers for the challenges of EMI courses.
10:40-11:05	**Collaborative learning of Circuit Theory using English as a medium of instruction** ***Elisa Peñalver & Coral Ortiz*** The use of English language as a medium of instruction in technical university degrees has become a common practice in some European universities. However, this practice has been criticized due to the difficulties of teaching via a language that is not the native language of the students and the teachers. At the Universitat Politècnica de Valencia (Spain) this practice has been adopted in Erasmus groups with Spanish and other international students. In this research study the laboratory sessions of the subject "Circuit Theory" from the second year of the Industrial Engineering degree has been assessed. The Laboratory lessons are divided into four laboratory sessions of two hours. After a brief explanation the practical activities were carried out in multicultural groups made up of three students working together. The results from the two different English language groups compared to the Spanish language groups during three years were studied. The academic results were evaluated via a twenty-minute test after every laboratory session. The students experience was evaluated via the student satisfaction survey. The results from the case of study showed that the academic results were not significantly different between English language and Spanish language groups. Moreover, the collaborative learning from intercultural groups was a positive experience for the students and help then to be more motivated with the lessons. Despite the potential difficulties of teaching and learning in a foreign language for students and teachers, the results show that the increased motivation during the laboratory sessions more than compensates for the challenges of studying in a second language.

11:05-11:30	**Students' Perceptions and Attitudes Towards Teachers' Communicative Ability in an EMI Setting** ***Alicia Aranda Quesada*** The implementation of programs where English is used, either partially or fully, has been a common practice in recent years in Spanish universities. This use of English as a Medium of Instruction (EMI) is strongly associated with the promotion of internationalization in universities by the educational authorities. This presentation offers some findings on how students perceive their instruction in the context of a Health Sciences Faculty where EMI is used and internationalization has been implemented to a great extent. This multilingual setting, where undergraduate students from different countries study different programs, fosters different reactions and particular behaviours among students and lecturers. Some research was carried out with the objective of focussing on these students' perceptions towards the role of their teachers as communicators. A questionnaire was administered to a certain number of students of the schools of Medicine, Pharmacy and Dentistry. The items of the questionnaire dealt with teacher-student communication, teachers' level of language and students' perception on the learning process. Following the questionnaire, ten students were interviewed and asked about these issues in a more detailed way. A series of quantitative analysis on the data collected from the questionnaire found some positive attitudes from the students to their teachers' role, while some improvable aspects were also deduced. The questionnaire served as a general context for the information provided in the interview. A number of relevant insights were discovered through interviews with students; students' satisfaction and frustration were identified in their responses, and an analysis of the causes that originate these feelings was conducted. The study also found that students' perceptions towards the role of teachers as communicators is quite positive, though a high number of them take level of English into consideration when evaluating the subject. An initial section on some brief literature review serves as the context of this study. Different topics like English as a Lingua Franca or Content and Integrated Learning (CLIL) provide the referential context for this work.
11:30- 12:00	**COFFEE BREAK** (Ground floor) sponsored by TRINITY COLLEGE LONDON
12:00- 13:30	**WORKSHOP 1** (American Space - 1st floor) **English as a medium of instruction: Facing the challenges** English as a Medium of Instruction has rapidly spread in most European universities as a result of globalization, competitiveness and internationalization among other factors. However, both teachers and students have to overcome, on a daily basis, challenges regarding the content and the language. The aim of this workshop is to provide participants with: • an approximation to the existing differences between EMI and CLIL, • the challenges that both teachers and students must face • the importance of learning to plan and planning to learn in the EMI classroom • strategies to facilitate the learning of content and develop the language **Chair:** ***Virginia Vinuesa Benítez***. *Vicepresidenta de la Asociación de Enseñanza Bilingüe y co-editora de la revista americana NABE Journal of Research and Practice*
13:45–15:15	**NETWORKING LUNCH** (Hall CDL - Ground floor) sponsored by Rosetta Stone
15:30-17:00	**WORKSHOP 2** (Room 0.3 - Ground floor) **Translanguaging and EMI: approaching this controversial relationship** The role of the L1 in the bilingual education classroom is a matter of discussion, as it has always been in the EFL class. Moreover, the presence of the L1 and the foreign language can be controversial in programmes where there is a combination of the L1 and the foreign language as languages of instruction along the curriculum. In EMI, the excessive presence of the L1 reduces the use of the L2 and may have negative effects in the development of this language. Following this idea, a frequent, intuitive, non-systematic use of the L1, together with the lack of proficiency in the L2, are decisive factors for this overuse. However, the use of the L1 is also reported in bilingual environments as a pedagogical instrument, with an evident and potential use to help scaffold the content. Although in EMI contexts the situation may not be the same, there is a need to provide substantial empirical evidence of the practices in order to support the notion that employment of the L1 may be a factor of enrichment, especially with students exhibiting a low proficiency in the L2. **Chair:** ***Víctor Pavón Vázquez***. *University of Córdoba*

