2nd International Seminar

Internationalising learning: English as a Medium of Instruction (EMI)

30th and 31st March 2017
Valencia | Spain

Sponsored by TRINITY COLLEGE LONDON

Collaborators: dexway, ISORA SOLUTIONS, OXFORD UNIVERSITY PRESS
2nd International Seminar

Internationalising learning: English as a Medium of Instruction (EMI)

30th and 31st March 2017 Valencia | Spain
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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 2nd 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 2nd International seminar: Internationalising learning: English as a Medium of Instruction- (EMI).

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)
Asunción Jaime Pastor (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)
Maria Boquera Matarredona (Universitat Politècnica de València)
Eva González Pérez (Responsable Unidad de Formación UFASU, Universitat Politècnica de València)

Technical Secretary

Jorge Sales Blasco (Universitat Politècnica de València)
Joaquín Ortiz Fernández (Universitat Politècnica de València)

SCIENTIFIC COMMITTEE

Dr. Juan Miguel Martínez Rubio (Universitat Politècnica de València)
Dr. Neus Figueras Casanova (Generalitat de Catalunya)
Dr. Elaine Boyd (Institute of Education, University College London)
Dr. Cristina Pérez Guillot (Head of the Language Centre - Universitat Politècnica de València)
Dr. Asunción Jaime Pastor (Deputy Head of the Language Centre - Universitat Politècnica de València)
Dr. María Luisa Carrió Pastor (Head of the Applied Linguistic Department - Universitat Politècnica de València)
Dr. Julia Zabala Delgado (Language Advisor 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

COLLABORATORS:

dexway

ISORA SOLUTIONS
THE UNIVERSITAT POLITECNICA DE VALENCIA (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 Xàtiva) 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

• Meeting Point (Ground floor):
• Salón de Grados (3rd floor):
• Postgrado room (2nd floor):
• American Space (1st floor):
• Seminar (1st floor):
• Room 03 (Ground floor):
• Ground Floor:
• Biblioteca:

Registration
Opening, Plenary speakers; Round Table; Closing ceremony
Parallel paper presentations, Workshop 1
Symposia, Workshop 3
Parallel paper presentations
Parallel paper presentations, Workshop 2
Exhibitors; coffee & lunch
Workshop 1
GENERAL INFORMATION FOR PARTICIPANTS

• Participants may pick up their Conference folders in the Language Centre (Meeting Point – Ground floor) from 8:30.

• 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)
# 2nd INTERNATIONAL SEMINAR- CDL-UPV

**30-31 March 2017 Valencia –Spain**

**Internationalising Learning: English as a Medium of Instruction (EMI)**

## GENERAL PROGRAMME

### THURSDAY 30th March

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:30-9:00</td>
<td>REGISTRATION (Ground floor)</td>
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<tr>
<td>9:00-9:30</td>
<td>OPENING CEREMONY (Salón de Grados – 3rd floor) by Mr. Francisco J. Mora Mas. Rector of the UPV</td>
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</tr>
<tr>
<td>9:30-11:00</td>
<td>PLENARY SPEAKER (Salón de Grados – 3rd floor) The changing roles of EMI lecturers and English Language teachers Julie Dearden. Oxford University Department of Education</td>
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<tr>
<td>11:00-11:30</td>
<td>COFFEE BREAK (Ground floor) sponsored by dexway</td>
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<tr>
<td>11:30-14:00</td>
<td>PARALLEL PAPER PRESENTATIONS</td>
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<tr>
<td>11:30-12:00</td>
<td>METHODOLOGICAL APPROACHES (Postgrado room – 2nd floor)</td>
<td>TEACHER TRAINING (Room 03 --Ground floor)</td>
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<tr>
<td>11:30-12:00</td>
<td>Architectural Conservation: SWOT analysis of EMI experience. Cristini, V.; Mileo, C. and Vegas, F.</td>
<td>Content specialist expertise in an EMI training process. Ploettner, Joan</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>EMI lecturers’ beliefs against language education policy: the EMI lecturers’ gate-opener profile in English language teaching. Mancho-Barés, Guzman and Aguilar-Pérez., Marta</td>
<td>Observation as a tool to facilitate the professional development of teaching faculty involved in English as a medium of instruction: trainer and trainee perspectives. Herington, Rupert</td>
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<tr>
<td>12:30-13:00</td>
<td>CLIL at tertiary level: a case study of the Vrije Universiteit Brussel (Brussels, Belgium). Blom, Stefanie</td>
<td>Designing a language exam for lecturers involved in EMI programs. Barry, Kathleen; Deal, Mandy; Hooworth, Robert, Prats, Sónia and Riera, Laura</td>
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<td>13:00-14:00</td>
<td>SYMPOSIA (American Space- 1st floor)</td>
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<tr>
<td>11:30-13:00</td>
<td>Symposium 1 Lecciones aprendidas y propuestas de futuro para la formación en inglés del PAS. Chair: Mª José Iza Martinez. Head of the Human Resources Unit –UPV</td>
<td>Necessidades reales del PAS: motivación y optimización de recursos. Targeting the real needs of administrative staff: optimization of resources and motivation Chair: Julia Zabala. CDL Language Advisor - UPV (Bilingual session)</td>
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<tr>
<td>13:00-14:00</td>
<td>Symposium 2</td>
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<tr>
<td>13:00-14:00</td>
<td>Necessidades reales del PAS: motivación y optimización de recursos. Targeting the real needs of administrative staff: optimization of resources and motivation Chair: Julia Zabala. CDL Language Advisor - UPV (Bilingual session)</td>
<td>Necessidades reales del PAS: motivación y optimización de recursos. Targeting the real needs of administrative staff: optimization of resources and motivation Chair: Julia Zabala. CDL Language Advisor - UPV (Bilingual session)</td>
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<td>Participants: • Proyecto de internacionalización del PAS de la UIB. Torrens Sastre, Margarita</td>
<td>Participants: • Internationalization of Higher Education Administrative Staff through the Erasmus+mobility program: The case of Universitat Politècnica de València. Maria Boquera, UPV</td>
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<td>• Evolución de la gestión en la formación en inglés del PAS-UPV (2007-2017). González, Eva e Iza, Mª José</td>
<td>• Diseño de un programa de aprendizaje de lenguas basado en las necesidades del PAS: Designing a language programme based on the needs of Administrative staff. Julia Zabala, UPV</td>
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<td>• Evolución del programa de formación de inglés para el personal de administración y servicios de la Universidad Pompeu Fabra – Barcelona (2004 – 2017). Amarilla Rodriguez, Vicky y Torné Úbeda, Anna</td>
<td>• Perfiles lingüísticos de los puestos de trabajo del PAS: el caso de la Universitat de Girona. Andreu Pulido y Gloria Ferrer, UdG</td>
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<td>• Reflexiones acerca de los programas de formación desarrollados para facilitar el aprendizaje de las competencias lingüísticas en inglés de las personas PAS de la Universitat Autònoma de Barcelona: Qué aprendimos de lo “viejo”, qué seguimos aprendiendo de lo “nuevo”. Fito Pons, Neus y Marcos Cancio, IM Carmen</td>
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### Schedule

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<th>Event</th>
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<td>14:00–16:00</td>
<td>LUNCH BREAK (Ground floor) sponsored by TRINITY COLLEGE LONDON</td>
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<td>16:00-18:00</td>
<td>WORKSHOPS</td>
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<tr>
<td>Workshop 1</td>
<td>Managing change and innovation in turbulent times: the tricky case of EMI in higher education Chair: Stephen Bax. Open University-UK</td>
</tr>
</tbody>
</table>
| Workshop 2    | Best practices and challenges in teaching through EMI Chair: Elaine Boyd. Institute of Education-University College London Participants:  
|               | • Yvonne McLucas and David Rhead. Teacher’ training, CDL_UPV  
|               | • Noelia Ruiz. Deputy Head for Multilinguism. U.Jaume I, Castellón  
|               | • Trinidad de Haro. Sub Directorate General for Innovation. Comunidad de Madrid  
|               | • Amaya Mendikoetxea. Vice-rector of Universidad Autónoma de Madrid  
|               | • UPV faculty involved in EMI                                         |
| Workshop 3    | Identificando buenas prácticas de gestión para mejorar la competencia lingüística en inglés del PAS Chair: Carlos Ripoll Soler. Chief Manager of the Institutional Project Unit-UPV |
| 18:00         | VISIT TO THE CITY - Bus to city centre at 18:00 – Gate N               |
| 20:30         | WELCOME RECEPTION - Mirador de Comedias, calle Comedias nº 7           |

