



Integrating Content and Language  
in Higher Education



## ICLHE 2022



# EMI, ICLHE and Englishization: Reflecting on the Changing University

Maastricht University, 18-21 October 2022



7<sup>th</sup> International Conference on Integrating Content and Language in  
Higher Education

18-21 October 2022



Integrating Content and Language  
in Higher Education



Maastricht University

The Conference Organizers are very grateful for subsidies provided by the Universiteitsfonds SWOL and the Research Stimulation Fund of the Faculty of Arts and Social Sciences



Universiteitsfonds Limburg

| SWOL |

Faculty of Arts and Social  
Sciences



## Table of Contents

Message from the Conference Chair	6
Message from the Chair of ICLHE	7
Practical Information	8
Humans behind the Conference	12
Acknowledgements	13
Programme overview	15
Abstracts in order of presentation	16
Wednesday 19 October 2022: Opening plenary	17
• Session 1: 11.00-12.30	18
• Poster abstracts	29
• Session 2: 14.00-15.30	31
• Session 3: 16.00-17.00	45
• Session 4: 17.15-18.15	54
Thursday 20 October:	61
• Session 5: 09.00-10.30	61
• Session 6: 11.00-12.00	71
• Session 7: 14.00-15.30	79
• Session 8: 16.00-17.00	90
Friday 21 October:	98
• Session 9: 09.00-10.30	98
• Closing plenary and panel discussion	109
Index of authors	110

## Message from the Conference Chair

Maastricht University and the Integrating Content and Language in Higher Education (ICLHE) Association are very pleased to present the abstracts of the international conference *EMI, ICLHE and Englishization: Reflecting on the changing university*. The abstracts show how interesting and varied the worldwide research into English-medium instruction (EMI), ICLHE and Englishization is. Moreover, they show the enormous development in these fields of research in recent years. Remarkably, in terms of the impact of EMI and the Englishization, despite the differences between countries, the research also reveals a lot in common. Perhaps the term glocalization applies here, which indicates that the global intensification and increase of EMI programmes goes hand in hand with the articulation of local particularities. It might be important to keep this global-local nexus in mind when examining both the advantages and disadvantages of this development. The abstracts submitted for this conference show that universities across the world offer EMI programmes and struggle with specific challenges, but that they do so in different ways. Studying localized varieties of the Englishization of higher education offers the opportunity to learn from each other. That is not only important for researchers, but also for those responsible for language policy.



The conference aims to present research on the effects of EMI programmes on other languages (of instruction), on the nature of knowledge, on the status of a language as academic language, on the quality of teaching and on cultural identity. The broad scope of the conference has resulted in abstracts addressing very diverse themes. Broadly speaking, the following themes can be distinguished:

1. Language, status and identity
2. Policy, macro, meso, and micro
3. Impacts of English-medium instruction
4. The nature of knowledge, power, and EMI
5. The silent voices of other languages

Not all abstracts fall under one of these themes. Nevertheless, these themes provide a good idea of the wide variety of research on ICLHE, EMI and Englishization.

On behalf of Maastricht University and ICLHE, we would like to take this opportunity to thank the conference participants for their abstracts. They show how fruitful the current research on ICLHE, EMI and Englishization is. The abstracts offer the opportunity both to reflect on the research that has already been done into ICLHE, EMI and Englishization, and to display a forward-looking perspective to broaden the horizon for new research.

René Gabriëls

## Message from the Chair of the ICLHE Association

ICLHE is delighted that the Faculty of Arts and Social Sciences of Maastricht University hosts the 7<sup>th</sup> ICLHE Conference. The theme *EMI, ICLHE and Englishization: Reflecting on the changing university* has attracted a wealth of scholars from around the world. The participants include many members of ICLHE as well as scholars who were previously unfamiliar with the association. The conference offers an opportunity to disseminate ICLHE's message more widely.



ICLHE stands for integrating content and language in higher education. This interface does not merely concern students and teachers of academic disciplines. It concerns also how academia, through offering education by means of an additional language, has ripple effects on the institution of the university but also on the surrounding community. These effects will not be the same everywhere. The local context and the local ideology colour the consequences and their significance in each city or country. It is an aim of this conference to take stock of how the impacts pan out.

The ICLHE Association has its origins in Maastricht. The first conference was held at its university nineteen years ago. The conference was heavily focused on delivering programmes through another language. Now the impact is much broader and extends to the effect on the local language and culture of any country where the changes are occurring, as many of the contributions here will witness. ICLHE is concerned not with any one language in particular, but with any language that plays a role in constructing knowledge, including participants' first language.

The Association is extremely grateful to Maastricht University, to the Dean and staff of the Faculty of Arts and Social Sciences, for their strong material and financial support which allows this conference to take place.

While you are here, do take the opportunity to sample the local colour: the multicultural nature of the Faculty, the dynamism of, arguably, the oldest city of the Netherlands, its historic centre and its wonderful hostelrys where you will hear, if you listen, local people chatting away in the local Limburg dialect.

Enjoy the Conference!

Robert Wilkinson

## Welcome

Welcome to ICLHE 2022! We warmly welcome you to what we expect to be an exciting, inspirational and challenging conference.

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

Please note that the conference takes place during a teaching week. Thus there are likely to be lots of students about. Please have respect for their studiousness. Breaks between classes are 10.30-11.00, 13.00-13.30, 15.30-16.00, and after 18.00.

This conference is hybrid with two or sometimes three parallel sessions being streamed online.

## Practical Information

### Location

The conference takes place in the Faculty of Arts and Social Sciences of Maastricht University. The address is Grote Gracht 90-92, where you enter the complex of buildings that make up the Faculty.

The locations for the conference are in buildings Grote Gracht (GG) 90-92 (Turnzaal); Grote Gracht (GG) 76 (rooms 1.02 and 0.16); Grote Gracht (GG) 76S (room 1.018); and Grote Gracht (GG) 80-82 (rooms 0.039, 0.040 and 3.002).

There is also a public debate (in Dutch) on Wednesday evening in the Aula in the main building of the University at the following location: Minderbroedersberg 4-6.

Luggage may be left at the Conference Office, GG80-82, 0.040.

### Conference secretariat

The Conference Secretariat is located in the Conference Office: Grote Gracht (GG) 80-82, room 0.040.

There will be someone in the office throughout the duration of the conference.

The office will be closed before 08.30 in the mornings and after the end of proceedings each day.

### Rooms for presentations

The plenary, special sessions, colloquia and workshops as well as some other sessions take place in the main conference hall, the Turnzaal, which was formerly the oldest gymnasium in the Netherlands. The room retains features of the old gymnasium. Chairs and tables are movable, but please return them to the position in which you found them if you move them around.

The other sessions take place in rooms in the other buildings. It is not more than a few minutes from one room to another. Arrows will indicate the way and student ambassadors are there to assist you.

## Internet access

If you have an active Eduroam profile, you should be able to connect to the Eduroam WiFi access points in the university. If you do not have Eduroam, you can collect instructions for logging in as Guest from the Registration Desk. Everyday the codes change. You have to text the code to a Maastricht University (UM) phone number. Then you receive a text message with a username (Gebruikersnaam) and a password (wachtwoord) which you need to login to Eduroam. Access is valid only for that day till 23.59.

The next day you will need a new code to text to the UM phone number from the Registration Desk.

## Poster session

Posters will be on display during the conference on Wednesday and Thursday. Poster presenters will be available at lunchtime to answer your questions.

## Lunch

Lunch is served in the building next door Grote Gracht 74 by Veer Mestreech (Philadelphia Zorg). Student ambassadors will be on hand to guide you to the restaurant.

## Coffee breaks

Coffee, tea and fizzy or still water with snacks are served at the exit to the Turnzaal every morning and afternoon.

On Wednesday afternoon, and Thursday and Friday, coffee and tea etc. is also served in the hallway of Grote Gracht 76.

If you wish to drink a coffee, tea or other beverage at other times, you are welcome to use the Faculty café, Bandito's, in Grote Gracht 86. Bandito's offer espresso, cappuccino and other coffees. You can pay via a PIN card. Beware it can be very crowded.

## Public debate

Studium Generale of Maastricht University is organizing a public debate (in Dutch) on "Verengelsing van het hoger onderwijs" (The Englishization of higher education) on Wednesday 19 October at 20.00-22.00. This event held in the main building of the university is linked to the conference and aims to broaden themes to the wider general public. Venue: Aula, Minderbroedersberg 4-6.

For registration see: <https://www.maastrichtuniversity.nl/nl/events/studium-generale-verengelsing-het-hoger-onderwijs>

## Conference dinner

The Conference dinner on Thursday 20 October is hosted by Thiessen Wijnkooper's, Grote Gracht 18. This is located about 300 metres downhill going towards the Markt (Market where the City Hall is located).

It is less than 10 minutes' walk from the conference.

The Dinner is scheduled to start at 19.00.

Thiessen is the oldest wine merchants in Maastricht, dating from at least 1717. The cellars are extensive. The Foxy Trio (piano, vocals, bass) provide musical accompaniment.

## Excursion

The excursion comprises a boat cruise and a guided tour of the caves at St Pieter (Slavante) on the outskirts of Maastricht.

The boat leaves at 14.00 sharp from Rederij Stiphout, on the River Maas, just near the Markt. It is about 10-15 minutes' walk from the conference. So if you have booked, do not be late.

It may be chilly and will be cold in the caves. So do bring a warm jacket.

## Feedback forms

Please take a moment to fill out the online feedback form and return it to us. You will receive this form via the conference system. Your response will help us plan future conferences at the UM as well as future ICLHE conferences.