15:30-17:00	**WORKSHOP 3** (American Space - 1st floor) **Assessment in EMI environment: embracing multi- and pluri-lingualism** In this workshop we will look at the challenges of conducting assessments in a multilingual learning context within an EMI environment. We will explore and evaluate the kind of approaches to assessment, test format and tasks that can exploit the features of multi-and pluri-lingualism as described in the recently published Companion Volume to the CEFR (2018). We will consider how these tasks align with testing principles to ensure validity and reliability and how we might incorporate the principle of bias for best and reflect this in assessment criteria. We will also look at impact and how these assessment tasks might prepare students for communicative situations in the discipline they will operate in. Teachers will leave knowing how to embrace all the languages in their classrooms within a practical approach to assessment task design for EMI. **Chair:** ***Elaine Boyd.*** *Institute of Education-University College London*
13:45–15:15	**COFFEE BREAK** (Ground floor) sponsored by TRINITY COLLEGE LONDON
17:15-18:45	**PARALLEL SESSIONS** (Room 0.3 - Ground floor)
17:15-17:40	**Integrated Writing Tasks in Assessing Writing for Academic Purposes: Authentic Processes - Authentic Products** ***Alina Carastoian Reid*** Writing is universally recognised as an essential skill for academic success and the medium through which students acquire and demonstrate knowledge. As such, valid methods of assessing second language writing are of paramount importance in ensuring EMI learners are able to cope with academic demands. Currently, in the still prevailing independent essay approach to assessing writing, language testers endeavour to produce clear-cut scores for a "pure" skill captured in isolation. In its pursuit, great care is taken to reduce "pollution" by other skills and eliminate any topics requiring more than the most basic of world knowledge. Whether or not such a skill really exists is at best debatable, but even if it does, it is certainly not relevant to the academic domain where writing is hardly ever done in isolation and with disregard for content knowledge acquired from sources. Substantial theoretical and empirical evidence suggests this approach only covers a loose representation of the academic writing domain and results in a truncated image of writing ability. By failing to ask candidates to simulate real-life academic writing processes, we are failing to test what matters and this has profound implications for learners, teachers and other EMI stakeholders. This paper will explore the issue of authenticity in assessing writing for academic purposes, its manifestation in the final written product and in the cognitive processes learners use while writing, and the implications of authenticity (or lack thereof) in writing assessment. The paper will then make the case for the integrated reading-into-writing task as a superior assessment tool, capable of bridging the content-language divide and capturing an expanded academic writing construct which includes authentic knowledge-transformation processes.
17:40-18:05	**The CLIL course was EMI. An attempt to embed language-teaching through m-learning and b-learning activities gathered in a digital portfolio.** ***Javier Fernández Molina*** Students of the Primary and Pre-primary Education degrees at the University of Alicante, Faculty of Education, can sign up voluntarily, within their syllabus on their last academic years (3rd or 4th), on a Content and Language Integrated Learning (CLIL) course. This course is framed into the plurilingual (Cenoz, 2013; Cummings, 2007; Esteve, 2015; García, 2016) policy of the Valencian region, considering the Common European Framework of Reference for Languages (Council of Europe, 2001:4). The CLIL course encompasses the necessary theoretical background of Marsh, Mehisto, Wolff, Frigols, Cummings, Bloom, Vygotsky and Coyle, amongst other authors that stand the core of the CLIL approach, in conjunction with compulsory tasks from the part of the students in which they are requested to design and further share with their classmates specifically designed Didactic Units (DU). These DUs must include activities that encourage the teaching of both content and language. Despite the fact that these students are demanded to incorporate in their DUs objectives, content, assessment, materials and a methodology that ought to develop the teaching of content and language in the setting of a primary or a pre-primary classroom, the course itself does not promote the instruction of a language other than that of the students. Contrariwise, the course focuses mainly on the transmission of content and on the performance of tasks which require higher order thinking skills (Bloom in Krathwhol and Anderson, 2001). However, with the aim to demonstrate students plausible ways to teach language while focusing on content, a set of activities were carried out regularly making use of m-learning and b-learning. At the end of the course, students were asked to incorporate these activities in a digital portfolio for assessment and debrief purposes. The goal of this abstract and fore coming talk and article is to share the pros and cons of the experience, fully detailing the achievements, while suggesting ways of improvements for further alike research experiences