### Friday 31st March

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<td>9:00-10:30</td>
<td>PLENARY SPEAKER (Salón de Grados – 3rd floor) Language policy and quality assurance tools for the internationalisation of higher education in Spain: the challenges of EMI Chair: Dolores González Álvarez. Vice-rector for students. University of Vigo. Spain</td>
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<tr>
<td>10:30-11:00</td>
<td>COFFEE BREAK (Ground floor) sponsored by TRINITY COLLEGE LONDON</td>
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<td>11:00-14:00</td>
<td>PARALLEL PAPER PRESENTATIONS</td>
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<td>TEACHER TRAINING (Room 03 –Ground floor)</td>
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<td>INSTITUTIONAL PERSPECTIVES (Seminar – 1st floor)</td>
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<tr>
<td>11:00-11:30</td>
<td>Exploring in-sessional language support in a college in an EMI university in the Arabian Gulf. Littlewood, Suzanne</td>
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<td>Confronting the challenge of EMI interaction using authentic materials. Banks, Matthew</td>
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<td>Coherence in Linguistic Policy making in Tertiary Education. Obernyer, Gretchen and Orduna Nocito, Elena</td>
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<tr>
<td>11:30-12:00</td>
<td>Identifying in-service support needs for lecturers working in EMI contexts. Beaumont, Ben</td>
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<td>Aligning English-Medium Instruction to the CEFR: linguistic competenc-</td>
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<td>e of university lecturers in Spain. McLucas, Yvonne and Polyakova, Oksana</td>
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<td>A model for delivering content subjects through a content and linguistic integrated approach at</td>
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<td>tertiary level: The case of Cardenal Cisneros University College. Johnson, Matthew</td>
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<tr>
<td>12:00-12:30</td>
<td>A Systematic Review of English as a Medium of Instruction (EMI) in Higher Education Institutions. The Case of a Business School. Sanahuja Vélez., Gisela; Ribes Giner, Gabriela and Moya Clemente, Ismael</td>
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<td>Perceptions of Faculty Members and Students Regarding the Efficacy of English Medium Instruction. Kir, Elif and Akyüz, Aslı</td>
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<td>English Medium Universities outside the Target Language Community: Experience from Turkey. O’Dwyer, John</td>
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<tr>
<td>12:30-13:00</td>
<td>El proyecto de estimulación neurosensorial de la Universitat Politècnica de València. Concejero, Marta y Garcia Gallego, Carlos</td>
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<td>An EMI trainer-training programme as a contribution to EMI theory. Ro-</td>
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<td>berts, Paul</td>
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<td>The role of ESP Departments in International Educational Programs. Warta, Vilmos</td>
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<tr>
<td>13:00-13:30</td>
<td>Mejora de la expresión y comprensión oral a través de la estimulación neu-</td>
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<td>ro-sensorial. Pérez Guillot, Cristina</td>
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<td>Teaching through English: the case of international commerce. Muñoz de Prat, Javier</td>
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<td>Obstacles and challenges for EMI and CLIL programmes in higher education. Jones, Charles</td>
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<tr>
<td>13:30-14:00</td>
<td>Estimulación neurosensorial en la integración de lenguas extranjeras Cerna, Hernan y Capitán, Álvaro</td>
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<td>LUNCH BREAK (Ground floor) sponsored by Trinity College of London</td>
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<td>16:00–18:30</td>
<td>ROUND TABLE (Salón de Grados – 3rd floor) Internationalisation - ways forward</td>
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<td></td>
<td>Participants:</td>
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<td></td>
<td>• Dolores González Álvarez, Vice-rector for students, University of Vigo, Spain</td>
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<td></td>
<td>• Ignacio Messana, Program Dean &amp; Director Florida State University</td>
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<td>• Julie Dearden, Oxford University Department of Education</td>
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<td>• Carlos Ripoll Soler, Chief Manager of the Institutional Project Unit –UPV, Spain</td>
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<td>• Cristina Pérez Guillot, Head of the Language Centre. UPV, Spain</td>
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<tr>
<td>18:30</td>
<td>CONCLUSIONS and CLOSING (Salón de Grados – 3rd floor)</td>
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</table>
| 12:00-12:30| EMI lecturers’ beliefs against language education policy: the EMI lecturers’ gate-opener profile in English language teaching.**<br>Mancho-Barés, Guzman (University of Lleida) and Aguilar-Pérez, Marta (Polytechnic University of Catalonia)<br>**There are tensions in the implementation of EMI in non-English speaking countries for lecturers, one of which is that EMI lecturers underscore their own medium-to-low English proficiency impacting largely on their academic oral fluency (Airey, 2016). Against this backdrop, we aim to explore how language teaching/learning within the context of EMI is discursively construed in language education policy (LEP) at a public university in Catalonia (Spain) and in lecturers’ viewpoints on EMI.**<br>The study follows Interpretive Policy Analysis (IPA) for language policy (Moore & Wiley, 2015). Data come from two LEP documents issued by the university; from field notes taken from four lectures given by EMI lecturers during a conference held at the university; and from a questionnaire administered to the same lecturers (CEFRL ≥C1).<br>In the LEP documentation, language teaching/learning within EMI is construed in terms of gradual implementation of EMI at undergraduate level, the offer of EMI teacher training support, and the need to provide (unspecified) resources to learn languages.<br>Lecturers’ viewpoints on EMI are compared to the three LEP themes. Firstly, students’ insufficient English competence is seen to hinder the gradual implementation of EMI, even if lecturers still align themselves with the objective of progressive implementation. Secondly, although lecturers welcome EMI training initiatives, they criticise the lack of post-training institutional support. Thirdly, EMI lecturers overtly refuse the role of language teachers, while covertly identifying themselves as human resources for the development of their students’ competence in disciplinary English.
CLIL at tertiary level: a case study of the Vrije Universiteit Brussel (Brussels, Belgium).  
**Blom, Stefanie** (Vrije Universiteit Brussel)  

In recent years, English-Medium Instruction (EMI) has thrived as a teaching approach throughout Europe and the rest of the world, which can be mainly attributed to shifting paradigms in internationalisation policies and ongoing academic globalisation. Higher Education professionals, to date, have been debating the similarities and differences between EMI and Content and Language Integrated Learning (CLIL). This case study examines the implementation of CLIL at the faculty of Economics and Social Sciences (ES), which offers a Masters’ program Management as an English-taught equivalent of the Dutch Masters’ program Bedrijfskunde. The fact that these courses are being taught in English does not, however, guarantee that they are in fact true CLIL courses (see Wilkinson & Zegers, 2008). This fits in with the notion that the application of the term CLIL for programs which are not representative of CLIL practice has led to criticism with regards to its efficacy as a pedagogical practice. The lack of consensus regarding a definition of CLIL only adds to the point at issue (see Mehisto, Frigols & Marsh, 2006; Dalton-Puffer, 2011; Gierlinger, 2012; Dafouz & Smit, 2014). The purpose of this research, therefore, is two-fold: first, a clear, tailored definition of CLIL will be provided in order to assess the Masters’ program Management. Secondly, the study will focus on the influence of instruction in English on student performance and has a specific interest in the linguistic proficiency of learners and their development throughout the CLIL program. A quantitative method will be used to acquire whole-group results, whilst several students will be chosen for further qualitative research based on the initial language test outcomes. These results will be further complemented by a quantitative analysis of learners’ academic outcomes in order to investigate whether foreign language teaching affects student content knowledge. If possible, further recommendations for future improved implementation will be provided.

Assessment needs in University EMI context.  
**Genis, Marta** (Universidad Nehrija/Trinity College London-Madrid)  

In 1997, Graddol suggested that English was becoming the language of Higher Education, and that it was vital that students learnt key terminology related to specific domains along with general academic English. What was a prediction in the 90s is a reality today. Spanish institutions have adopted EMI as a way of, on the one hand, increasing employment opportunities for native students, and, on the other hand, attracting international students. Based on the experience of the author in a Higher Education institution, this article explores the value of EMI approach and the challenges it presents for teachers and students in the area of assessment and standardization of levels. Several issues arise, first, that language (English) is a transversal component of any EMI course; second, that assessment is generally a difficult task, even more complex in an EMI course; third, that performance should be assessed along with content and competence (knowledge, skills and attitudes); fourth, that learning disciplinary content through a foreign language students should improve not only communicative skills but also transversal competences for lifelong learning; fifth, that there is an urgent need for instruction regarding teacher assessment literacy in EMI context.