## ICLHE 2022 contacts

ICLHE phone: (+31) (0)6-51965535 (Jacqueline Graff)

ICLHE email: [iclhe2022@maastrichtuniversity.nl](mailto:iclhe2022@maastrichtuniversity.nl)

ICLHE 2022 website: <https://iclhe-um.nl>

## Useful websites, emails and phone numbers

Schiphol Airport (Amsterdam) <https://www.schiphol.nl/en/>

Taxi Taxi Centrale Maastricht (+31) (0)6 55904543

VTM Taxi (+31) (0)43 240 0009

Taxi Service Maastricht (+31) (0)43 260 6666

NS (national railway) <https://www.ns.nl/en>

Journey planner including bus routes <https://9292.nl/en>

Medical/police emergencies: 112  
Medical help: (+31) (0)43 387 6700  
(Medical assistance at the accident and emergency department (Spoedeisende hulp) at the Hospital, P. Debyelaan 25, 6229 HX Maastricht.)  
Police: 0900 8844  
VVV Maastricht (tourist office) Kleine Staat 1, 6211 ED Maastricht  
(+31) (0)43 325 2121

### The ICLHE 2022 Team

René Gabriëls Maastricht University, Dept of Philosophy  
Robert Wilkinson Maastricht University, Dept of Philosophy  
Jacqueline Graff Maastricht University, Dept of Philosophy  
Ben Gibney aanmelder  
Rosa Becker Maastricht University Office

### Photographer

Eric Bleize <https://ericbleize.exto.nl>

### Student Ambassadors (Programme of study)

Rakephet Alkalay (European Studies)  
Anna-Lena Arit  
Andrei Burlacu (Master CLA)  
Salomé Chemla (Global Studies)  
Nele Fucken (Arts and Culture)  
Ahmed Hassan (European Studies)  
Mathé de Leeuw  
Lee-Ann Lichtenberger (Global Studies)  
Claudio Lo Sciuto (Digital Society)  
Pavlina Papageorgiou (Arts and Culture)  
Joshua Pieper-Setlin (Digital Society)  
Victoria Pixner (European Studies)  
Melodie Prudhomme (Digital Society)  
Beatriz Santos Mayo (European Studies)  
Elena Sin (Arts and Culture)  
Indra Surkijn (Arts and Culture)  
Vincent Tadday (Global Studies)  
Jonathan Wijyaratne (European Studies)  
Anna Zanini (Global Studies)

## Humans behind the Conference

### Studio MBB

Bernd Kapeller	Live streaming and recording
Werner Teeling	

### FASoS

Sven Assink	ICT
Eric Bleize	Room locations
Joanne Coenen	Finance
Milou Dupuy	Media and Communications
Eva Durlinger	Media and Communications
Nick Lardinoije	aanmelder
Bianca Troisfontaine	Website
Mandy Walls	Student ambassadors

### FASoS Board

Christine Neubold	Dean, FASoS
Sally Wyatt	Vice-Dean Research, FASoS

### Maastricht University Office

Josephine Knegtering	Media and Communications
----------------------	--------------------------

## Local Organizing Committee

Sara Atwater	FASoS, Dept Literature
Rosa Becker	Maastricht University Office
Patrick Bijsmans	FASoS, Dept Politics
Leonie Cornips	FASoS, Dept Literature
René Gabriëls	FASoS, Dept Philosophy
Jacqueline Graff	FASoS, Dept Philosophy
John Harbord	FASoS, Dept Literature
Sarah Hiley	Language Centre
Harro van Lente	FASoS, Dept DSS
Denise McAllister	Language Centre (till July 2022)
Marie Rickert	FASoS, Dept Literature
Robert Wilkinson	FASoS, Dept Philosophy

## Acknowledgements

We are most grateful to the members of the scientific committee who reviewed all the submissions to the conference:

Birna Arnbjörnsdóttir, University of Iceland, Iceland	Karen Lauridsen, Aarhus University, Denmark
Sara Atwater, Maastricht University, Netherlands	Angel Lin, Simon Fraser University, Canada
Rosa Becker, Maastricht University, Netherlands	Ana Llinares, Universidad Autónoma de Madrid, Spain
Patrick Bijsmans, Maastricht University, Netherlands	Cristina Mariotti, Università di Pavia, Italy
Annette Bradford, Oxford EMI, Japan/Singapore	Ron Martinez, Universidade Federal do Paraná, Brazil
Howard Brown, University of Niigata Prefecture, Japan	Lynn Mastellotto, Libera Università di Bolzano, Italy
Leonie Cornips, Maastricht University, Netherlands	Denise McAllister, South East Technological University, Waterford, Ireland
Samantha Curle, University of Bath, UK	Misganaw Solomon Mengistu, St. Mary's University, Addis Ababa, Ethiopia
Emma Dafouz, Universidad Complutense, Madrid, Spain	Amanda Clare Murphy, Università Cattolica de Sacro Cuore, Milan, Italy
Julie Dearden, University of Oxford, UK	Tadhg Ó Ceallaigh, University College Cork, Ireland
Slobodanka Dimova, University of Copenhagen, Denmark	Ted O'Neill, Gakushuin University, Tokyo, Japan
Branka Drljača Margić, University of Rijeka, Croatia	Joanne Pagèze, Université de Bordeaux, France
Andreas Eriksson, Chalmers University, Gothenburg, Sweden	David Palfreyman, Zayed University, Dubai, United Arab Emirates
Fatima Esseili, Zayed University, Dubai, United Arab Emirates	Juan Carlos Palmer, Universitat Jaume I, Castelló, Spain
Inma Fortanet-Gomez, Universitat Jaume I, Castelló, Spain	Víctor Pavón, Universidad de Córdoba, Spain
René Gabriëls, Maastricht University, Netherlands	Diane Pecorari, City University of Hong Kong, China (Hong Kong)
Magnus Gustafsson, Chalmers University, Gothenburg, Sweden	Marie Rickert, Maastricht University, Netherlands
Kevin Haines, University of Bristol, UK	Ingrid de Saint Georges, Université du Luxembourg, Luxembourg
John Harbord, Maastricht University, Netherlands	Ute Smit, University of Vienna, Austria
Glenn Øle Hellekjær, University of Oslo, Norway	Telma Steinhagen, Zayed University, Dubai, United Arab Emirates
Guangwei Hu, Hong Kong Polytechnic University, China (Hong Kong)	Patrick Studer, ZHAW Zurich, Switzerland
Ofra Inbar-Lourie, Tel Aviv University, Israel	Jennifer Valcke, Karolinska Institutet, Stockholm, Sweden
Jagdish Kaur, University of Malaya, Malaysia	Charles van Leeuwen, Maastricht University, Netherlands

EunGyong Kim, KAIST, Daejeon, South Korea

Renate Klaassen, Technical University Delft,  
Netherlands

Joyce Kling, University of Lund, Sweden

David Lasagabaster, Universidad del País  
Vasco/Euskal Herriko Unibertsitatea, Spain

Harro van Lente, Maastricht University,  
Netherlands

Linda Weinberg, Braude College of  
Engineering, Karmiel, Israel

Robert Wilkinson, Maastricht University,  
Netherlands

## Programme overview

Tuesday 18 October 2022

14.00-17.30	Arrival and Registration
18.00-19.00	Reception: Maastricht City Hall

Wednesday 19 October 2022

08.30-18.00	registration
09.00-09.30	Conference Opening: Rianne Letschert, President, Maastricht University
09.30-10.30	Plenary Kristina Hultgren, Open University, UK
10.30-11.00	Coffee
11.00-12.30	Session 1: Parallel sessions
12.30-14.00	Lunch
14.00-15.30	Session 2: Parallel sessions
15.30-16.00	Coffee
16.00-17.00	Session 3: Parallel sessions
17.15-18.15	Session 4: Parallel sessions
20.00-22.00	Public debate (in Dutch) Aula, Minderbroedersberg 4-6. (Open to general public)

Thursday 20 October 2022

08.30-17.00	registration
09.00-10.30	Session 5: Parallel sessions
10.30-11.00	Coffee
11.00-12.00	Session 6: Parallel sessions
12.00-13.00	ICLHE – Annual General Meeting
12.30-14.00	Lunch
14.00-15.30	Session 6: Parallel sessions
15.30-16.00	Coffee
16.00-17.00	Session 7: Parallel sessions
17.00-18.00	Regional Groups & SIG Meetings
19.00-22.00	Conference Dinner

Friday 21 October 2022

08.30-17.00	registration
09.00-10.30	Session 8: Parallel sessions
10.30-11.00	Coffee
11.00-12.00	Plenary & Panel discussion Philippe Van Parijs, UCLouvain/KU Leuven/Brussels Council for Multilingualism, Belgium
12.00-12.30	Closing of conference
12.30-13.30	Lunch
14.00-17.00	Excursion

# ICLHE Conference Abstracts

## Opening Keynote – **Wednesday 19 October 2022 09.30-10.30**

**Room: GG90-92: Turnzaal**

**Chair: Robert Wilkinson (Maastricht University, Netherlands)**

Kristina Hultgren (Open University UK):

### **The hidden drivers of English as an academic language: Retheorizing the rise of English as an outcome of higher education governance reforms**

Since the turn of the millennium, European higher education has seen a remarkable rise in English as an academic language. Given that we may be witnessing a language shift of proportions not seen since the heyday of Latin as a language of science several hundred years ago (Roelli 2021), the rise of English as an academic language offers an intriguing window into topics of key interest to sociolinguists: language shift, language change and multilingualism. To date, the rise of English as an academic language has been attributed mainly, and somewhat elusively, to factors such as internationalization, the Bologna Process and increased global competition and collaboration. What has received less attention is the fact that many European nation states have, since the 1980s, undergone extensive reform processes that have fundamentally altered and reconfigured the way in which higher education institutions are governed.