18:05-18:30	**ICT as tool to optimize laboratory lecture performance** ***David S Peñaranda, Carmen Naturil-Alfonso, Francisco Marco-Jiménez & José S.Vicente*** Laboratory activities are playing an increasingly role in the acquisition of the transversal competences. Society is demanding not only workers with high cognitive level but also with skills that improve the successful integration at workplace. The timing at laboratory seasons are limited, and, the need to introduce the concepts and guidelines is time consuming that reduce the possibility to develop high quality laboratory and discussion. In the current work, we propose to implant information and communication technologies (ICTs) in order to reduce the time consumed in introducing the theoretical concepts, making up time to develop more autonomous and interactive laboratory lectures. The educational proposal has been designed to be applied in the annual subject: "Animal and Human Physiology" of Degree in Biotechnology. One professor, two lecturer and one assistant professors along five laboratory seasons of 3 hours of length and ~ 25 students will carry out the teaching activities. The students, outside of the classroom, using the virtual platform (Poliforma T) will perform a learning module that will include the theoretical explanation and guidelines of the teaching activity. Once at classroom, the students will received the material to perform the activities previously described at on-line learning module. With the teacher assistance but without more explanation, the students will carry out the laboratory season. Last season will be assigned to perform the evaluation, which will consist in answering practical questions using the material used along the four laboratory activities. Transversal competences to develop and evaluate along the practical seasons will be: critical evaluation capacity and continuous learning.
18:30-18:55	**Teacher trainer´s reflections on learning and teaching through EMI in a bilingual degree in primary education** ***Lola Vidal & Fuensanta Monroy*** INTRODUCTION: Spanish educational system has placed great emphasis on introducing English as a medium of instruction in regular subjects in primary schools. This reform requires universities to adapt accordingly by offering bilingual degrees that train prospective teachers to teach content subjects in English. However, little attention has been given to the study of both language competence and methodology. Primary teachers will teach not only subject contents but also English terminology while using English as communication medium. The question that arises is whether teacher trainers (university teachers) should implement an EMI methodology in degree subjects so students (teacher trainees) may learn both content and language. This research study examined (1) the opinion of teacher trainers involved in teaching non-content-based courses in English in a degree in primary education at a Spanish university about the extent to which they implement an EMI methodology in their courses taught in English, and (2) whether teachers are aware of the needs to adapt materials and class dynamics to the bilingual group. METHOD: Ten university teachers involved in teaching subjects in English in a degree in primary education were asked to provide information via open-ended questions and recordings to enable easy data collection. The questionnaire covered aspects such as trainers' linguistic competence, classroom dynamics, and attitudes towards bilingual education. RESULTS: Preliminary results showed that teachers tend to use EMI techniques despite their relatively limited command of spoken English. Teaching in English often poses a great challenge as the kind of teachers involved in the teaching of regular subjects are rarely language specialist. CONCLUSIONS: The results of this study may provide useful information to universities interested in introducing bilingual degrees so that EMI courses and other specific training courses may be offered to in-service teachers, as well as teacher trainers, because it should be a priority to facilitate the implementation of EMI at a tertiary level.
17:15-18:15	(American Space - 1st floor)
17:15-17:40	**Lessons Learnt from EMI** ***Steve Muir*** As more universities offer degree courses in English, there is a growing need for university lecturers who can teach through the medium of English. However, they may be asked to deliver their subject in English without training of any kind. In this talk, I will outline some of the challenges that non-native university lecturers face when lecturing in English, and I will share the discoveries that I have made, as well as the lessons that I have learnt so far. In order to do so, I will refer to my experience of working on EMI training courses such as the British Council Academic Teaching Excellence (ATE) course, which was developed to focus both on theoretical issues and practical problems related to delivering subject-specific content at tertiary level. In addition to this, I will draw on my experience of observing university lectures. I will discuss the implications of the lessons I have learnt for EMI training courses and propose some practical ideas and suggestions for inclusion in such courses in a number of areas: language proficiency, both lecturers' own and that of their students; pedagogy and the changes that may need to be made when teaching through English rather than L1. (That is to say, it is not merely a question of translating the original content from L1 into English). I will also touch upon the benefits of adding elements of interactivity into the lecture; language and content processing; asking and answering question; pronunciation; presentation skills and visual aids; and cultural awareness.