SQ35 is the answer.  
**Radwan, Amanda and Dalton, Maureen Stella** (Zayed University, Dubai. United Arab Emirates)  

The reading challenges that non-native English speaking students face have remained the same for many years. One challenge at university level is developing effective reading strategies that enhance students reading comprehension. To this end, teachers are faced with the challenge of creating lessons aimed at developing effective reading strategies that lead to students becoming more independent readers in and outside the classroom. Teaching students to master reading strategies in general and EAP courses in particular is challenging. Therefore, several methods that bundle a set of reading strategies have provided guidelines for students to practice reading independently. One of these strategies is SQ3R. SQ3R is an acronym for a 5 step reading and study method originally suggested by Francis Pleasant Robinson in his book “Effective Study”. Robinson (1906-1983) was a professor of Psychology at Ohio State University. Robison headed the Learning and Study Skills Program at OSU and based on his research devised the SQ3R methods and other techniques to help students acquire reading skills. This method provides a systematic approach to reading and suggests that students write down a set of questions first and then read actively with the aim of answering these questions. This method will allow students to use their memory to their full potential by creating a visual and auditory memory of the text. In addition, students use repetition of the material as a sort of rote style of memory. It has also been proven beneficial for students to write out notes instead of highlighting them. Writing them out requires much more thorough processing than the simple action of running a bright color over a few words. Students who utilize the SQ3R will also require less time studying since most of the materials have been stored in their long term memory. SQ3R is an effective reading method that incorporates several higher level study strategies. It includes 5 steps: Surveying, Questioning, Reading, Reciting and Reviewing. SQ3R imitates the reading pattern of proficient readers. However, and more importantly, it provides a useful strategy for poor readers to assist in improving their reading skills by providing a sequential set of steps that give meaning and purpose to reading. The questioning and summarizing aspects of SQ3R have also been separately proven to enhance reading comprehension. It has also been verified that it is a particularly effective strategy to improve learning at the knowledge and comprehension levels of Bloom’s Taxonomy. julianc.wordpress.com/2011/03/23/blooms-taxonomy This systematic approach to reading is as relevant now as it was in the 1940s. In today’s classrooms, students may be required to use both paper text books as well as e-books, SQ3R can easily be adapted to both. “rememebreverything.org” The aim of this session is to show how to seamlessly integrate pedagogical reading strategies with e-book and academic paper text book readers. The focus will be on: common reading challenges for EAP students. presenting some common strategies and methods with a focus on SQ3R defining SQ3R how to adapt SQ3R reading strategy and note taking to the 21st century, presenting a variety of examples of student’s work.benefits of SQ3R
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<th>Time</th>
<th>Session</th>
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<tr>
<td>11:30-12:00</td>
<td><strong>TEACHER TRAINING</strong> (Room 03 – Ground floor)</td>
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<td>Content specialist expertise in an EMI training process.</td>
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<td><strong>Ploettner, Joan</strong> (Universitat Internacional de Catalunya / Universitat Autonoma de Barcelona)</td>
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<td>Development of initiatives directed at preparing content specialists to teach subject matter in English at university has frequently involved collaboration between content instructors and language teaching experts. One such example of interdisciplinary collaboration for English Mediated Instruction (EMI) is the development partnership for EMI (DP-EMI), which involves the establishment of formalized artefact-mediated spaces for interdisciplinary dialogue for the collaborative preparation of EMI (Moore, Ploettner &amp; Deal, 2015). Although this and similar processes target the development of content specialists’ EMI teaching “expertise”, methodologically robust studies of the development of such aspects from a micro analytic perspective are lacking. The aim of this paper is to present a novel approach toward the study of EMI teaching expertise through microanalysis of participants’ orientation and epistemic stance toward the domain of EMI. A secondary aim is to study the affordances of mediating artefacts, such as video recordings of EMI classroom interaction, in the dialogic process. The data were collected within the frame of a doctoral research project whose purpose is to track EMI teaching expertise longitudinally during a development partnership process. The data presented in this paper were collected during a one session of a development partnership in which dialogue was organized around a video recording of EMI classroom interaction. Ethno methodologic conversation analytic-oriented microanalysis of transcription data is used to study participation frameworks (Goffman, 1981; Goodwin, 2007; Goodwin &amp; Goodwin, 2004) and epistemic stance (Heritage, 2013, Sivers, Mondada &amp; Steensig, 2011) of the participants as it relates to the domain of EMI. Preliminary results show shifting participant orientation toward EMI and changes in epistemic stance regarding the domain of EMI during the episode, indicating the dynamic, context-dependent character of content specialist orientation toward EMI. Video recording of classroom interactions mediates the transformative dialogic process in this case. Analysis of participation frameworks and epistemic stance seems to provide a viable methodological approach for tracking EMI teaching expertise in development partnership processes. The role of video recordings as mediating artefacts in transformative dialogic processes requires further study of longitudinal data.</td>
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<td>12:00-12:30</td>
<td>Observation as a tool to facilitate the professional development of teaching faculty involved in English as a medium of instruction: trainer and trainee perspectives.</td>
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<td><strong>Herington, Rupert</strong> (University of Leeds)</td>
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<td>This paper focusses on how observation of teaching can be beneficial to teaching faculty involved in English as a medium of instruction (EMI) as a means to inform their professional development. It also discusses how observation can be incorporated into professional development training courses. There are many challenges that faculty involved in EMI teaching need to resolve. One such issue for some EMI faculty is how subject content in English should be presented to students who may have fairly limited English language and possibly subject knowledge. Lecture observation can be beneficial in illustrating techniques, which teachers can adopt to respond to such a challenge. Observation methodology is not a new topic in general education or applied linguistics; however, observation in research studies has usually been conducted for particular purposes; for example, to analyse spoken discourse, to record specific teaching methods or to evaluate teacher behaviour. As a result, some of the approaches to observation and the related observation instruments, often assume an understanding of underlying educational theory and how an observation should be conducted. Given the growing number of teaching faculty in universities around the world who are involved in EMI teaching but who may not be trained in educational theory or observation methods, there is a need for guidance about how to observe teaching practice. This paper will firstly illustrate the ways observation can be used to facilitate the professional development of faculty involved in EMI teaching and the benefits of observation for this purpose. It will then, with reference to a number of intensive professional development courses which were provided by the author for teaching faculty in the UK, China and Japan, discuss observation from the point of view of the trainer and the trainees. Finally, the paper will outline how observation can be incorporated into training courses, with recommendations about guidance on how observations should be conducted and the design of related observation instruments. This paper should be of interest to either faculty involved with EMI or those providing professional development training courses.</td>
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<td>12:30-13:00</td>
<td>Designing a language exam for lecturers involved in EMI programs.</td>
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<td><strong>Barry, Kathleen</strong> (Universitat de Girona); <strong>Deal, Mandy</strong> (Universitat Internacional de Catalunya); <strong>Hooworth, Robert</strong> (Universitat Pompeu Fabra), Prats, <strong>Sonia and Riera, Laura</strong> (Universitat Autònoma de Barcelona)</td>
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<td>Internationalisation has become an institutional strategy for many Spanish universities wishing to open up their institutions to the world and attract an increasing number of foreign students. However, internationalising a university involves facing many challenges to ensure both academic and linguistic quality. The latter has been a great concern for university language centres and, thus, many have designed EMI programs addressed to lecturers and professors. In this context, the aim of our group was to develop an exam for academics interested in certifying their linguistic capacity to teach a university course in English, and to establish the minimum language requirements needed to lecture in English. We will present the different developmental stages of the exam. Initial surveys were created to collect data from professors, students and language teaching experts about their perceived linguistic needs for teaching in English. These surveys were analysed and used as the basis for the design of the language exam. We will outline the structure of this EMI English exam for academic staff and we will present some of the tasks developed by teachers from different universities. After the design stage, both speaking and writing tasks were piloted with lecturers taking English for Teaching Purposes courses. The pilot results were not only useful for detecting the strengths and weaknesses of the exams, but also for setting the minimum standards required to ensure linguistic quality when teaching in English. Additionally, during the development of the language exam for academic staff, a chart of equivalent qualifications or teaching experience was produced.</td>
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EMI Lecturer Training: Starting Small to Aim High.
Solá, Silvia (Autònoma de Barcelona)

One key requisite for higher education institutions to succeed in their path to internationalization is to provide quality education in English. This aim is no trivial matter for universities that want to remain relevant in an increasingly globalized academic world. In such a context, training academic staff to offer English medium instruction is a strategic pursuit that must be undertaken swiftly, effectively and intensively. As a response to this pressing challenge, the Universitat Autònoma de Barcelona (UAB) has recently established a training program based on microteaching sessions and class observations in order to make rapid progress towards its internationalization goals. The EMI Training Program has been launched as a pilot initiative in the Veterinary Medicine Faculty and is to be spread to the remaining faculties of the UAB in the next few years. It consists of four stages: a remedial English course focusing on teacher talk (Intensive English for the Academic Staff), an EMI methodology course (Intensive EMI Training), a class observation phase and an optional test to obtain an EMI certificate. This paper presents the results of the first two quality assessment surveys completed by the pilot cohort of the Intensive English for the Academic Staff course. These instruments, one officially validated and delivered by the Language Center (LC) and a second one designed and administered as a teaching assessment tool, are analyzed to identify the strengths and weaknesses of the program in the first phase of its piloting stage. The results of the surveys reveal that, as expected, lecturers ascribe a high value to microteaching, which they describe as a unique opportunity not only to put their EMI lecturing to the test, but also to learn from their peers.