Situated in the intersection of Political Science and Linguistics, this keynote retheorizes the rise of English as an academic language in European Higher Education as an outcome of ‘steering at a distance’ reforms. ‘Steering at a distance’ is an approach to governance that increases the autonomy of higher education institutions while putting into place extensive accountability mechanisms. Drawing on policy and other documents as well as interviews with ‘elite participants’ (Khan 2012) – Ministers of Education, Government Advisors, Civil Servants, University Rectors, Internationalization Strategists, Faculty Deans, Heads of Departments, Programme Leaders, etc., I elucidate the decision-making processes that take place in the interaction between government and institutional level. I argue that political reform processes centred on ‘steering at a distance’, emanating from the level of the nation state, may have played a role in paving the way for the rise of English as an academic language. Whilst the findings confirm the shift from ‘government’ to ‘governance’, they simultaneously highlight the lesser-known role of nation states in driving language shift in academia. I consider the implications of this retheorization on our agency as enfranchised individuals as well as on existing theories on English as an academic language.

## **Session 1 – Wednesday 19 October 2022 11.00-12.30**

**Room: GG90-92: Turnzaal**

**Chair: Marie Rickert (Maastricht University, Netherlands)**

### **Special Session: Refugees and Migrants in Higher Education**

**Marije Michel, Seyit Gök**, (University of Groningen, Netherlands), **Kinan Alajak** (Refugee Wellbeing & Integration Initiative, Netherlands):

#### **Updating beliefs about English for academic purposes: Tuning in teachers and students on the same page**

Much research into English for Academic Purposes (EAP) has focused on course design, outcomes, assessment and practices (e.g., Nagy and Townsend, 2012; Wingate and Harper, 2021). More recent work looks into what students and teachers believe about what and how to learn and teach EAP (e.g., Basturkmen, 2019; Blaj-Ward, 2014). In this line of research, we present data on student and teacher beliefs about EAP in an underresearched and unique context: highly educated refugees learning English for university entry from a group of dedicated volunteer teachers.

We provide quantitative survey data from refugees and asylum seekers in the Netherlands (N= 150) of various national and linguistic backgrounds, with the majority speaking (Syrian) Arabic or Turkish as their mother tongue. Due to their migration experience, most had a disrupted educational and/or professional biography. Accordingly, they were currently not able to pursue their academic studies or profession. Given that excellent English (at least B2) is required for academic study and jobs in the Netherlands, participants self-enrolled for English classes by the volunteer organisation.

Students answered open and closed questions regarding their experiences, beliefs and expectations about English learning, such as questions on material and language learning resources, their own strengths and weaknesses as a language learner and what they hoped to learn from their teacher.

These data was matched with a qualitative study into beliefs about EAP teaching to this specific population based on interviews with N=5 teachers (4 female; 1 male) who volunteered in the organisation, with differing amounts of teaching experience (from novice to established) and qualifications.

Findings demonstrate that learners and teachers seem to agree on important aspects of EAP, such as the need to develop academic writing skills. Yet, the data also demonstrate substantial differences between learners, who wish to work towards more utilitarian goals (e.g., passing the IELTS test), and teachers, who aim for more long-term goals (e.g., improving students' academic integration). The discussion focusses on recent research into teacher cognition and EAP course design by highlighting the unique context of refugees taking EAP classes provided by volunteers.

Keywords: English for Academic Purposes; Refugees; student beliefs; teacher beliefs

**Ali Goksu** (Université Libre de Bruxelles, Belgium):

#### **The Attitudes of Highly Educated Immigrants on Motivation in Learning English**

Over the decades, motivation as a research area in foreign language (FL) and second language (L2) learning has drawn many researchers' attention because it provides the primary impetus to initiate learning the L2 and later functions as the driving force to sustain the long and often tedious learning

process (Oxford and Shearin 1994; p.12). In addition, learning a foreign language is one of the key elements for immigrants during their integration processes into the residence country. This study examines the attitudes of highly educated Turkish immigrants in the Netherlands on various motivational constructs in learning English as a foreign language. The data including quantitative and qualitative methods were collected through a survey and open-ended interview about the motivational constructs such as extrinsic motivation, intrinsic motivation, integrative motivation, anxiety, attitudes, motivational strengths, interest in foreign language and culture, etc. The obtained data were qualitatively and quantitatively analyzed, and the subscales of the survey were separately compared through Pearson's Chi-Square ( $\chi^2$ ) and One-Way ANOVA tests. The results indicate motivational constructs of highly educated Turkish immigrants in learning English in a broader perspective. This research also provides an in-depth understanding of the underlying motivations of Turkish immigrants in learning English in the Netherlands. In addition, it also enables policymakers, researchers to see clearly different motivational constructs of highly educated immigrants in learning a foreign language and their integration to other additional languages and cultures.

Keywords: Motivation, English, Highly educated immigrants

**Esme Smithson Swain, Toby Biggs O'May** (Right2Education, Netherlands):

### **Right2Education: Community Education and Honest Dialogues on Difference**

Right2Education is a student-led initiative in Amsterdam, offering free Dutch and English Classes to refugees and asylum seekers. We hold regular language classes, plus donated spots from Dutch universities, through which we have integrated hundreds of guest students into mainstream undergraduate courses. Our community and classes are founded on the premise of mutual exchange of learning. We aim to therefore create a physical space within which to tackle cultural barriers and integrate both asylum-seekers and students into a wider global community. We would like to present our model for community language learning, and our efforts to make higher education more accessible to all. We will discuss challenges, barriers, and solutions we have experienced, and how we have learned from these to strengthen the community and improve our practice.

Keywords: community education, refugee integration, asylum-seekers, diversity, micro-policy

**Room: GG76: 1.02**

**Chair: Lijie Shao (Dublin City University, Ireland)**

### **Theme 1: Language, status and identity**

**Andreana Pastena** (Universitat Pompeu Fabra, Spain):

#### **Exploring a multi-dimensionally internationalized classroom with full EMI: A focus on students' views on English as an International Language and other languages of interaction ①**

This paper belongs to a mixed-methods research project investigating whether multilingual and multicultural undergraduate classrooms with full English-Medium Instruction (EMI) foster the development of transcultural competence. The novel contribution of this project is its focus on what we call a multi-dimensionally internationalized BA degree due to: (1) the presence of both local students –some with heritage language(s) and culture(s)– and a high percentage of international students on degree mobility; and (2) an internationalized curriculum with full EMI. Also, the degree is offered by a university in Barcelona, a site with official bilingualism and a trilingual educational policy (i.e. Catalan, English, and Spanish). The paper will present a case study of 10 local bilingual students of such a classroom who are experiencing a process of internationalization at home, in order to: (1) profile students' linguistic and educational background; (2) explore their points of view on English as an International Language (EIL); and (3) delve into which languages they use in the EMI classroom to interact among each other and for what purpose. Data were collected by means of in-class observation for 11 weeks, a sociolinguistic questionnaire, and semi-structured interviews. Thematic analysis revealed that, in the context of the multi-dimensionally internationalized classroom, undergraduates may experience internationalization without going abroad, due to both the presence of international classmates and a shared common language (i.e. English). Still, students show a critical view of EIL, perceiving it as both a threat for local languages and an enabler for intercultural interactions. Moreover, while English is the main language of interaction for academic purposes, significant plurilingual and translanguaging practices emerge in students' informal interactions, involving English and the two official languages, as well as other languages that students wish to practice or learn.

Keywords: internationalized classroom, higher education, plurilingualism, English-Medium Instruction, English as an International Language

**Christiane Dalton-Puffer, Julia Hüttner, Karen Schramm, Sejdi Sejdiu, Ilir Krusha, Rezarta Ramadani, Dorinë Rakaj** (University of Vienna, Austria; University of Prizren, Kosovo):

#### **University language policy as motor of national intergroup cohesion ①**

The trend in Higher Education towards internationalization is almost by default associated with the introduction of English, even if regionally there are other contenders as academic *linguae francae*. The project presented here explores the ongoing decisions and evaluations by stakeholders involved at a university in an established multilingual context on the cusp of deciding for an additional, international language of education.

The site in question is the University of Prizren, located in the young Republic of Kosovo. The region of Prizren is an established multi-lingual context, featuring Albanian, Bosnian and Turkish as official lingua-cultural groups and the University of Prizren has provided education in all three community

languages, with some diversity depending on subject and staff availability. Since the late 1990s at the university and in wider society lower levels bi-or multilingualism in the community languages have led to decreased societal mixing across established cultural groups, a fact which becomes a factor in the university's language policy decisions. Additionally, policy makers hope that with a language of education perceived as 'neutral' within the community, the University of Prizren might provide a vehicle for increased inter-group communication and cohesion.

This paper will introduce a research project designed to explore different stakeholders' perceptions of language choice in various domains within the university as well as their expectations with regard to the choice of a non-local lingua franca. In many universities across the globe English is usually the strongest option. However, at the University of Prizren there is a strong contender as a new language of instruction. German is a strong L2 in the community due to returnees from German-speaking countries and the long posting of German-speaking UN-troops in the region.

Keywords: English-Medium Education, German-Medium Education, Multilingualism, Western Balkans

**Peep Nemvalts** (Tallinn University, Estonia), **Helena Lemendik** (Tallinn University and University of Tartu, Estonia):

### **Language dilemmas of Estonian doctoral students** ①

Rapid globalisation since the 1990s has had a significant impact on languages used by Estonian scholars. Choosing a language is often troublesome because academics and students feel increasing pressure to use English instead of Estonian.

The language situation in academia has been somewhat contradictory. "The Development Plan of the Estonian Language 2011–2017" stated:

““The Estonian Higher Education Strategy 2006–2015” aims to ensure the existence of Estonian-medium education on all educational levels in all fields of study, thus creating a possibility of using foreign languages for the teaching of most specialities within the same field of study. The “Strategy for the Internationalization of Estonian Higher Education 2006–2015” diminishes the role of Estonian-medium education further by removing the requirement of the existence of Estonian-medium education from doctoral education.”

In 2011–2012 a team of linguists and sociologists of Tallinn University conducted the study “Estonian as a language of higher education and academic research” which was supported via the Primus program by the EU. As a part of this, in 2012 our team conducted a survey of Estonian doctoral students' opinions and stances about the usage of academic languages (Roosmaa et al. 2014).