17:40-18:05	**International students - challenge accepted!** ***Joanna Kożuchowska, M.A.*** Warsaw University of Technology as one of the best and most popular higher education institutions in Poland accommodates a great number of international students - both full time and extramural, in all three cycles of the EMI studies - from bachelor's to PhD, as well as Erasmus+ exchange students. The number of international students has been growing rapidly from year to year, which brings numerous challenges both at the faculty as well as the university level. We have managed to successfully deal with some of them, others still require extensive actions on our part. Obviously, one of the greatest problems that arises is the communication gap with potential students. Therefore, the Foreign Language Centre of Warsaw University of Technology has undertaken measures to lessen the effect of culture shock in all stakeholders: students, academic and teaching staff and the administrative staff. In my speech I am going to present: a short history of teaching preparatory English Courses at WUT, our unit's practical organisation, the various courses we teach, the students and what happens to them after our courses, teachers and problems they face. I will also talk about how the Foreign Language Centre manages courses for international and Polish students studying in English, and also deals with exchange and PhD students. I will share ways to support academic and administrative staff in their quest to educate EMI students. The presentation will offer some practical solutions to ever existing challenges, coloured by authentic anecdotes.
18:05-18:30	**Identifying EMI challenges through classroom observation** ***Michael Bennett*** The aim of this contribution is to provide some insight into the challenges presented by teachers wishing to deliver their courses in English gained through classroom observation. As an increasingly international university, the UPV has witnessed the growing need for its lecturers to be able to express themselves clearly and transmit what they know in English. Observations make up the third stage of the programme offered in the UPV to support lecturers teaching in English. Classroom observation is a practical stage that provides the opportunity to observe the lecturers while they are putting the knowledge previously acquired into practice in a classroom setting. The observer uses a set of criteria against which to check what the lecturer is doing well and which areas are still in need of improvement. A meeting is then arranged with the lecturer, at which time the observer shares the observations and discusses what changes should be made. A subsequent observation session may be set up with the lecturer. The results helped us identify a set of challenges related to broader topics that go beyond language, such as resources, quality, cultural differences, degree of teaching expertise, etc. This could be of interest not only for EMI lecturers and the teachers supporting their work, but also for administrators and those in charge of setting up EMI programmes.
18:30-18:55	**Academic debate as a tool to develop Critical Thinking and Problem Solving in Civil Engineering Master Course** ***Teresa M Pellicer & Vicente López-Mateu*** In the framework of the teaching of maintenance and conservation of structures in the Master's Degree in Civil Engineering, an academic debate is proposed as a strategy to increase the students' engagement. The academic debate consists of a series of alternating speeches between two teams of students, in favour of, and against, a topic. The interventions are assessed by a jury. The issue must be topical and controversial. In this case, an underground car park located in the centre of the city of Valencia, next to the Cathedral, which is in very poor condition due to lack of maintenance. First of all, the students visit the site and analyse the damage to the structure. They also decide wich tests to carry out to determine the structural condition of the structure. After that, two alternatives are proposed: repair or rebuilt. A team will defend the restoration and reinforcement of the structure. Another team will propose the demolition of the car park and its subsequent reconstruction. Through this academic activity, a high involvement of students in professional competencies related to the subject, such as maintenance, conservation, service life, or dismantling a structure has been achieved. On the other hand, soft skills such as knowledge of contemporary issues, critical thinking, teamwork and time management due to the controversial and topical issue have also been developed. The results obtained show the increase of the students' engagement, not only of the members of the teams and the jury, but also of the rest of the class.
20:30	**CONFERENCE DINNER:** Submarine Restaurant. Ciutat de les Arts y les Ciències