Training and Development for EMI.
Nash, Will (The University of Sheffield)

English as a Medium of Instruction (EMI), a shift from subjects taught in L1 to English, is a 'growing phenomenon' in tertiary education around the world. With research and experience from international University partnerships, this presentation discusses implications for designing and delivering EMI Training and Development Programs. The purpose is to present and summarize recent research carried out at the University of Sheffield in the UK while developing a new suite of English as a Medium of Instruction training and development courses for international university partners in China, Russia and Europe. The key idea is that training is needed when switching the subject language which goes beyond only linguistic development, but looks at teaching approaches and methods, institutional policy and planning and course and materials design, as well as ongoing continuing professional development.

Proyecto de internacionalización del PAS de la UIB.
Torrens Sastre, Margarita (Universitat de les Illes Balears / Jefa RRHH)

La Universidad de las Illes Balears es una institución que trabaja con el objetivo de promover la internacionalización, fomentando programas y actividades específicas para mejorar su proyección y presencia internacional, por este motivo está inmersa en un proyecto de internacionalización del personal de administración y servicios (PAS) de su universidad. Este proyecto abarca principalmente tres aspectos: Programas de movilidad para el PAS: la UIB ofrece ayudas económicas para participar en visitas formativas que permitan al PAS conocer las experiencias y buenas prácticas de otros países, a la vez que se enriquece la gestión de la UIB gracias al intercambio del conocimiento. Plan de Formación de la UIB: La Universidad aprueba cada año un Plan de Formación para el PAS, el cual se incluye desde hace años la formación en lengua inglesa, estas acciones formativas están enfocadas a la mejora de las competencias lingüísticas de su personal, intentando hacerlas atractivas y adaptarlas a las necesidades de conciliación laboral y familiar de su personal, con el paso del tiempo y la experiencia adquirida se han ido cambiando los formatos de los cursos, el esfuerzo que supone el aprendizaje de un idioma extranjero, aunque se realicen dentro del horario de trabajo, supone una carga añadida para el empleado y hemos intentado encontrar fórmulas más lentas pero más cómodas, tanto para asimilar la formación presencial y realizar los trabajos, como para compaginar con las tareas asignadas a su puesto de trabajo, Puesta en marcha de un Acuerdo entre la Gerencia y los Representantes Sindicales para la asignación de tareas de internacionalización con su correspondiente complemento retributivo a determinados puestos de trabajo de la Universidad. Este acuerdo prevé diferentes fases de implantación, el primero fue el año 2016 y es una forma de reconocer la importancia que tiene para nuestra Universidad el dominio del inglés y al mismo tiempo premiar a los empleados que se esfuerzan para logarlo.

González, Eva (Universitat Politècnica de València / Responsable PAS) e Iza Martínez, Mª José (Universitat Politècnica de València / Jefa RRHH PAS)

La Universitat Politècnica de València, a través del Centro de Lenguas y la Unidad de formación-Servicio de RRHH, ha estado organizando actividades de formación para favorecer la utilización del inglés de los trabajadores de administración y servicios y el personal de investigación. La presentación pretende hacer un recorrido por los últimos 10 años donde se exponen aquellos aspectos que nos han ayudado en la adquisición de niveles competenciales y motivación hacia el aprendizaje de la lengua inglesa, así como aspectos que precisan de una adaptación a las nuevas circunstancias y necesidades. Tras conocer la estrategia para la internacionalización de las universidades españolas 2015-2020, así como el documento marco de política lingüística para la internacionalización del sistema universitario español de la CRUE, se hace necesario establecer una serie de criterios, recursos, objetivos y procedimientos que mejoren la motivación de los trabajadores en cuanto al aprendizaje del idioma inglés así como que garanticen una enseñanza y aprendizaje eficaz y de calidad. Para ello, es preciso realizar un análisis de las diferentes medidas adoptadas por la universidad, dando valor a las experiencias positivas y trabajando en nuevas propuestas que mejoren la gestión acercando la formación del inglés a los empleados de la organización. Se analizarán aspectos tanto de política lingüística, como de financiación, conciliación, identificación de puestos con requisito de idiomas, movilidad o modalidad en la que se recibe la formación que se entienden como clave del éxito de los nuevos programas formativos. Finalmente, y al objeto de adaptarse a los nuevos requerimientos, se expondrá una propuesta que puede repercutir positivamente en la motivación de los trabajadores hacia esta formación, así como en la adquisición de niveles adecuados de competencias de una manera más eficiente, que mejoren la incorporación de la universidad en el proceso de internacionalización de las universidades.


Amarilla Rodríguez, Vicky (Universidad Pompeu Fabra /Técnica Formación PAS) y Torné Úbeda, Anna (Universidad Pompeu Fabra /Responsable PAS)

El objetivo de la ponencia es presentar la evolución del programa de formación en inglés para el personal de administración y servicios de la Universidad. Dicho programa se inició en el año 2004; principalmente, destacaremos el programa From First to Fifth cuyo objetivo ha sido alcanzar el nivel de inglés B2 del MECR en este colectivo. El plan director de la universidad apostaba ya en aquellos años por la internacionalización. Este programa fue fruto del despliegue de esta estrategia. Los datos que presentaremos, demuestran la transferencia de la inversión realizada para conseguir el objetivo. Actualmente, con el nuevo plan de formación 2017-2020, los esfuerzos se destinan a mantener el nivel de inglés alcanzado, apostando por la formación específica de temas especializados para unidades concretas y el incremento del nivel de inglés en las personas de uso la frecuencia de uso de esta lengua es más alto, financiando así hasta el nivel C2.1 del MECR. Actualmente, la universidad sigue manteniendo un programa de niveles básicos para aquellas personas que se han incorporado a posteriori o que no tuvieron la oportunidad de realizarlo anteriormente.

Reflexiones acerca de los programas de formación desarrollados para facilitar el aprendizaje de las competencias lingüísticas en inglés de las personas PAS de la Universitat Autònoma de Barcelona: Qué aprendimos de lo “viejo”, qué seguimos aprendiendo de lo “nuevo”.

Fito Pons, Neus (Universitat Autònoma de Barcelona/Responsable PAS) y Marcos Cancio, M Carmen (Universitat Autònoma de Barcelona/Tècnic PAS)

Presentamos una reflexión sobre las iniciativas desarrolladas desde el año 2005 en la Universitat Autònoma de Barcelona para mejorar las competencias lingüísticas en inglés de las personas PAS de la organización. Empezamos describiendo la política diseñada en un inicio que se concreta en dos líneas de actuación: a) una oferta de formación en inglés “general”, de participación voluntaria y ofrecida a todas las personas de la organización, consistente en la subvención parcial de cursos reglados programados por el Servei de Llenguatges de la universidad y por otros centros oficiales y b) un Programa de formación en inglés (Programa Tercera Llengua) que ofrecía cursos totalmente subvencionados, dentro del horario laboral y únicamente para aquellas personas que ocupaban puestos de trabajo donde un determinado nivel de inglés era requisito necesario para el desarrollo de las funciones asignadas. El Programa incluía evaluación continuada del aprendizaje y se realizaba dentro del horario laboral. Después de ocho años de experiencia, los resultados obtenidos no son los esperados y se decide modificar el enfoque. A partir del año 2013 se diseña un nuevo Programa que a diferencia del anterior, se ofrece a todas las personas PAS de la universidad y es de participación voluntaria. Para obtener mejores resultados de aprovechamiento, incluye también entre otros aspectos: condiciones que regulan la participación y la permanencia dentro del programa, opción a certificación oficial del nivel de idioma cursado y posibilidad de compensar la formación de idiomas por horas de trabajo en función del nivel de aprovechamiento que se realice. Este último elemento es un modo de incentivo para incrementar el compromiso de participación y la certificación oficial del idioma estudiado. En el presente artículo abordamos también las dificultades que han surgido en el marco del programa actual, mejoras incorporadas y nuevas propuestas encaminadas a fomentar el aprendizaje informal.
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<th>13:00- 14:00</th>
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| **Necesidades reales del PAS: motivación y optimización de recursos** Targeting the real needs of administrative staff: optimization of resources and motivation  
*Chair: Julia Zabala. CDL Language Advisor - UPV (Bilingual session)*  
*Participants:  
- Internationalization of Higher Education Administrative Staff through the Erasmus+mobility program: The case of Universitat Politècnica de València. María Boquera, UPV  
- Diseño de un programa de aprendizaje de lenguas basado en las necesidades del PAS: Designing a language programme based on the needs of Administrative staff. Julia Zabala, UPV  
- Perfiles lingüísticos de los puestos de trabajo del PAS: el caso de la Universitat de Girona. Andreu Pulido y Gloria Ferrer, UdG* |