We also were interested if they ever felt being obliged to publish in a certain language. Only 18% of doctoral students in natural sciences and technology, like 23% in humanities and social sciences claimed to be always free in their language choice, while 75% of the first group and 46% of the latter have felt an obligation to publish in English.

Just now we are conducting a re-survey, and aim to present some results of this at the ICLHE Conference, as well as to discuss the current language situation and policies for academic Estonian.

Keywords: academic Estonian, impact of English across disciplines, impact of EMI on Estonian, national and university policies

**Room: GG76S: 1.018**

**Chair: Noelia Ruiz-Madrid (Universitat Jaume I, Spain)**

#### **Theme 4: The nature of knowledge, power and EMI**

**Nashwa Nashaat-Sobhy** (Universidad Politécnic de València, Spain), **Davinia Sánchez-García** (Universidad Complutense de Madrid, Spain), **Jennifer Valcke** (Karolinska Universitet, Sweden), **Julie Walaszczyk** (Université de Mons, Belgium):

#### **English-Medium Education for Global Citizenry ④**

In spite of the transformational approaches and goals that have characterized formal education in the twenty-first century (e.g. multilingualism internationalization and academic mobility), its relatability to the current global challenges are still questioned. To address this concern, the United Nations issued a call for curricular Sustainable Development Goals (SDG) that aims to bring transformative learning to life by tackling issues like 1) inclusive and equitable quality education, 2) maximizing human potential, dignity, equality and health, among others, and which need to be leveraged explicitly in pedagogical strategies in all educational stages, among which is multilingual and multicultural higher education learning spaces.

The current context of Internationalisation of Higher Education (IHE) has therefore shifted from teaching in English and mobility towards sustainable education and global citizenship. This implies questioning not only how we do internationalisation, such as the impact of international mobility on the environment and climate change, but also what we do and to what end, and more specifically, what we do through university education. It is worth examining the overlap between the SDGs, IHE and English-Medium Education (EME) that can be further leveraged to develop transformational quality education that is inclusive and equitable for all.

Continuous Professional Development (CPD) should therefore aim to develop teachers who are open to multiple ways of knowing and unknowing, as an appreciation of what interdependence and mutual understanding might entail. This session will lay out how universities can meaningfully contribute to achieving SDG4 – the goal that specifically addresses quality education – with a particular focus on university teacher development for EME. It will address the knowledge, skills and values that should be prioritised within higher education and the CPD strategies that will enable teachers to deliver quality education for all learners.

Keywords: English-Medium Education, Sustainable Development Goals, internationalisation, global citizenry

**B. Suzanne Warsinsky** (Université de Bordeaux et de Strasbourg, France):

#### **English Medium Instruction: Englishization and systemic power ④**

Students at university study similar subjects. When English is their language of study, they generally learn in one of three settings: A) international students in an Anglophone jurisdiction, B) native English speaking students in an Anglophone jurisdiction, C) students in an English Medium Instruction (EMI) program in a non-Anglophone jurisdiction. With competition across the job market, what power is associated with English competence for an EMI student? This study aims to answer that question as it relates to EMI programs in France (setting C) compared to settings A and B. An Academic Literacies (AcLits) theoretical approach foregrounds relationships of power, equity,

and transformation between stakeholders, including institutions (Lea & Street, 1998) which are located in and informed by common practices of those settings. We reviewed the common practices of the educational systems in each setting, specifically looking at English writing development. Our results suggest the power that may be associated with English competence for EMI students might be lower than in the other two settings given the different forms of support found across educational systems (systemic power). The type of support offered was compared across settings. Findings suggest the educational system in setting A regularly provides student support in the form of English as a Second Language and academic writing programs, and writing centres. The system in setting B often requires students take academic English writing classes and often provides writing center support. In France (C), no French language courses are offered at tertiary level (Delcambre, 2012) which may cross over to EMI. Only two higher education institutions offer writing centres in support of English. (All students in France benefit from general English as a Foreign Language classes.) French EMI students may have less power associated with their English competence in comparison with students in Anglophone jurisdictions because they seem to have less support for their written academic skills, the backbone of a university education. Students in an EMI setting (C), as well as students in setting A, may be seen as having more English language power than students in setting B when English is put into a multilingual context.

Keywords: EMI, Academic Literacies, systemic power, Englishization

Room: GG80-82: 0.039

Chair: Verena Grau (University of Vienna, Austria)

### Theme 3: Impacts of English-Medium Instruction

**Beatrice Zuaro** (University of Stockholm, Sweden / Università di Roma 3, Italy):

#### **Content adaptations in English-medium Instruction: comparing L1 and English-medium lectures** ③

While lecturers' teaching practices continue to be a focal point of English-medium Instruction (EMI) research, contrastive studies between EMI and L1 lectures remain extremely scarce. What research is available has so far mostly focused on communicative strategies (e.g. Costa & Mariotti, 2017; Dafouz Milne & Núñez Perucha, 2010; Thøgersen & Airey, 2011); in this way, however, the effects of EMI on content itself remain largely unexplored. In this talk I will present the findings of a study addressing this specific research gap. The study analyses five sets of matching L1 and English-medium lectures given in different disciplines at three Italian universities. Each set of lectures is given by the same lecturer, about the same topic. In this study I closely examine the lectures' content, in order to investigate which changes, if any, accompany the linguistic shift from L1 to English-medium teaching. The analysis reveals a high correspondence of the core topics addressed in the lectures; nonetheless, significant differences in the way such knowledge is conveyed can also be observed. I group such differences into three categories: length and type of explanations offered, as well as ways in which the explanations are provided.

#### References

- Costa, F., & Mariotti, C. (2017). Differences in content presentation and learning outcomes in English-medium instruction (EMI) vs. Italian-medium instruction (IMI) contexts. In J. Valcke, & R. Wilkinson (Eds.). *Integrating Content and Language in Higher Education* (pp. 187-204). Peter Lang D
- Dafouz Milne, E., & Núñez Perucha, B. (2010). Metadiscursive devices in university lectures. In C. Dalton-Puffer, T. Nikula & U. Smit (Eds.) *Language Use and Language Learning in CLIL Classrooms* (pp. 213-230). John Benjamins Publishing.
- Thøgersen, J. & Airey, J. (2011). Lecturing undergraduate science in Danish and in English: A comparison of speaking rate and rhetorical style. *English for Specific Purposes*, 30(3), 209–221.

Keywords: EMI, lecture observation, academic discourse, content, Italy

**Kirstie Riedl** (The University of Applied Sciences for Management & Communication, Vienna, Austria):

#### **Just how muddy is it? The impact of EMI on academic performance for business administration students** ③

The PhD study is a contrastive investigation of learning outcomes for English Medium Instruction (EMI) courses in the Corporate Communication degree programme at the University of Applied Sciences for Management and Communication in Vienna. Research to date has produced inconclusive findings as to whether EMI affects content learning and there has been scant research on content learning outcomes in Austria, particularly in the business administration field of Corporate Communication.

The mixed-method investigation addresses the research question as to what extent learning outcomes of EMI business students differ from those students who have received instruction in L1. It explores the relationship between learning outcomes and teaching practices and furthermore analyses to what extent practices differ in L1 and EMI (as an L2) instruction. Leaning on the ROADMAPPING (Dafouz & Smit 2016) as a theoretical framework of analysis, the qualitative study includes interviews with eleven L2 EMI lecturers, zooming in on their practices and beliefs. Student focus groups enrich the data providing a focus on the student perspective of teaching practices as well as self-reported impressions of their own learning. The unique corpus of four lectures conducted both in German and in English delivered by the same lecturers is analysed linguistically comparing the frequency of use of CDFs (Dalton-Puffer 2013), questions and various other meta-discursive features. This analysis is complemented by the review of a pre-and post-test of content delivered at the start and end of the recorded lectures to capture actual content learnt. Furthermore, an overview of student grades awarded in both the L1 and EMI cohorts of the degree programme is presented and reviewed.

This phenomenological investigation is unique due to its rich variety of methods as well as the parallel corpus of lectures, which are almost identical in terms of content delivered. The findings will inform educational policy designers on how to maintain high quality content learning outcomes when introducing EMI courses. Additionally, due to the parallel corpus, a unique contrastive study of natural spoken classroom discourse offers a contribution to the investigations using the ROADMAPPING framework and CDF construct.

#### References

- Dafouz, Emma; Smit, Uta. 2016. Towards a dynamic conceptual framework for English-medium education in multilingual university settings. *Applied Linguistics* 37/3, 397–415.
- Dafouz, Emma; Smit, Uta. 2020. *ROAD-MAPPING English Medium Education in the Internationalised University*. Cham: Palgrave Macmillan.
- Dalton-Puffer, Christiane. 2013. A construct of cognitive discourse functions for conceptualising content-language integration in CLIL and multilingual education. *European Journal of Applied Linguistics* 1/2, 700. DOI:10.1515/eujal-2013-0011.

Keywords: EMI, lecture observation, content learning outcomes, discourse patterns, Austria

Room: GG76: room 0.16 [ONLINE presentations]

Chair: Ute Smit (University of Vienna, Austria)

### Theme 3: Impacts of English-medium instruction

*Guzman Mancho-Barés, Enric Llurda (Universitat de Lleida, Spain):*

#### ***LIDISELF – A project on the Development of disciplinary literacies in English as a lingua franca at university*** ③

European universities are offering an increasing number of English-medium instruction (EMI) courses in order to compete in the global higher education area. More often than not universities have stopped providing courses of English for Specific Purposes (ESP), basically as a result of EMI provision (Fortanet-Gómez & Räisänen, 2008). These EMI subjects are generally embedded in a L1-medium degree, allowing for the students' development of literacies in the disciplines through different languages and types of courses. Disciplinary literacies are the ways in which participants read, write, speak, think and reason in disciplinary contexts. They have been described as communicative activities specific to each discipline, which require oral or written comprehension or expression (Zhang and Chan, 2017) and enable participants to become active members of a particular discourse community (Swales, 1990) through the use of appropriate genres. Nevertheless, little is known about the process of (implicit or explicit) students' induction into disciplinary literacies by complementary L1-medium subjects, EMI interventions and the parallel ESP subjects. This paper presents the fundamental lines underlying a recently started project (LIDISELF) that aims to examine the guidance exerted by EMI, ESP and L1-medium instructors towards students' development of disciplinary literacies at two Catalan universities, with an emphasis on the disciplinary written and oral genres students are expected to produce as part of their summative assessment. In this comprehensive study, multiple forms of data collection will be used (students' written production, students' oral presentations, classroom observation, interviews and questionnaires with students and teachers). The results of LIDISELF are expected, in general, to map the disciplinary genres present in the degrees, and in particular, the extent to which ESP and L1-medium disciplinary genres align with EMI disciplinary genres.