SATURDAY 18th May	
10:00-11:00	**KEY NOTE SPEAKER** (Salón de Grados - 3rd floor). **Shifting Identities and Shaping Ideas - how the provision of English as a Medium of Instruction transforms both course provider and participant, as well as developing core pedagogic skills.** My talk will emphasise the personal journey taken when established academics are asked to deliver their courses in English. This can happen late in their careers, sometimes with minimal notice, with established academics being asked to deliver a course in a subject they know well, in which they are experts, but in a language in which they are not in complete control. The issue of EMI interrupts and disrupts, sometimes pulling a linguistic security blanket away at a time when academics can be at their most fragile. I shall frame my talk by looking at the shifting identities of the academic, looking at the challenges faced by the cross-generational and multi-national workforces in today's European universities. The push towards the internationalisation of the curriculum runs through and across the personal histories and experiences of academics who balance the re-assurance of the "what and how" they previously delivered, with the shifting pressures of their own re-evaluation and appraisal. **Nick Byrne**. *Former Director of LSE Language Centre.*
11:30- 12:00	**COFFEE BREAK** (Ground floor) sponsored by TRINITY COLLEGE LONDON
11:30-12:45	**PARALLEL SESSIONS** (Room 0.3 - Ground floor)
11:30-11:55	**NAWA project as a challenge and solution for developing internalization process at Poznan University of Technology** ***Liliana Szczuka-Dorna*** In 2018 Centre of Languages and Communication at Poznan University of Technology received a NAWA grant- Welcome to Poland. It consists of 7 different tasks including EMI courses for academic and administartive staff. The presentation focuses on courses description, their content and structures. The opinions of the first course participants are presented. The course coordinator teachers evaluate administartive staff language progress paying special attention to challenges for PUT faculties developing EMI pedagogy and new assessment methods.
11:55-12:20	**What language do teachers really use in CLIL classrooms?** ***Farida Temirova & Debra Westall*** The present research focuses on first (L1) and foreign (L2) language use in Content and Language Integrated Learning (CLIL) classrooms. Firstly, for the indirect observation stage, we compiled a corpus of twenty YouTube videos which featured CLIL lessons in primary and secondary schools in five European countries. To this end we were able to design a working template and compare how CLIL classes were conducted across Europe. Secondly, we observed directly twenty-nine classes of Technology in the IES Benicalap in Valencia Spain. The CLIL methodology was used by the two course instructors with four groups of secondary school students. Finally, we examined how and when L1 and L2 were used in the classes, especial in regard to instructions, class management and feedback.