Internationalization of Higher Education Administrative Staff through the Erasmus+ mobility program: The case of Universitat Politècnica de València.  
*María Boquera (Universitat Politècnica de València)*

El programa Erasmus+ (E+) de la Comisión Europea es conocido por la movilidad de millones de estudiantes dentro de la Unión Europea y más recientemente por la movilidad entre países Europeos y no Europeos. Sin embargo, no es tan sabido que también permite la movilidad de personal académico y no académico. Por lo que se refiere al personal no académico, existe el programa para Staff Training (STT) dentro de E+ que incluye la posibilidad de financiar periodos breves en otro estado de la Unión Europea para realizar observación de otros puestos de trabajo, prácticas o cursos de desarrollo profesional en otras instituciones de educación superior, empresas u otras organizaciones relevantes. Las instituciones de educación superior que envían y reciben personal deben estar en posesión de una Carta Erasmus en vigor, pero no se necesita en este caso un acuerdo específico. Ambas instituciones tienen que estar de acuerdo, mediante un acuerdo de movilidad, firmado por todas las partes antes de que comience el periodo de movilidad. Este acuerdo define los objetivos y resultados del aprendizaje, establece las formas en que se va a reconocer el periodo en el extranjero y define los derechos y obligaciones de cada parte. Específica además, los días de llegada y partida y el número de horas de trabajo. La movilidad del personal de administración y servicios es una parte importante en la internacionalización de las instituciones de educación superior. Sirve para aumentar la capacidad intercultural y lingüística, motiva al personal para ser internacionalmente activo cuando regresa de la experiencia, siguiendo por ejemplo cursos de lenguas, añade nuevas capacidades al trabajo desempeñado en el día a día debido a la comparación de experiencias y amplía la visión del mundo y el sentirmiento europeo. También se amplían las relaciones interpersonales. En esta presentación se repasarán los documentos necesarios para realizar una acción STT con éxito. Se presentará la experiencia de la Universitat Politècnica de València en este tipo de movilidades, lo que la lleva a ser la segunda de España en este ámbito. Además, presentaremos la plataforma iMotion, una plataforma online de la Unión Europea que centraliza la información sobre actividades para personal no académico en universidades europeas, con el fin de promocionar este tipo de eventos y facilitar la búsqueda de semanas de formación u observación.

| Diseño de un programa de aprendizaje de lenguas basado en las necesidades del PAS - Designing a language programme based on the needs of Administrative staff  
*Julia Zabala Delgado. Universitat Politècnica de València* |

La internacionalización de las universidades europeas promovida por la implementación del Proceso de Bolonia es hoy en día una realidad. El reconocimiento de títulos mediante el uso del ECTS, la movilidad de personal y alumnado y los programas de cooperación europeos para impulsar la calidad en formación e investigación han empujado a las universidades españolas a diseñar planes de internacionalización centrados en el inglés como lengua franca (Ministerio de Educación, Grupo de Trabajo de Internacionalización de Universidades, 2014). El Documento Marco de Política Lingüística para la Internacionalización del Sistema Universitario Español de la Conferencia de Rectores de Universidades Españolas (CRUE, 2018) establece una serie de pautas tanto para la formación y la acreditación de las lenguas como para la incentivación de las mismas entre el alumnado, profesorado y personal de administración y servicios (PAS). La formación en lenguas del PAS se plantea como un paso necesario en la internacionalización de las instituciones de educación superior, particularmente en aquellos casos en los actúa de lazo de contacto con directores y alumnos visitantes o en aquellos en los que forman parte de acciones de internacionalización. Sin embargo, los perfiles específicos tanto del PAS como de las funciones que este realiza, abogan por un estudio de sus necesidades que permita adecuar la formación ofertada a su realidad. La adecuación de los programas de formación a estas necesidades podría proporcionar un aumento en la motivación, el grado de compromiso y la utilización de estrategias de aprendizaje que maximizaran el esfuerzo a la vez que optimizaran los recursos de las instituciones. La utilización de aprendizaje de lenguas basado en tareas, de recursos compartidos estandarizados y de lenguaje formualico para fomentar una comunicación apropiada desde el punto de vista sociolingüístico y pragmático se constituyen como una opción factible para cumplir estos objetivos de manera satisfactoria para todos los actores involucrados.
Perfiles lingüísticos de los puestos de trabajo del PAS: el caso de la Universitat de Girona
Pulido, Andreu and Ferrer, Glòria (UdG)

En el curso académico 2013-2014 el equipo de gobierno de la Universitat de Girona (UdG) encargó un ambicioso plan de formación del PAS, para dar cumplimiento a sus objetivos de internacionalización de la Universidad. El objetivo general del encargo era conseguir que el máximo número de miembros del PAS tuviera un conocimiento avanzado de inglés.

Como respuesta a este encargo, el Servicio de Lenguas Modernas presentó un proyecto de más envergadura que tenía los siguientes objetivos:
- Identificar las necesidades lingüísticas reales de cada puesto de trabajo, según las destrezas lingüísticas requeridas.
- Definir los perfiles lingüísticos de cada puesto de trabajo del PAS.
- Diseñar una formación lingüística adaptada a los distintos perfiles lingüísticos.
- En la comunicación se detallarán distintos aspectos del proceso:
  - Detección de necesidades de los puestos de trabajo y agentes implicados
  - Identificación y elaboración de los perfiles lingüísticos
  - Plan de formación general y específica propuesto
  - Puntos fuertes y puntos débiles del proceso de perfilación y formación lingüísticas

14:00–16:00 LUNCH BREAK (Ground floor) sponsored by TRINITY

16:00- 18:00 WORKSHOPS

**Workshop 1**
Postgrado room
2nd floor
Managing change and innovation in turbulent times: the tricky case of EMI in higher education
Chair: Stephen Bax. Open University- UK

This workshop considers the implementation of English as a Medium of Instruction (EMI) in Higher Education with reference to the wider body of research literature concerning the nature of educational innovation, and how to manage change. In this light, EMI can be considered a particular innovation in HE settings, but is it desirable, is it understood by stakeholders and policy makers, and how can we best manage it to maximise the benefit to our students and communities?

The workshop will begin by setting out some key principles for managing this innovation, and will then invite discussion in workshop mode of some key elements in the process, including planning, timing, teacher and student language proficiency, support, materials and assessment. The aim will be to generate debate and possible agreement on the most effective ways of implementing EMI in practice in university settings in Spain and internationally.

**Workshop 2**
Room 03
Ground floor
Best practices and challenges in teaching through EMI
Chair: Elaine Boyd. Institute of Education- University College London

Dinámica de grupo en la que participan todos los asistentes organizados por pequeños grupos de discusión. El objetivo de la actividad es conocer los aspectos que afectan en la mejorar los programas de formación de idiomas (tanto la motivación hacia el aprendizaje, como el aumento de competencias lingüísticas), destacar aquellos que son clave y aportar, para cada aspecto destacado, medidas a desarrollar por parte de la universidad para implantarlas de una manera eficiente.

Participants:
- Yvonne McClucas and David Rhead. Teachers training. CDL. UPV
- Noelia Ruiz. Deputy Head for Multilingualism. U. Jaume I, Castellón
- Trinidad de Haro. Sub Directorate General for Innovation. Comunidad de Madrid
- Amaya Mendikoetxea. Vice-rector of Universidad Autónoma de Madrid
- UPV faculty involved in EMI

**Workshop 3**
American Space
1st floor
Identificando buenas prácticas de gestión para mejorar la competencia lingüística en inglés del PAS
Chair: Carlos Ripoll Soler. Chief Manager of the Institutional Project Unit -UPV

Dinámica de grupo en la que participan todos los asistentes organizados por pequeños grupos de discusión. El objetivo de la actividad es conocer los aspectos que afectan en la mejorar los programas de formación de idiomas (tanto la motivación hacia el aprendizaje, como el aumento de competencias lingüísticas), destacar aquellos que son clave y aportar, para cada aspecto destacado, medidas a desarrollar por parte de la universidad para implantarlas de una manera eficiente.

18:00 VISIT TO THE CITY - Bus to city centre at 18:00 – Gate N
FRIDAY 31st MARCH

9:00-10:30
PLENARY SPEAKER (Salón de Grados – 3rd floor)
Language policy and quality assurance tools for the internationalisation of higher education in Spain: the challenges of EMI
Dolores González Álvarez. Vice-rector for students. University of Vigo. Spain
The internationalisation of higher education is a key priority for almost all universities; however this strategic priority is not always followed by the necessary and sufficient language provision for students, researchers and staff or an institutional language policy specifying entry & exit language level requirements or support infrastructure and incentives. This talk takes stock of the heterogeneous situation in Spain and proposes a number of actions in the fields of certification, training and incentives based on the recommendations which the Spanish Rectors’ Conference recently approved to coordinate internationalisation strategies at a national level.