#### References

- Fortanet-Gómez, I. & C. Räisänen (eds.) (2008). *ESP in European Higher Education*. John Benjamins.
- Swales, J. (1990). *Genre Analysis. English in academic and research settings*. Cambridge: Cambridge University Press.
- Zhang, Z. & E. Chan (2017). Editorial: Current Research and Practice in Teaching Disciplinary Literacies. *ESP Today*, 5(2): 132-147.

Keywords: disciplinary literacies, English as a lingua franca, genre analysis

*Helena Roquet, Noelia Navarro, (Universitat Internacional de Catalunya, Spain):*

*Florentina Nicolás-Conesa (Universidad de Murcia, Spain):*

#### ***The impact of content-based instruction on EFL writing in two instructional contexts at university: EMI versus L1*** ③

Adjunct instruction (AI) can provide students with opportunities to learn general and disciplinary academic discourse (Brinton et al, 2003). Few studies have explored the extent to which AI programmes, developed through the collaboration of language and content specialists, affect EFL

students' written production. This study aims to analyse the longitudinal impact of a one-semester AI course on writing complexity, accuracy, fluency and holistic measures. The participants were 51 first-year Dentistry students, in two instructional settings: English-Medium-Instruction (EMI, n=21) and L1 (n=30). A classroom writing task completed before and after the AI course was used to analyse the development of students' writing within and between groups. Writing complexity was measured using Lu's (2012) complexity analyzers; two language experts qualitatively scored all texts using Friedl and Auer's (2007) holistic scale. The relationship between holistic and analytical measures was also examined. Initial massive exposure to dental terminology and scientific readings in other subjects afforded the EMI+AI group an advantage at T1 in both analytical and holistic measures. After 60 hours of AI, the EMI+AI group showed a significantly wider lexical repertoire. On the other hand, the L1+AI group significantly reduced errors per T-unit. This improvement in accuracy was linked to a significant reduction in fluency which pointed at a possible trade-off effect. In addition, interesting correlations were found between CAF and holistic measures that may indicate how linguistic accuracy and lexical sophistication are linked to writing quality in specialised texts at university. The benefits of adjunct programs with a planned focus on form in relation to meaning for writing development are discussed in the light of the two instructional settings explored.

#### References

- Brinton, D., Snow, M. A., & Wesche, M. B. (2003). Content-based second language instruction. University of Michigan Press.
- Friedl, G., & Auer, M. (2007). Erläuterungen zur Novellierung der Reifeprüfungsverordnung für AHS, lebende Fremdsprachen (Rating scale used for assessment of the writing task). Wien/St. Pölten: BIFIE.
- Lu, X. (2012). The relationship of lexical richness to the quality of ESL learners' oral narratives. *The Modern Language Journal*, 96 (2), 190-208.
- Keywords: Adjunct instruction, English medium instruction, academic writing gains, CAF measures, holistic measures.

*Irene Castellano-Risco, José Peña-García (Universidad de Extremadura, Spain):*

### **Lexical demands of academic spoken English in EMI ③**

EMI has widespread in Higher Education due to the implementation of policies aiming at promoting what is known as "internationalization at home" (Beelen & Jones, 2005). This kind of approach seeks to foster international awareness by offering some courses in English in places where this language is not the L1. In recent years, serious efforts have been made to identify learners' linguistic needs when facing EMI courses (Macaro, 2018; Pérez-Cañado, 2020). However, little research has focused on one of the components central to the development of an L2: lexical competence. Lexical knowledge helps the understanding of written and spoken texts (Nation, 2013; Schmitt, 2010), which is an essential skill in EMI. Most studies suggest that, to understand a given text, an average speaker needs to recognize 95% to 98% of the lexical items (Laufer, 1998; Nation, 2006). In practice, this means that L2 learners need to be able to recognize from 3K to 5K of the most frequent words. However, to the best of our knowledge, little attention has been paid to this issue in EMI.

This paper presents a preliminary study on the lexical demands of EMI Marketing courses. To this aim, the METCLIL corpus (+110,000 tokens; Alejo-González et al., 2021) will be analyzed using the RANGE programme (Nation & Heatley, 2002). This corpus was compiled recording 9 Marketing seminars in English in 6 different European Higher Education Institutions. Results will be explored in order to (1) determine the vocabulary breadth needed to reach 95% and 98% coverage, (2) explore the coverage of the Academic World List (Coxhead, 2000), and (3) examine the differences with L1 EMI contexts. The conclusions of this study may make a relevant contribution to the field by

facilitating the understanding of the linguistic demands L2 students face when joining EMI university courses.

Keywords: EMI, Vocabulary size, university, L2 students

## Poster abstracts

Posters are available throughout the conference.

**Margarida Morgado, Cristina Pereira** (Instituto Politécnico de Castelo Branco, Portugal):

### **Content and Language Teacher Collaboration in Higher Education**

The case study describes the collaboration of a subject content (Psychology) and an English teacher for an integrated approach of content and language learning in a Portuguese Higher Education (HE) institution. The two HE teachers piloted a ten-hour teaching module on self-directed learning with the same class of first-year students in an Office Management bachelor degree, as part of their participation in an Erasmus+ funded project called INCOLLAB (Interdisciplinary Learning and Teaching). The teachers organized their action according to a collaborative action-research design and a learning and practice community. The methodological design was supported by six meetings among the two participant teachers during which they customised the module resources and materials, distributed learning per course, took notes, reported class observations, designed assessment tools, and assessed student progress and learning, while reflecting on adaptations needed to teaching, materials and learning. Data thus collected were analysed together with student feedback questionnaire responses at the end of the module and a content analysis of some of students' assignments (a video podcast on a self-directed learning experience). Results highlight adaptations to the materials and resources proposed in the Open Educational Resource (OER); the reactions of the students involved; the nature of the collaboration among the two teachers; and reflections on the efficacy of the CLIL approach in this type of approach: two teachers collaboratively teaching the same module in separate courses, while keeping to their own course study programmes.

Keywords: teacher collaboration, CLIL in Higher Education, collaborative action research, community of learning and practice

**Mónica Régio** (Instituto Politécnico de Castelo Branco, Portugal), **Marcelo Gaspar** (Politécnico de Leira, Portugal), **Margarida Morgado** (Instituto Politécnico de Castelo Branco, Portugal):

### **A CLIL Approach to Engineering on Integrating Sustainable Development Goals: Materials and Feedback from Students and Teachers**

The United Nations Sustainable Development goals are currently part of all major agendas. In Higher Education, there has been also a significant effort to integrate sustainability and sustainable development into the students' curricula. Nonetheless, as such topics are often multifaceted and cross-disciplinary, these need to be addressed across several courses, including English for Specific Purposes (ESP) courses, albeit within the speciality of each course area. This is often done in seminars or in the development of dedicated projects, but it may be appropriate to take students through instances of integration of content from several disciplinary areas, as is the case of the CLIL approach, which integrates content and language. In face of the needs described and within existing Higher Education (HE) study programmes for the BSc in Industrial Engineering at a Portuguese

Polytechnic, three HE teachers collaborated in the re-articulation of existing ESP courses into a CLIL approach by integrating transversal topics in the Industrial Engineering degree course with English (ESP). This paper describes how sustainability and sustainable development topics were used as both content thematic and a means to teach and learn about sustainability issues to engineering students while simultaneously learning English. In the framework of an Erasmus+ Project, Interdisciplinary Collaborative Approaches to Learning and Teaching (INCOLLAB), materials were jointly developed for the course by content and language teachers, which were then implemented in tandem. In collaborative action research, data were collected through questionnaires, teaching logs, meetings and focus groups with the teachers and students involved, which clearly indicate the benefits of such integration for Engineering students. This teacher collaboration project focuses on the role of tandem teaching used to prepare and implement such a sustainability-based CLIL experiment. As a result, reflections from both content and language teachers are presented and discussed to highlight the main advantages and challenges of reciprocal cooperation methodologies to enhance interdisciplinarity in Higher Education.

Keywords: ICLHE, Collaboration, tandem teaching, engineering

## Session 2 – Wednesday 19 October 2022 14.00-15.30

Room: GG90-92: Turnzaal

### Colloquium 1

J.D. ten Thije (Utrecht University, Netherlands), F.C. Groothoff (Utrecht University, Netherlands), K. Mulder (University of Amsterdam, Netherlands) & K. Naber (Utrecht University, Netherlands):

#### **The impact of internationalisation on participation bodies at universities: The Participation and multilingualism project.**

With rising numbers of international students and employees at higher education, institutions are looking for ways to let these internationals participate in representative bodies. One of the solutions is to change the language policy. This might mean a change of the language of instruction, but also a change in the administrative language (used during council meetings).

From the academic year 2020-2021 onwards, Utrecht University decided to have multilingual meetings in the university council using Lingua Receptiva instead of only Dutch. Lingua Receptiva can be described as a situation in which conversation partners speak a different language during meetings, however, they can understand each other due to their receptive (listening/reading) skills (Backus et al., 2013; Ten Thije, 2019). This means that both English and Dutch are being used. Since this is a new situation Utrecht university wants to monitor this and therefore the project Participation and Multilingualism was started. Its aim is to contribute to the safeguarding and promotion of multilingual participation of all members of representative bodies at all levels for the coming decade. To achieve this goal multiple activities have started (1) the investigation of the impact and effect of the use of lingua receptiva; (2) the successful implementation of multilingualism for student and staff participation in the University Council and faculty advisory bodies; and (3) the acquisition of linguistic and intercultural competences of all stakeholders necessary for multilingual participation.