12:20-12:45	**When Academic Writing Cultures Collide: Plagiarism Requirements in the Development of a English Language Bachelor Thesis Seminar at Aalto University** ***Maurice Forget & Tuomas Paloposki*** Since its formation in 2010 through the merger of three top-tier Finnish universities specialising in Business, Technology, and Art & Design, Aalto University has been actively pursuing an internationalisation strategy by attracting foreign staff and students. Pursuant to this, Aalto adopted English-medium Master's degree programmes across its six schools. Further amendments to the Finnish Universities Act in 2015 meant that Aalto was able to launch English-medium Bachelor major programmes provided they charged tuition to non-European Economic Area students. Subsequently, two English programmes were launched in Fall 2018 with five more expected in Fall 2019. Previously, Finnish law mandated that Bachelor studies and theses were, with a few exceptions, permitted only in the two official languages, Finnish and Swedish, in order to ensure that students were able to write competently about their field of study in their native language. While international representation has increased, these developments have led to several challenges in merging current Bachelor teaching with international practices, particularly in the area of Bachelor thesis writing. Among the more problematic, Finnish academic writing conventions permit a citation style for the paraphrasing of paragraphs, which might, at its worst, constitute plagiarism in some major American and British academic style guides. Given that the accepted Finnish practice conflicts with English academic standards, it raises the prickly issue of language politics along with deeper philosophical questions, such as the function of the Bachelor thesis, the nature of knowledge creation, and the purpose of idea attribution. This paper aims to examine the teaching of English citation practices, plagiarism avoidance, and key differences between Finnish and English academic writing cultures in the context of the ongoing situation in the development of the English Bachelor thesis seminar at Aalto University.
12:45-13:30	**ROUND TABLE and concluding remarks** (Salón de Grados - 3rd floor). **Chair: *Mónica Bragado.*** *12:45-13:30*
	(American Space - 1st floor)
11:30-11:55	**Rhetoric & Technical Debating – Aristotle meets Elon Musk** ***Jon Dunderdalea and Louis Adam*** Facilitating EMI is a strategic aim for many institutions. In IMT Mines Albi, final year students requested English-taught scientific modules in the frame of their engineering degree. The vast majority of English language teachers do not have the required scientific knowledge to teach technical subjects and many technical teachers are reluctant to teach their technical subject in English. This reluctance often stems from a lack of confidence on the part of the technical teacher. Although most technical teachers are comfortable with formal lectures in English, they are less at ease with interactive classes in which improvisation plays a major role. To respond to the student's request for EMI, and taking into account the challenges for teachers mentioned above, the authors put in place a new Module 'Rhetoric & Technical Debating' in IMT Mines Albi. This module (15 hours) is co-animated by an English language teacher and a technical teacher. The module is run over 3 months with one class per week. The first half of the module (run by the English language teacher) introduces the students to various debating techniques - students debate a range of general topics and receive feedback from the English teacher on linguistic and non-linguistic (body language…) elements. The second half of the module focuses on technical debates - the topics debated are defined collegially between technical teachers and students. Language feedback is then complemented with feedback from the technical teachers about the student's scientific arguments. In the final class, teams of students debate against teams of technical teachers. The module was appreciated by both students and teachers. It allows students to work on technical subjects in English and the debate format enables teachers to practise in an interactive environment. In addition to these benefits it should be noted that the final students v teachers debate is highly motivating for both parties and has a positive impact on student/teacher relations.