10:30- 11:00
COFFEE BREAK (Ground floor) sponsored by

11:00- 14:00
PARALLEL PAPER PRESENTATIONS

11:00-11:30
Exploring in-sessional language support in a college in an EMI university in the Arabian Gulf. Littlewood, Suzanne (Zayed University, Dubai, United Arab Emirates)
This presentation will explore the challenges of teaching through EMI at a university in the Arabian Gulf. The presentation will first outline the linguistic context of the United Arab Emirates, as well as the proficiency levels of students entering the university. The presentation will then discuss early findings of a case study into one college in the university, the College of Arts and Creative Enterprises (CACE). Findings will be presented by firstly identifying institutional, structural and other key barriers to effective learning through EMI, and then by describing a range of strategies that have been found to support effective learning through EMI. The presentation will conclude by proposing recommendations for effective teaching and learning through EMI.

11:30-12:00
Identifying in-service support needs for lecturers working in EMI contexts. Beaumont, Ben (Trinity College London)
The continual growth of English Medium of Instruction (EMI) programmes around the world is one of the dominant developments in international education at this time. The reasons for the growth are many, including international student movement, globalisation and the perceived benefits of language acquisition. The growth of EMI is not without controversy, with concerns ranging from it being a vehicle for post-imperialist control to the effect of EMI on student learning itself. Despite reservations about English replacing national languages at institutions of learning and student achievement, the number of courses and full degree programmes offered in English continues to grow. However, the growth of EMI has not been supported by similar developments in lecturer training to help deliver content in English, with many lecturers feeling that they neither have the pedagogic skills nor language ability to create an effective learning environment for EMI students. To help address lecturers’ concerns about their professional role when working in EMI contexts, this study interviewed lecturers and teacher educators with the aim of identifying what in-service support they would find effective in helping develop their EMI delivery skills. Informed by Giddens’ Structuration Theory and the need for lecturers to develop professional agency to engage with the curricula in an age of super-complexity, the study used semi-structured interviews with respondents from seven countries and eight different institutional affiliations to gather data. The analysis of interview data and findings are underpinned by literature relating to areas of lecturer training and language support for content delivery, identifying common strands that both lecturers and teacher educators feel would develop lecturers’ EMI practice. With suggestions for an outline framework for lecturers' professional support, this talk identifies specific areas for teacher development that include targeted language support and pedagogic training. Returning to the theme of individual agency, this talk will conclude that such in-service development would not only support lecturers’ day-to-day practice as university educators, but also increase their agency as practitioners in a global educational context.
Sanahuja Vélez, Gisela; Ribes Giner, Gabriela and Moya Clemente, Ismael (UPV)

English as a medium of instruction (EMI) is a global tendency in a growing number of higher education institutions of non-English-speaking countries. EMI is used by universities as an internationalization and marketing tool to attract students, and to enhance their English language skills, employability, and competitiveness. Nonetheless, various concerns have been raised, such as the possible difficulties associated to the language proficiency of students and professors, and especially its impact on the academic outcomes. The aim of this research was double. One the one hand, we aimed at systematically reviewing the scientific literature published during the past ten years about English-Medium of Instruction (EMI) in higher education institutions. On the second hand, we wanted to introduce and assess an EMI group in the Bachelor of Business Administration and Management, included in a High Academic Achievement Program of the Universitat Politècnica de València (Spain). For the systematic review, we examined a total of 230 studies, and we included 51 peer reviewed papers. The selected papers were screened in search of effects of EMI, as well as for variables affecting its effectiveness and participant satisfaction. In the majority of studies EMI increased the knowledge of the English language of students and most authors concluded that learning was not hindered. Among other effects it was found that EMI facilitates participation in exchange programs and continuing studies abroad. Variables that can affect effectiveness of EMI include the English language skills of professors and students, and the opportunities for training. As for the satisfaction levels with EMI programs, stakeholders were generally satisfied with them. As for the empirical study about the EMI program in our Business School, all 541 students of the Bachelor in Business Administration and Management from 2010 to 2014 were included. 107 of them belonged to this EMI group. We used statistical methods to compare these students with the regular ones, in order to find out if this action had some impact on academic outcomes, international programs or business internships variables. The results yield that learning was not hindered and that most variables related to international exchanges were significantly higher.

El proyecto de estimulación neurosensorial de la Universitat Politècnica de València.
García Gallego, Carlos Vicente y Conejero, Marta (UPV)

¿Qué necesitamos reforzar en el aprendizaje de inglés de la Universitat Politècnica de València, sobre todo en niveles a partir de B2, para facilitar el camino hacia el máximo nivel de competencia lingüística? Los cursos de este idioma siempre incluyen las cuatro destrezas de hablar, escribir, leer y comprender al escuchar. ¿Cuál es la que más influye en el éxito de nuestros estudiantes? En diciembre de 2015 aprendemos que el área clave es la de comprender al escuchar, en adelante, escucha.
Las profesoras de inglés Cristina Pérez y Marta Conejero, con docencia en la Facultad de Administración de Empresas (FADE) de la UPV, conocimos a finales de 2015 el uso de la estimulación neurosensorial para mejorar la escucha en el aprendizaje de inglés. A través de Carlos García, también profesor y Vicedecano de infraestructuras de la misma facultad, y guiados por Hernán Cerna, Álvaro Capitán y todos los miembros de su empresa, Isora Solutions-Madrid, iniciamos en la UPV la nueva forma de reforzar la escucha, un pilar vital en el aprendizaje de cualquier idioma, en este caso, el inglés. La UPV e Isora Solutions comienzan así un proyecto de investigación que se desarrolló en su primera fase a lo largo de 2016. En este proyecto, se inicia para todos los miembros de la UPV una ruta firme para reforzar y mejorar la escucha de cualquier idioma. Este trabajo introduce brevemente la parte inicial de desarrollo del proyecto en 2016 y contextualiza la actual fase, a desarrollar desde 2017 en adelante. Se ofrecerá información para escuchar este proyecto dentro los objetivos del horizonte 2020, y se explicará cómo aplicar la estimulación neurosensorial para mejorar el nivel de inglés en el profesorado UPV de los distintos centros del campus Vera con docencia en inglés, ya sean de alto rendimiento académico (ARA) o grupos de cualquier tipo, en las titulaciones de la UPV.

Mejora de la expresión y comprensión oral a través de la estimulación neuro-sensorial.
Pérez Guillot, Cristina (Universitat Politècnica de València)

Este curso tiene como objetivo principal mejorar la expresión y la expresión oral sin emabrgo hemos de destacar que su contenido será no solo formación lingüística a través de oído electrónico, sino también estimulación auditiva neuro-sensorial. Mediante la estimulación auditiva es posible ampliar el rango de frecuencias que somos capaces de procesar. La estimulación auditiva consiste, en un primer momento, en recibir a través del oído, y también por vía ósea, música filtrada de Mozart con contrastes musicales mediante cambios súbitos del timbre y de la intensidad de la música para “sorprender al cerebro”. El “don de lenguas” no es tanto el don de hablarlas, sino el “don de escucharlas” (A.Tomatis)En este proceso, el sonido no sólo se percibe por los oídos, sino también por la parte superior del cráneo, gracias a unos auriculares de especificamente diseñados para la conducción del sonido por vía ósea. El objetivo de la estimulación neurosensorial es generar la apertura del oído a un mayor rango de frecuencia y facilitar así la integración lingüística del idioma que se desee, en este caso, el inglés.Cada lengua utiliza espacios de frecuencias diferentes (bandas pasantes). Por ejemplo, el español se compone en las frecuencias graves, se coloca entre 125 y 500 Hz y los 1.500 y 2.000 Hz, mientras que el inglés se sitúa entre los 2000 hasta los 12.000 Hz.El programa de integración lingüística recopila las bandas pasantes en este caso de la lengua inglesa y el oído electrónico Tomatis las reproducirá como si se estuviesen escuchando constantemente en el idioma que queremos perfeccionar, mejorando al análisis, la comprensión auditiva y la reproducción oral de la lengua extranjera. Así pues, posteriormente, en otras etapas de estimulación auditiva se emitirán, por ambas vías (aérea y ósea), además de música, textos en inglés anclados al MCER y acordes al nivel de cada grupo que incidirán en la mejora de la escucha de dicho idioma. Después de cada período de estimulación se llevará a cabo un modulo de formación lingüística utilizando Oído Electrónico que servirá de complemento a la estimulación y consolidará el avance de nivel del los participantes.
The issue of qualifications of the level of English, which is required of university teaching staff to teach through the medium of English to the Common European Framework of Reference (CEFR) remains a controversial issue in the Spanish higher education context in which monologic-transmission models continue to predominate. Given the lack of published materials for facilitating interaction in the EMI lecture, the paper suggests there is a pressing need for EMI teacher trainers to develop in-house materials which are fit for purpose and sensitive to context. The paper reports on practical steps to increase EMI lecturers’ acceptance of and performance in the use of classroom interaction and suggests implementing the use of authentic video materials. In particular, it describes the use of micro-teaching video clips from past EMI intensive course participants to showcase best practice in the use of interaction. It also argues that short video clips from participants’ own in-situ recorded lectures can be used to highlight strengths and weaknesses in the use of interactive techniques and related functional language such as asking and answering questions, eliciting responses, giving instructions, providing feedback, and setting up and rounding up group work activities. Finally, it argues that personalised authentic materials have a high impact and are a powerful way to provide relevant focussed feedback leading to reflection and enhanced learning.