The first results of this project will be presented in this colloquium.

#### References

Backus, A., Gorter, D., Knapp, K., Schjerve-Rindler, R., Swanenberg, J., Thije, J.D. ten, and Vetter, E. (2013). Inclusive Multilingualism: Concept, Modes and Implications. *European Journal for Applied Linguistics*, 1 (2), 179 - 215.

Thije, J.D. ten (2019). Receptive Multilingualism. In David Singleton & Larissa Aronin (eds.) (2019) *Twelve Chapters on Multilingualism* (pp. 327 -263). Bristol: Multilingual Matters

Keywords: Participation, multilingualism, language policy, lingua receptiva, intercultural competences

#### Short presentations within this colloquium

**Jan D. ten Thije, Kimberly Naber** (Netherlands): **Language policies of Dutch Universities**

As a consequence of the new legal proposal Taal en Toegankelijkheid all universities have to update their language policy. To facilitate the co-participation of international students and employees some universities have changed their language policy. In the Netherlands several universities have changed their language policy from 'only Dutch' to 'only English,' some stick to the 'Dutch only' policy while others are looking for a multilingual way. Utrecht

University choose for receptive multilingualism Dutch / English to communicate in the university council. With a national survey including Dutch universities we have investigated how the practices in the university council meetings reflect the various official language policies.

Keywords: language policy, (receptive) multilingualism, university council

**Kimberley Mulder, Frederike Groothoff (Netherlands): Receptive Dutch for Participation in university bodies**

In order to be able to use Lingua Receptiva during council meetings both Dutch and international members should have sufficient listening and reading skills in all the languages (in our case Dutch and English). In order to lower the language barrier for international members we have developed a special course on Receptive Dutch for Participation in university bodies. We will give you an overview of how we have designed our course. We compiled a corpus of all the written materials and transcripts of the meetings and after analysis we retrieved frequency lists for our word lists. Besides vocabulary we focused on commonly used grammatical constructions. We used our corpus to design authentic practice examples for listening and reading activities. Additionally, part of the course is dedicated to learn about the organizational culture, meeting structures and the different aspects of participation in university bodies.

Keywords: receptive language learning, multilingual interaction, language switching, participation, intercultural communication

**Kimberly Naber, Frederike Groothoff (Netherlands): Training and toolkit multilingual meetings**

Changing a language policy does not immediately solve all problems in communication. Using Lingua Receptiva does not just imply receptive skills of all members in all the languages at use in the meeting, it needs awareness of the (im)possibilities of using multilingual debates and of intercultural differences in the area of e.g., meeting cultures. To help raise this awareness we developed a training and a toolkit on multilingual meetings which aims at showing the added value of input based on diversity and international expertise. The toolkit includes a demo-video on multilingual meetings and animated knowledge clips with critical incidents that provoke reflection. The training includes activities with authentic examples of pitfalls like using too much jargon, sayings and idioms or not adjusting your speech rate.

Keywords: Lingua Receptiva, Multilingual meetings, intercultural communication

**Room: GG76: 1.02**

**Chair: Hans Malmström (Chalmers University, Sweden)**

### **Theme 1: Language, status and identity**

**Elena Borsetto** (Università Ca' Foscari Venezia, Italy):

#### **International students' multilingual identities and their perspectives on learning English and Italian in a Foundation Year programme ①**

The constantly increasing availability of EMI (English Medium Instruction) has led many universities to offer propaedeutic year-long programmes, called Foundation Year, designed to provide international students with the required academic skills to succeed in their studies, before they officially enrol in the university of their choice. These kinds of courses are usually offered in Anglophone countries, but nowadays they have been implemented also in countries in which English is not an official language. The students attending these programmes come from various cultural and educational backgrounds and they possess different levels of language proficiency both in English and in other languages. This study explores the language identities of a group of multilingual international students who are attending such a type of preparatory English-taught programme, which consists of a general curriculum and four “study tracks” (Economics, Science, Humanities or Architecture, Art & Design). Students can select the path they are more interested in; moreover, they attend a language course in either Italian or English, depending on the degree programme in which they wish to enrol. Drawing on semi-structured interviews, the analysis focuses on the students' perceptions of the role of English (cf. Kuteeva, 2019) for their communications in and out of class, since for many of them English represents their third language and is used as a lingua franca (ELF). Students' perceptions of their language identities (cf. Sung 2020; Doiz & Lasagabaster, 2018), especially as ELF users, are then compared to the students' conceptualisation of the local language, Italian, which some of them are learning because they want to choose it as the language of their future studies instead of English. The findings show the multilingual students' perspectives and their emerging language needs, and shed light on the relation between English and the local language. The results of this study can also be intended as a need analysis to inform the stakeholders involved in the internationalisation process, as the Foundation Year programmes represent an area of growing interest in the internationalisation agenda for higher education.

Keywords: Students' language identities, EMI (English Medium Instruction), Internationalisation, Higher Education, Foundation Year

**Robert Wilkinson, René Gabriëls** (Maastricht University, Netherlands):

#### **Choosing EMI to enhance job prospects: career perceptions and a nomadic elite ①**

Studying at university through English is widely perceived to strengthen a student's job prospects and it may lead to enhanced mobility and a better career (e.g. Ferencz & Maiworm, 2014). This may be why students choose EMI (e.g. Lueg & Lueg, 2015). The assumed ubiquitousness of English in the working world is perceived to allow those with EMI qualifications additional job/career advantages, even if the assumption is flawed (Barbier, 2018). Indeed, evidence from the Eurobarometer studies, if correct, suggests a lack of high English proficiency among European managers who may recruit EMI graduates and even more so among employees (Gazzola, 2014, 2015). English is a common language for a “tiny elite” (Barbier) and highly mobile, multilingual nomadic students may aspire to that elite (Kannisto, 2014). It is conceivable that EMI graduates may perceive their competences as

addressing the discrepancy between the assumed omnipresence of English and the de facto lower proficiency in practice. Our study addresses job/career perceptions of multilingual humanities and social science students in a multidisciplinary EMI programme (n=237) at a Dutch university. Responses to a questionnaire indicate positive responses towards the impact of EMI on job prospects, generally in line with Lueg and Lueg, although significant differences arise between L1, L2 and non-speakers of different languages, especially Dutch. Responses are also stratified according to parental education and residence in foreign countries. The study suggests that higher parental education and more extensive residence abroad correlates with higher perceptions that EMI enhances job prospects, suggesting a “nomadic or transient elite” who may have looser ties to sedentary nation-state societies, raising issues of equity. The findings contribute to an understanding of how EMI programmes may reinforce the position of transient elite students.

#### References

- Barbier, J.-C. (2018). The myth of English as the common language in the European Union (EU) and some of its political consequences. In M. Gazzola, T. Templin, & B.-A. Wickström (Eds.), *Language policy and linguistic justice* (pp. 209-229). Springer.
- Ferencz, I. & Maiworm, F. (2014). Impacts of ETPs. In B. Wächter & F. Maiworm (Eds.), *English-taught programmes in European higher education. The picture in 2014* (pp. 119-130). Lemmens.
- Gazzola, M. (2014). Partecipazione, esclusione linguistica e traduzione : Un valutazione del regime linguistico dell'Unione europea. *Studi italiani di linguistica teorica e applicata* 43(2), 227-64
- Gazzola, M. (2015). Multilinguisme et équité : l'impact d'un changement de régime linguistique européen en Espagne, France et Italie. *Amsterdam Working Papers in Multilingualism*, 4, 98-108.
- Kannisto, P.E. (2014). Global nomads. Challenges of mobility in a sedentary world. [Thesis]. Tilburg University. Ridderprint.  
[pure.uvt.nl/ws/portalfiles/portal/3511053/Kannisto\\_Global\\_18\\_06\\_2014.pdf](http://pure.uvt.nl/ws/portalfiles/portal/3511053/Kannisto_Global_18_06_2014.pdf) (accessed 7 December 2020)
- Lueg, K. & Lueg, R. (2015). Why do students choose English as a medium of instruction? A Bourdieusian perspective on the study strategies of non-native English speakers. *Academy of Management Learning & Education*, 14(1), 5-30.
- Keywords: EMI, multilingualism, job/career perceptions, nomadic elite

### Theme 3: Impacts of English-medium instruction

Patrick Studer, Paul Kelly (ZHAW, Switzerland):

#### From monologue to dialogue: Opening teachers' minds to authentic interaction with students ③

Interaction undoubtedly is key to learning in higher education. It is particularly relevant in an English-medium education (EME) setting when students use a foreign language for learning as it provides additional opportunities for the negotiation of meaning (Macaro 2015). Moreover, research has shown that students associate interaction with quality in English-medium education settings (Studer 2015, 2016), independent of the teachers' perceived language competence (Suviniity 2012). In this paper, we will present, and critically discuss, data-driven teacher training interventions designed to encourage interaction in the EME classroom. Data-driven teacher training interventions, in the case of this study, rely on the EME teaching competence framework outlined in Studer (2018). Through observations, (self-)assessments and surveys, teachers are assessed against four levels of attention to language in their classes, ranging from a focus on mutual comprehension to the formal integration of language into the content of their classes. The paper will show that many EMI teachers tend to be more concerned with basic language and monologic competence, while

sidelining dialogic and communicative competence. The paper will also show that the mental switch required to move the focus from 'stage performance' and self-awareness to authentic dialogue represents a significant aspect of our training programs.