11:55-12:20	**EMI training programme at the UPV** ***Yvonne McLucas & David Rhead*** The aim of this contribution is to offer an overview of the EMI training programme at the UPV. The role of the UPV as an international university has increased the necessity for lecturers who are able to transmit their knowledge in English. The implications of English Medium Instruction (EMI); be they related to, language, classroom pedagogy, intercultural communication or policy design, present challenges which have to be faced by everyone involved in the process. The university as an institution and the students need to adapt; however, the main onus is on those whose job it is to ensure that the content of their subject matter is transferred in the most reliable way possible. In response to this, the EMI training programme was initiated at the UPV Language Centre to offer support to lecturers who are currently teaching through EMI, or are preparing to do so in the future. This support seeks to improve their level of English proficiency and implement the necessary methodologies in EMI settings in order to enhance student learning. This contribution describes the evolution of EMI training at the UPV to date: the participants, the courses and other resources available for lecturers, such as an on-line glossary, revision of teaching material, classroom observation and workshops. It also looks at the challenges and how they are being met.
12:20-12:45	**EMI lecturers as mediators: uses of the CEFR companion volume** ***Julia Zabala, Javier Muñoz de Prat*** Our paper presents a practical approach to use the CEFR Companion Volume by mapping the mediation descriptors with the teaching skills required from EMI lecturers. Our goal is to provide EMI lecturers and language teachers supporting them, with tools to help them be successful in transmitting their knowledge in a multilingual environment. In 2008, the European Commission established policies specifically designed to promote multilingualism. This, together with the implementation of the Bologna Process and the ensuing internationalisation of European universities has encouraged the creation of programmes taught in English in European higher education institutions. English as a Medium of Instruction defined as "the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English" (Dearden, 2014) has been the preferred method to implement such procedures in Spanish universities. University lecturers have faced the challenge to deliver their courses and transmit their topical knowledge in a second language. Furthermore, classrooms are increasingly multilingual and the skills required to teach in English are more than a sum of teaching skills and language competence. In 2018, the Council of Europe published the Companion Volume to the Common European Framework of Reference for Languages, introducing mediation descriptors and understanding mediation as an activity carried out by a social agent "who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes from one language to another" (North & Piccardo, 2016). EMI lecturers work in environments in which mediating a text, mediating concepts, using mediation strategies and mediating communication are common activities, and as such, excellent examples of such agents. Consequently, the Companion Volume becomes a tool that could ultimately help measure EMI lecturing skills.

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BIODATA

PLENARY SPEAKERS

Alex Thorp

Alex Thorp is the Lead Academic, Language (Europe) at Trinity College London.He previously gained over 15 years' experience heading a teacher training department in the UK. With special interests in English Language Assessment, CLIL, Neuro-linguistics and Evidence-based teaching, he publishes and presents the world over with the aim of supporting best practices in language teaching and testing.

Nick Byrne

Nick Byrne was Director of the LSE Language Centre from 1999-2016, and previously set up and ran the language centre at the University of the Arts London for eight years. Nick studied languages at Oxford, and was a teacher trainer at King's College London. He's held advisory roles in key European language organisations, and is now working as a freelance consultant, as well as being Creative Advisor to Hanban, the national language council of China. Nick is now based in Berlin and working as a freelance EMI coach.

WORKSHOP CHAIRS

BOYD, Elaine

Institute of Education- University College London

Elaine Boyd has worked in English language assessment design and quality standards for over 25 years for a range of international testing organisations. She has conducted courses in assessment literacy as well as publishing articles in this field and is the author of several exam coursebooks. She is an Associate Tutor for the MA TESOL courses at University College London. Her research interests are in spoken language and pragmatics and she is working on the Trinity Lancaster Corpus of Spoken Language. She is currently Visiting Professor at Universitat Politecnica de Valencia supporting the development of an EMI Framework.