TEACHER TRAINING (Room 03– Ground floor)

Estimulacion neurosensorial en la integracion de lenguas extranjeras
Cerna, Hernán y Capitán, Álvaro

Las investigaciones del Doctor Alfred Tomatis a lo largo del siglo XX demostraron que el oído comienza su actividad desde la octava semana de gestación y alcanza su completo desarrollo en el cuarto mes de embarazo, lo que lo hace un órgano extraordinario, ya que comienza a funcionar de forma intrauterina. Esto posee una gran importancia, ya que la voz materna que el niño va a recibir por vibración ósea de la madre estará estimulándole durante su etapa gestacional, y marcará sin duda su futuro desarrollo lingüístico. El oído tiene las funciones primordiales de proveer de energía al cerebro, ser responsable de la coordinación y el equilibrio. Una tercera función fundamental es la audición. El oído electrónico actúa el reflejo estapediano que causa contracción de los músculos auditivos y se activa mediante el paso repentino de frecuencias graves que no requieren ningún esfuerzo por parte del oído para adaptarse y frecuencias agudas, las cuales exigen del oído un esfuerzo importante de adaptación. En efecto, este vaivén entre la tensión y la relajación de los músculos auditivos es posible gracias a la báscula electrónica, un dispositivo capaz de crear una alternancia entre dos condiciones perceptivas del mismo mensaje sonoro. Esta actividad puede compararse a algunos ejercicios de gimnasia, gracias al uso repetido y una movilización progresiva del oído, permiten optimizar la transmisión del mensaje al cerebro. En la formación hemos llevado a cabo tres intensivos de estimulación auditiva un el test de escucha de cara a evaluar la situación inicial de los participantes, así como el seguimiento de cada uno de ellos a lo largo del proceso. El grado de apertura del oído, especialmente la selectividad auditiva, cuyo grado de nos indica la facilidad de integración de lenguas debido a la discriminación auditiva de la persona, así como la lateralidad auditiva, que nos permite conocer el oído dominante de la persona de cara al aprendizaje de una nueva lengua y la capacidad de extrairse de factores externos.

Confronting the challenge of EMI interaction using authentic materials.
Banks, Matthew (Universidad Autónoma de Madrid)

This paper reports on a recent study undertaken at the Univesidad Autónoma de Madrid (UAM) in which 10 lecturers’ performances were analysed during and after an intensive EMI development course within the university’s EMI accreditation programme (Plan DOing). It corroborates other recent research in highlighting six key areas faced by lecturers teaching disciplinary content through the medium of English namely: 1) question formulation; 2) managing discourse; 3) every-day classroom language; 4) dealing with interaction; 5) lesson planning; and; 6) reflection on approach. The paper then focuses on the challenges and affordances of classroom interaction and argues that despite growing empirical evidence for the inclusion of learner-centred pedagogies in the lecture theatre, classroom interaction remains a controversial issue in the Spanish higher education context in which monologic-transmission models continue to predominate. Given the lack of published materials for facilitating interaction in the EMI lecture, the paper suggests there is a pressing need for EMI teacher trainers to develop in-house materials which are fit for purpose and sensitive to context. The paper reports on practical steps to increase EMI lecturers’ acceptance of and performance in the use of classroom interaction and suggests implementing the use of authentic video materials. In particular, it describes the use of micro-teaching video clips from past EMI intensive course participants to showcase best practice in the use of interaction. It also argues that short video clips from participants’ own in-situ recorded lectures can be used to highlight strengths and weaknesses in the use of interactive techniques and related functional language such as asking and answering questions, eliciting responses, giving instructions, providing feedback, and setting up and rounding up group work activities. Finally, it argues that personalised authentic materials have a high impact and are a powerful way to provide relevant focussed feedback leading to reflection and enhanced learning.

Aligning English-Medium Instruction to the CEFR: linguistic competence of university lecturers in Spain.
McLucas, Yvonne and Polyakova, Oksana (UPV)