#### References

- Macaro, Ernesto (2015). English Medium Instruction: Time to start some difficult questions. *Modern English Teacher* 24.2: 4-7.
- Studer, Patrick (2015). Coping with English: students' perceptions of their teachers' linguistic competence in undergraduate science teaching. *International Journal of Applied Linguistics* 25.2: 183-201.
- Studer, Patrick (2016). Lecturers' communicative strategies in English-medium instruction: the importance of classroom interaction, in Patrick Studer (ed.), *Communicative competence and didactic challenges: a case study of English-medium instruction in third-level education in Switzerland*. Winterthur: ZHAW. (Working Papers in Applied Linguistics 6). 7-20.
- Studer, Patrick, ed. (2018). Internationalizing curricula in higher education: quality and language of instruction. *Swiss Journal of Applied Linguistics* 107. (Special Edition)
- Suviniity, Jana (2012). Lectures in English as a Lingua Franca: Interactional features. Helsinki: University of Helsinki (PhD Thesis).

Keywords: Interaction in EMI, dialogic competence

**Room: GG76S: 1.018**

**Chair: John Harbord (Maastricht University, Netherlands)**

**Theme 2: Policy, macro, meso, micro.**

**Frank van Splunder (University of Antwerp, Belgium):**

### **Englishization or Multilingualism? Language Policy in Flemish Higher Education ②**

"English has been gaining ground as the language of globalization at the expense of other languages. In Flanders, the Dutch-speaking part of Belgium, English has largely replaced French as the 'other' language in the past decades. This is also the case in higher education, where English is increasingly present as an additional medium of instruction and as a lingua franca. In spite of efforts to promote multilingualism, the Englishization of higher education affects all other languages. While English is commonly perceived as the students' and the lecturers' second language, French and German are perceived as foreign languages (even though they are official languages in Belgium, and English is not).

This paper discusses language policies and practices in Flemish higher education. While Dutch remains the official language of education, Flanders aims to accommodate the use of English in an increasingly international and multilingual context. The paper argues that higher education should take into account this multilingual reality, and that multilingualism is more than Englishization. While the importance of English is beyond any doubt, languages other than English are important too. These other languages not only include Dutch, French and German, but also minority ethnic languages such as Turkish or Arabic. These languages reflect today's superdiversity and they are important markers of identity. At the same time they can help to make higher education more inclusive and to gain access to groups which cannot be reached when using English only.

References (selection)

- Blommaert, J. (2011). The long language-ideological debate in Belgium. *Journal of Multicultural Discourses*, 6(3), 241-256.
- Shohamy, E. (2006). *Language policy: Hidden agendas and new approaches*. Routledge.
- Spolsky, B. (2012). Language testing and language management. In G. Fulcher & F. Davidson (Eds.), *The Routledge handbook of language testing* (pp. 495–505). Routledge.
- Van Parijs, P. (2011). *Linguistic Justice for Europe and for the World*. Oxford University Press.
- van Splunder, F. (forthcoming). Higher Education in Flanders: English as the 'other' language. In R. Wilkinson & R. Gabriëls (Eds.). *The Englishization of higher education in Europe* (pp. ). Amsterdam University Press.

Keywords: language policy, Englishization, multilingualism, higher education, Flanders

**Dmytro Mazin, Alina Karapetian, Mariya Sydorovych (National University of Kyiv-Mohyla Academy, Ukraine):**

### **Shaping language policy in higher education in Ukraine ②**

On its way to EU integration, Ukraine has been applying serious efforts to reform language policy for ESL and EMI. In 2019, the specially created Working Group at Ukraine's Ministry of Education and

Science, including representatives from Ukrainian universities, drafted a Concept of state policy for English language development in higher education. It sets the framework for state support to the development and use of English, in particular, to ensure internationalisation in higher education and raise the competitiveness of Ukraine's academia nationally and globally.

It also summarises the processes in Ukrainian higher education related to ESL and EMI agenda. The practical experience of the National University of Kyiv-Mohyla Academy (NaUKMA) offers a successful case of innovative approaches in language policy planning and implementation in Ukraine. Since its rebirth in 1991, NaUKMA has always prioritised the role of foreign languages in the university life, primarily English, which is fixed as the second working language in the University's Charter. The extensive courses of English for all undergraduate and graduate students at the NaUKMA, varied academic activities and resources in English (guest classes, academic events, subject materials), strategy for university internationalisation creating new opportunities for academic mobility (recently opened international campuses at the University of Toronto and University of Glasgow), and ongoing participation in international projects, increasing number of EMI courses in the university curricula greatly intensify the English language environment in the university.

The case of NaUKMA stresses the importance of both vertical (long-term motivational language policy) and horizontal efforts (sustainable involvement of all departments) for successful language policy implementation. It also highlights challenges in this area, including consistent and non-declarative use of language policy, more cohesion between language levels at school and university, and more instruments for screening foreign language skills among applicants.

Keywords: language policy, Ukrainian higher education, National University of Kyiv Mohyla Academy, internationalisation, EMI, ESL

**Room: GG80-82: 0.039**

**Chair: Pat Moore (Universidad Pablo de Olavide, Sevilla)**

### **Theme 3: Impacts of English-medium instruction**

**Balbina Moncada-Comas, Maria Sabaté-Dalmau** (Universitat de Lleida, Spain)  
[MSD ONLINE]:

#### **Multimodal competence and multilingual lecturing in EMI: Exploring the effectiveness of interplaying non-linguistic resources and local-language(s) use in EMI praxis ③**

Exploring a theoretical-methodological framework for micro sociolinguistic multimodal analysis of situated EMI practices (Moncada-Comas & Sabaté-Dalmau, TA), in this paper we examine an interaction of a lecturer and his twenty-one students in an agricultural engineering class at a bilingual Catalan university, where the implementation of English-Medium Instruction (EMI) is recent. Drawing from video/audio-recorded classroom interactions, interviews, logs and ethnographic observations, we assume that EMI lecturers' praxis hinges on the use of multimodal-competence repertoires; that is, on their ability to strategize with verbal and non-verbal cues by combining them effectively in particular episodes, for particular purposes, to negotiate and achieve meaning-making. We foreground that multimodal lecturing is particularly relevant when the language of instruction, English, is foreign to lecturers and students, which leads lecturers to strategically 'orchestrate' (Morell, 2018) different multilingual resources (including 'let-it-pass' L1 use) to help students with insufficient English-language competence to access disciplinary subject matter, flexibilizing the established 'English-only' norm. We first detail how the lecturer complements his speech with materiality (visual artifacts), kinesics (gesture and gaze) and positionality (space-making/use). We then focus on a particular language shift in a teacher-fronted lecturing episode in English where a content question is posed to the lecturer in Catalan that is subsequently re-addressed in English. This shows that the lecturer's monitored alignment with the student's preferred medium-choice is crucial to achieve specific content transmission/acquisition goals. This reveals that the combination of semiotic and kinesic modes with meaningful transitory use of shared local languages makes 'doing education' successful in EMI, without jeopardizing the attainment of the required English-language competence. This leads to a new research venue: the exploration of how multimodal and multilingual practices interplay in classroom interactions, which may contribute to effective EMI pedagogies that take into consideration all language ecologies, in non-English speaking universities.

Keywords: Multimodal competence, multilingual EMI lecturing, effective EMI praxis

### **Theme 1: Language, status and identity**

**Mirela Alhasani Dubali** (Epoka University, Albania): [ONLINE]

#### **Implications of EMI to Albania's higher education profile: thoughts for a bilingual alternative ①**

Albania, former communist Balkan country, keeps undertaking socio - political reformations aiming to build the new image of a functional democracy in compliance with the EU norms. Stepping out from half a century communist isolation, Albanians were suddenly exposed to an open multilingual international arena where, undoubtedly, English language is acknowledged as the lingua franca. The country of Illyrian authenticity takes pride of its Albanian language – a unique branch of the Indo-

European family as the main contributory asset to its future membership in the European Union. Regrettably, the linguistic voice of a small country, like many other small ones, tends to be more influential only through the usage of a widely accepted world or regional language - English. This study will utilize a pros and cons constructivist analysis to evaluate the impact of English as a lingua franca on the linguistic and cultural identity of Albania among other European nations of the EU. It will explore the current scenarios and, in addition, following up on the evaluative findings, it will offer recommendations for a grey solution proposing the implementation of a bilingual platform of equal emphasis to native Albanian and English to better represent the national, linguistic and cultural identity of the country particularly in an enlarged EU landscape.

Keywords: English hegemony, national identity, Albania, EU, Bilingualism

### **Theme 3: Impacts of English-medium instruction**

**Teresa Morell** (Universidad de Alicante, Spain), **Vicent Beltran-Palanques** (Universitat Jaume I, Spain), **Natalia Norte** (Universidad de Alicante, Spain):

#### **Fomenting multimodal engagement in EMI university classes. ③**

Research on EMI professional development programs for higher education is proliferating to best accommodate the needs of lecturers in a broad range of scenarios (Sánchez-Pérez, 2020; Morell & Volchenkova, 2021). Lectures are considered to be multimodal as they occur “through speech, writing, gesture, image and space” (Archer, 2014: 189) and therefore, multimodal competence should play an important role in EMI training programs. By the same token, interactional competence should also be included, as it has been proven that interaction is beneficial for lecturing (Suviniitty, 2012) and especially for creating spaces for engagement (Morell, et al. 2020). Lecturers and students involved in EMI classes can benefit from the multimodal and interactive discourse within episodes of engagement. In this talk, we will present a prototypical framework of the moves and pedagogical functions followed by EMI lecturers when carrying out in-class pair work activities. This model was designed based on the analysis of 12 sessions extracted from the AcqUA EMI microteaching corpus. It consists of five basic moves, namely 1) contextualizing, 2) setting up, 3) monitoring, 4) eliciting, and 5) summarizing that can each be implemented through three optional pedagogical functions. In this study, we examine how these pedagogical functions are multimodally instantiated in two Social Science and two Technical Science micro-teaching sessions. Findings show how lecturers make use of and combine communicative modes to construct episodes of engagement and promote interaction. Finally, some pedagogical implications for EMI professional development to enhance lecturers’ multimodal and interactional competence are provided.