PAVÓN VÁZQUEZ, Víctor

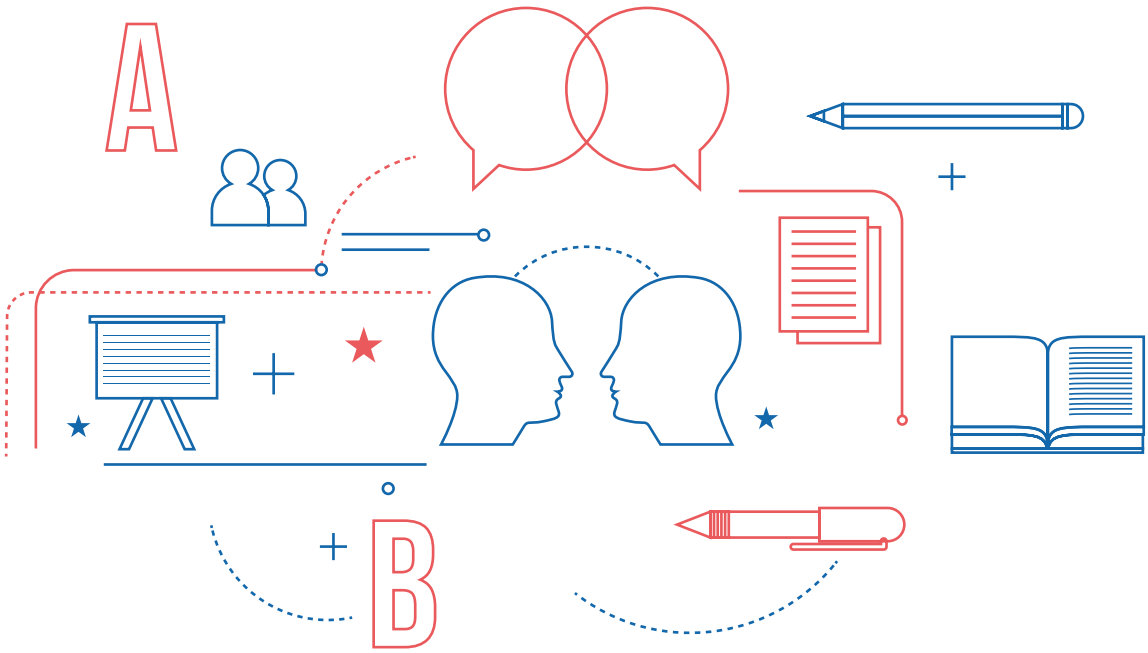
Víctor Pavón Vázquez holds a PhD. in Modern Languages. As an academic at the University of Córdoba (Spain), he has extensive experience examining how English is developed and used in academic contexts. He is a member of the Advisory Committee for Linguistic Policy in Andalusia (Spain). He has participated in the elaboration of the Integrated Curriculum of Languages for Compulsory Secondary Education and Bachillerato in Andalusia, and also in the elaboration of the Linguistic Project for State Schools in Andalusia. He is the former Academic Director of the European Master's Degree «English for professional qualification» at the University of Córdoba, and is the current coordinator of the Master's Degree to train Secondary Education Teachers (Major in English). Most recently he has coordinated the Bilingual programme at the University of Cordoba and is part of the English Language Board of CRUE.

As an author, researcher and lecturer, he is active in educational development programmes in Europe and beyond. His current interests focus on research and development for capacity building, and subsequent competence building of staff, to support the implementation of bilingual education programmes.

VINUESA BENITEZ, Virginia

Licenciada en Filología Inglesa por la Universidad de Granada y Doctora por la Universidad Rey Juan Carlos. Con más de 25 años de experiencia en el ámbito de la educación, ha desarrollado su carrera profesional en todos los niveles educativos, desde Educación Infantil hasta Educación Universitaria, tanto en España como en el Reino Unido. En la actualidad es Profesor Docente Investigador en la Universidad Rey Juan Carlos de Madrid donde imparte docencia en el área de la didáctica de lenguas extranjeras en los grados de Infantil y Primaria, así como en el Máster de Profesorado de Secundaria y en el Máster de Enseñanza Bilingüe en Centros Educativos de Educación Primaria e Inmersión en Lengua Inglesa del que es directora. Ha participado activamente en la formación metodológica de profesores de colegios bilingües de la Comunidad de Madrid impartiendo cursos sobre AICLE/CLIL y colabora con el CEU Cardenal Herrera de Valencia en el Máster Universitario en Educación Bilingüe inglés y español. Ha impartido ponencias en España y Estados Unidos y su área de investigación se centra en el ámbito de la enseñanza bilingüe y la metodología AICLE/CLIL.

Es Vicepresidenta de la Asociación de Enseñanza Bilingüe y co-editora de la revista americana NABE Journal of Research and Practice



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