The past two decades have seen a number of changes in tertiary education in Europe: the Bologna reform, internationalisation and the implementation of English as the principal language in the field of academics. As a consequence of this, the European Higher Education Area (EHEA) has seen an increased level of academic exchanges; 40,000 incoming Erasmus students to Spain, according to the CRUE-Conference of Rectors of Spanish Universities (2015). This paper examines the process of aligning the language competency appropriate to allow university lecturers to teach through the medium of English to the Common European Framework of Reference for Languages (CEFR). The issue of qualifications of the level of English, which is required of university teaching staff to teach through English, however does not seem to have been established. Although the CRUE (2016) recommends a minimum C1 level, studies suggest that the minimum required by some Spanish universities is B2. Based on previous research of university lecture discourse, the study develops a framework for action to aid both English-Medium Instruction (EMI) trainers and instructors. In order to achieve this, examples of classroom discourse will be identified and mapped to CEFR descriptors relevant to the requirements for teachers involved in EMI degree programmes. Taking all of the above into account, the goal of this study is to focus on the lecture discourse used within a university lecture setting in terms of basic communication skills.
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| 12:00-12:30 | Perceptions of Faculty Members and Students Regarding the Efficacy of English Medium Instruction.  
Kir, Elif and Akyüz, Aslı (Istanbul Medeniyet University)  
That English assumes the role of international language, the internationalization of education and the desire to cope with the global academic environment have led English-medium instruction (EMI) to become popular in higher education all around the world. However, there has been an extensive debate about the efficacy of EMI in higher education programs, especially in English as a foreign language (EFL) contexts due to the shortage of linguistically qualified teachers, the absence of pre-determined outcomes of the expected English language proficiency, the limited number of both organizational and pedagogical guidelines for the application of EMI and the need for both pre-service and in-service teacher education programs training teachers who are able to teach in an English-medium environment.  
Grounded on these, the present study aimed to find out the perceptions of faculty members and students regarding the efficacy of EMI in the acquisition of language skills and academic content within the Turkish context. The participants in the present study consisted of faculty members from different departments and students enrolled at a public university in Istanbul, Turkey during 2016-2017 academic year. Both quantitative and qualitative data were collected by means of an attitude questionnaire followed by semi-structured interviews with the aim of exploring the perceptions of both faculty members and students. The collected data were analyzed by means of SPSS Statistics and pattern coding. The findings of the study are expected to contribute to curriculum developers, faculty members and teacher educators for developing quality in teaching and learning academic content through English. |
| 12:30-13:00 | An EMI trainer-training programme as a contribution to EMI theory.  
Roberts, Paul (University of York)  
This presentation is based on a training course in EMI at the University of York, UK. I will show how we have taken some of the central issues in EMI, identified by Smith (2004) and tried to situate EMI in the wider discourse of internationalised Higher Education. I will share our design of a trainer-training course, which aims to sensitize course participants to the issues around EMI and to its place in HE. The design incorporates sessions on EIL/ELF, Transcultural Communication and Literacies and Internationalisation of the Curriculum, while at the same time helping trainers to develop their clients’ HE specific communicative competence. I will conclude the presentation by showing how we intend to continue working with the course participants in the months following the course: our aim is to use an evaluation-over-time of our course design in order to develop our thinking on EMI and to make a contribution to EMI theory. |
| 13:00-13:30 | Teaching through English: The case of international commerce.  
Muñoz de Prat, Javier (Universidad Europea de Valencia / Universidad Católica de Valencia)  
This work tries to explain the problems derived from the use of English in International Commerce and its subsequent application in teaching. Despite the fact that English has become the “Lingua Franca” of international trade, there are still two main problems confronted by students and lecturers in the classroom: how to structure concepts and images created and developed directly in English and the use of English as a communication vehicle between teachers and students and among fellow students. The first problem affects basic and generic learning skills since it affects the conceptualization of International Commerce. A simple and standard “Joint Venture” becomes impossible to translate to Spanish because the concept itself does not exist in Spanish. In fact it does not have a legal or economic correlation in Spanish; hence the students face the difficulty of learning not only the terms but the conceptualization behind them. The second challenge affects all the different generic teaching skills (systemic, instrumental and interpersonal). Whereas in Spanish all students have a fairly identical level of use of the language and their learning skills can be developed similarly, in English, lecturers face students with different levels of language and thus different levels of communication and understanding. The complications are further increased when Erasmus students become a variable of the equation. Lecturers need to find a middle ground in which to help students from different background conceptualize the subject while working with very different levels of language competence. For the lecturer there are two possible solutions: splitting the class in two according to precedence and language competence level, which is sometimes an unattainable process, or, learning to be dynamic enough to integrate all student profiles and create a common space where learning can be successfully achieved. |
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| 11:00-11:30        | **Coherence in Linguistic Policy making in Tertiary Education.**  
|                    | Obernyer, Gretchen and Orduna Nocito, Elena (Universidad Francisco de Vitoria)  
|                    | Seeking coherence in linguistic policy for Spanish universities is proving to be a serious challenge, one requiring immediate attention while university language centers struggle to have the necessary instruments (Fortanet, I., 2013) in place to monitor and keep up with new bilingual degree programs already established to internationalize university profiles. This paper focuses on a general requirement deemed necessary by universities at Spain: that professors in bilingual degree programs have a B2 or C1 level of competency in the English language as described by the CEFR (Hallbach y Lázaro, 2015). However, the procedure to certify the level of competency is not standard and it is undeniable that other factors interfere in this process (prestige, professional career and experience, etc.) eventually recruiting professors who have neither full L2 competency nor background knowledge and experience in EMI teaching methodology, thereby potentially undermining the quality of education provided. On the one hand, it is demanded that students acquire competency, fluency and accuracy in L2, obliging them to provide recognized certification thereof, in order to compete in and meet the challenges of an ever growing internationalized job market. Must not the same be demanded of those who are teaching in these programs? More and more, professionals from the working world, who provide valuable and real-world experience -both attractive and essential for today’s students-, are drawn on to teach at university. Though providing successful international profiles and despite being effective communicators, English language competency often does not meet the C1 requirement, or it may do in some of the skills, but not in others. The procedure established at the Universidad Francisco de Vitoria (UFV) and the results obtained in 2016-2017 will be presented. Having level-tested more than 20 candidates for bilingual teaching posts over the past year, the aim herein is to describe this process and analyze the overall results, focusing particularly on the applicant’s written level. Questions and concerns have arisen regarding whether the primary focus on oral skills overrides written skills in tertiary education, and what the implications for written materials presented to and by students are. There is a clear need for further research and follow-up studies to determine implications regarding the effectiveness and quality of teaching-learning outcomes in university bilingual degree programs.  
|                    | **A model for delivering content subjects through a content and language integrated approach at tertiary level: The case of Cardenal Cisneros University College.**  
|                    | Johnson, Matthew (Centro Universitario Cardenal Cisneros)  
|                    | This paper outlines the principal features of the Bilingual Project at Cardenal Cisneros University College that have contributed towards its success and detail the indicators which attest to that success. The most noteworthy characteristic of the project is the starting requirement of only a B1 level of English for students as opposed the B2 requirement of many programmes elsewhere. This is made possible by the adoption of a CLIL approach to enable the achieving of both content and language objectives. Thus, language is used to access content and simultaneously content is used to develop language skills rather than presupposing a high enough level of target language competence for a transmission model of tertiary study. This is ambitious given the complex and often abstract nature of the academic contents. Elements which have made the programme successful are numerous. Initial training of lecturers was thorough and is ongoing with the provision of opportunities to share best practices and reflect on their teaching. The implementation of subjects through English is progressive and students have an increasing number per semester as they study their degree. There is a strong focus on the development of cognitive academic language proficiency and subject specific language which enables learners to engage with the content, carry out related tasks and express their subject knowledge. Lecturers also count on the help of native speaking language assistants. In addition, the college has created a climate of support for students to improve their language skills beyond the classroom. With three cohorts of students often having studied more than 50% of credits in English without a need to reduce the quantity or quality of academic content and the vast majority acquiring a B2.2 or C1 level of English, the initiative can be deemed a success. In addition, a significant number of students choose to do their final degree dissertation in English rather than Spanish. This paper demonstrates how the Cardenal Cisneros University College blueprint may be exported to other tertiary institutions and degrees so that students may acquire content and develop language skills without the need for a high initial level of English.  
| 11:30-12:00        | **English Medium Universities outside the Target Language Community: Experience from Turkey**  
|                    | O’Dwyer, John (School of English Language at Bilkent University)  
|                    | Students wish to reap the benefits of an education in English to gain access to opportunities in job markets in their own countries, in response to a growing connection to the global economy in which English plays an important role as a tool for business and wealth creation. English-medium universities set up outside the target language community face a range of issues to ensure that learners meet the minimum language requirements of their intended courses of study. Many universities in Turkey have invested heavily in setting up English medium undergraduate programs, which require a sophisticated network of English language preparatory programs prior to entry into faculties proper, followed by credit-bearing Freshman English for Academic Purposes (EAP) courses once in faculty. This presentation discusses first-hand the challenges experienced in one of these institutions, not only in meeting language skill requirements, but also in incorporating broader academic skills, so that language programs are contributing to a range of academic skills, not defined uniquely in terms of language. |
The role of ESP Departments in International Educational Programs.

Warta, Vilmos (University of Pecs, Hungary)

The way how most of the Hungarian universities were able to survive and compete in the present globalized and economically fierce educational market can be exemplified by how various faculties introduced and/or expanded their international educational programs. The Medical School at the University of Pecs, Hungary, also realized this opportunity and therefore, in 1983, launched its English Program including a small but soon to be growing number of international students. Experiencing the immense success of this approach, the university soon afterwards developed its German Program education and increased 10-fold, the number of English Program students. Today, the Medical School admits approximately 280 students in support of its traditional Hungarian Program, 200 students in support of the German Program and 280 students in support of the English Program at the beginning of every new academic year. This remarkable change in the educational profile of the university evoked various challenges for the university community members including the tutors, senior leadership and the administrative staff of the university. The dominance of the International Program had a deep impact on pedagogy, assessment, monitoring and administration. Here I would like to present precisely how the Languages for Specific Purposes Department assisted in altering the traditional teaching methodology and English for Specific Purposes courses at the university. Furthermore, I would like to reveal how the Department extends its language support and coaching towards tutors and the administrative staff. Additionally, I want to demonstrate how the language assessment system developed by the LSP Department functions with respect in its effectiveness as a means to measure and monitor the language competences of those interwoven in the International Program. The language testing system is a state-accredited ESP test offering tests at B1, B2 and C1 levels, all of which are synchronized with the Common European Framework of Reference for Languages.

Obstacles and challenges for EMI and CLIL programmes in higher education.

Jones, Charles (Universidad Francisco de Vitoria)

This paper aims to identify and explain the many obstacles and challenges that EMI and CLIL programmes face in higher education. There is a general consensus in the university community that the way forward in higher education involves internationalisation and the implementation of English as a Medium of Instruction (E.M.I.) or Content and Language Integrated Learning (C.L.I.L.) programmes (Fortanet-Gómez 2013, Adan et al. 2013). Many Faculties are becoming increasingly aware of the demand for such courses and the positive effects they have on students, Faculty members, alumni and the universities themselves (Halbach, et al. 2013, Vázquez, Karelia 2016). Institutions have implemented tools that facilitate the comparison of universities on an international level and governments are keen to promote the educational services of their institutions (Ministerio…. 2014). Despite this desire and enthusiasm to become involved, we must take great care to ensure these programmes meet with success. Matters to consider when implementing these courses are the new teaching methodologies to be employed and the essential linguistic and resource pre-requisites to help ensure success. Other key aspects to consider include the specific needs of the teachers involved in these programmes once they are underway. EMI and CLIL instructors need time, continued training, resources and help in the programme’s administration. Support may also be needed by the students themselves, particularly those below the B2 threshold. Finally, an obstacle that is little discussed but needs to be addressed is resistance. This resistance to these new teaching methodologies not only comes from students and parents, but also from within the very institutions promoting them (Armengol et al. 2013) and may be based on perceived threats to the status-quo, sociocultural aspects and a difficulty coming to terms with the new reality. If we do not actively listen to these voices, fully appreciate the requirements of a bilingual educational programme and the needs of those who are involved, our efforts to improve the way we teach may prove to be counterproductive. This paper also describes the lessons and best practices learned during the implementation of an EMI course for Biotechnology lecturers at Universidad Sebastian de Vitoria.
BIODATA

PLENARY SPEAKERS

DEARDEN, Julie
Oxford University Department of Education
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