Keywords: professional development programs, engagement, multimodal competence, interactional competence, pedagogical functions

**Room: GG80-82 attic: 3.002**

**Chair: Marie Rickert (Maastricht University, Netherlands)**

**Theme 5: The silent voices of other languages; translanguaging**

**Eda Genc, Dogan Yuksel, Samantha Curle** (Turkey / University of Bath, UK):

### **Lecturers' and Students' Translanguaging Practices in English-taught classes in Turkey** ⑤

This presentation focuses on a qualitative study that investigated students' and lecturers' translanguaging practices in English medium instruction (EMI) courses in a Turkish higher education (HE) setting. A comprehensive investigation of the functions of translanguaging used by students and lecturers is conducted following Lo (2015) and Sahan and Rose's (2021) frameworks which propose the functions of content transmission, classroom management, social and affective functions. Sixteen hours of EMI lessons from eight different content courses were video-recorded. The findings demonstrate that lecturers and students used translanguaging mainly for content transmission by translating technical terminology, presenting new content, and asking questions related to content. They also used translanguaging to maintain classroom management via providing "off-content" information related to the course function and for social and affective functions such as establishing rapport. These functions have also been observed in other studies in various EMI settings (e.g., Söderlundh, 2013; Tarnopolsky & Goodman, 2014; Sahan & Rose, 2021) but our findings revealed important context-specific differences. These differences demonstrate how EMI is having an impact in the HE classroom and on its key stakeholders (lecturers and students). Pedagogical implications derived from the findings will be elaborated in this presentation.

References

- Lo, Y. Y. (2015). How much L1 is too much? Teachers' language use in response to students' abilities and classroom interaction in Content and Language Integrated Learning. *International Journal of Bilingual Education and Bilingualism*, 18(3), 270-288.
- Sahan, K., & Rose, H. (2021). Translanguaging or code-switching? Re-examining the functions of language in EMI classrooms. In B. Di Sabato & B. Hughes (Eds.). *Multilingual Perspectives from Europe and Beyond on Language Policy and Practice* (pp. 348-356). Abingdon: Routledge.
- Söderlundh, H. (2013). Applying transnational strategies locally: English as a medium of instruction in Swedish higher education. *Nordic Journal of English Studies*, 13(1): 113-132.
- Tarnopolsky, O.B. and Goodman, B.A. (2014). The ecology of language in classrooms at a university in eastern Ukraine. *Language and Education*, 28(4): 383-396.

Keywords: Translanguaging, English Medium Instruction, Higher Education, Turkey

**Irene Soriano Flórez** (Universidad Complutense Madrid, Spain):

### **Approaching translanguaging beliefs and practices in EME Business study programmes** ⑤

The use of the L1 in bilingual programmes has often been undesired. However, the shift from a monolingual ideology of English-only education towards an approach that normalises multilingual practices (Paulsrud, Tian & Toth 2020), together with the concept of translanguaging (García & Li Wei 2014) and disciplinary literacy (Airey 2011), has encouraged a compelling body of research. The

focus on translanguaging, as a theoretical lens and a pedagogical practice, has led to a growing number of empirical studies evaluating the pedagogical functions of making use of students' full linguistic repertoire for communicating and learning. It is interesting to explore the use of the L1 in the academic activity (Orduna-Nocito & Sánchez-García 2022), how it influences the construction of knowledge in the L2 (Chabert & Agost 2020), and how students use their resources cross-linguistically (Cenoz & Gorter 2020).

This thesis aims to study the L1 as a pedagogical resource in building students' L2 academic literacy in the context of English-medium education (EME) Business study programmes at Complutense. It addresses how the L1 is both perceived and used by students to construct and develop disciplinary knowledge and literacy. To do so, it proposes an ethnographic approach to analyse survey data and qualitative data linked to biliteracy practices. The results are expected to shed light on the roles of the L1 (Dafouz & Smit 2020) and to validate the positive contribution of the pedagogical use of the L1 to students' construction of disciplinary content knowledge and literacy in the L2. This study is framed within SHIFT's research project, which focuses on students, at UCM and WU universities, as key stakeholders in the process of internationalisation and EME to examine their disciplinary literacies. The project is embedded within the ROAD-MAPPING framework (Dafouz & Smit 2020) to examine holistically students' disciplinary literacies in EME.

Keywords: Higher Education, internationalisation, EME, L1, translanguaging

**Lijie Shao** (Dublin City University, Ireland):

### **Addressing “E” frustration in EMI pedagogy: A case study of EMI business programmes in a Chinese university** (5)

Recent studies have advocated a multilingual and plurilingual approach to re-recognizing the English in EMI (see García & Li, 2014; Basturkmen & Shackleford, 2015; Barwell, 2016; Sahan & Rose, 2021). Set in a business school at a language-specialised university in China, this study scrutinised the problematic “E”nglish and its pedagogical implications in its EMI programmes. It investigated students' self-efficacy and linguistic challenges through surveys and semi-structured interviews. On the other hand, it examined teachers' pedagogical challenges and strategies in response to the imbalanced English proficiencies through semi-structured interviews and classroom observations. Findings showed a significant gap between stakeholder's expectations and reality. First, while satisfied with some lecturers' excellent delivery in English, students saw detrimental impact on learning due to other teachers' limited English proficiency and their own. Secondly, though supported with long reputed English courses for academic and specific (business) purpose, students felt inadequately and loosely equipped with English repertoire (e.g., business terminology and concepts) needed in content learning. This study thus recommended the problematic and pressing “E” frustration shall be addressed in three ways. Firstly, a content and language support (EAP+ESP) integrated curriculum with enhanced consistency, focus and clarity in design and active integration and communication in action (teaching) can help delivering a holistic ‘improving English through EMI’ experience to students. Second, it is critical to recognise the importance of teacher's autonomy and flexibility, of both content and English support, in their pedagogical approach towards an EMI-oriented programme. Such autonomy and flexibility, with the practice of translanguaging as a typical alternative, are particularly valuable when it comes to classes with varied English proficiencies from both students and teachers. Last but not the least, EMI stakeholders could get a chance to be re-educated with a more dynamic, multilingual and inclusive interpretation of EMI, especially the definition of “E”.

Keywords: EMI (English medium instruction), perceptions, pedagogy, translanguaging

Room: GG76: room 0.16 [ONLINE presentations]

Chair: Ana Luiza Pires de Freitas (Universidade Federal de Ciências da Saúde de Porto Alegre, Brazil)

Theme 3: Impacts of English-medium instruction

*An Nguyen (Open University, UK / Vietnam):*

***A longitudinal investigation of the Englishisation of Higher Education and the English Medium Education in Vietnam*** ③

A boom in English Medium Instruction (EMI) education has been well-evidenced in many contexts around the world in the recent years. However, there remains very limited research to explore the tangible outcome measures of EMI university students over time. This study aims to extend the current literature by investigating the key outcomes of EMI students namely language acquisition, content learning, self-competence and employability. The research was conducted at a university in Vietnam, which offers both EMI and non-EMI programmes in International Business. Rather than determine the impact of EMI as merely negative or positive, it aims to analyse the complex effects of EMI on these key learning outcomes according to the social stratification variables among different learning groups namely gender, income, prior English background and current private tuition support. Finally, this study makes a methodological contribution by developing an original, robustly validated, and dynamic research design that captures a rich variety of data from demographic survey, self-efficacy and employability questionnaire, General English test score and semi-structured interviews through two phases of data collection and fieldwork in two years. In analysing data, a wide range of well-validated quantitative approaches such as multiple regression and interaction term analysis were employed to measure the homogeneous effects of EMI across sub-groups. The choice of research instruments and methodological techniques can be repeatedly adopted at various time points in various EMI contexts to capture the changes in scores and the distributive effect of score change over time.

Keywords: English Medium Instruction (EMI), EMI impacts, language acquisition, content learning, self-efficacy, employability

*Ana Gonçalves (Escola Superior de Hotelaria e Turismo do Estoril, Portugal),  
Cláudia Viegas (Escola Superior de Tecnologia da Saúde de Lisboa, Portugal),  
Maria de Lurdes Calisto, Susana Filipa Gonçalves (Escola Superior de Hotelaria  
e Turismo do Estoril, Portugal):*

***A problem shared is a problem halved: The impacts of a CLIL community of learning and practice in tourism and hospitality higher education teaching practice*** ③

Sharing is a fundamental practice for individual reflection, criticism, improvement, and innovation. This holds true for our everyday life as well as for education.

This presentation will delve into the impacts of the creation of a CLIL community of learning and practice in a Portuguese higher education institute in tourism and hospitality since 2014. A

cooperative shared space (Wenger, 1998) of learning and practice (Mulhern, 1998) between a foreign language teacher and different subject teachers has enabled the discussion of CLIL methods and skills, of multifaceted challenges faced by teachers and students in higher education when content and language are integrated, and the collaborative suggestion of ways to overcome these challenges. For many of those involved, this was the first time they had been in a 'space of inquiry' and 'co-learning' (Morgado et al., 2015: 18) environment with their peers where everyone learned and provided feedback about prepared teaching material, methodologies adopted, on how to scaffold students' language and content knowledge, on how to promote lifelong learning competences, among many other aspects. This CLIL community of learning and practice has facilitated the generation of transdisciplinary work, both in teaching and research, and a mindset switch in the ways teachers learn and engage with one another through collaboration and mutual support.

#### References

- Morgado, M.; Coelho, M.; Arau Ribeiro, M. C.; Albuquerque, A.; Moreira da Silva, M.; Chorão, G.; Cunha, S.; Gonçalves, A.; Carvalho, A. I.; Régio, M.; Faria, S.; Chumbo, I. 2015. *CLIL Training Guide: Creating a CLIL Learning Community in Higher Education*. Santo Tirso: ReCLES.pt - Associação de Centros de Línguas do Ensino Superior em Portugal.
- Mulhern, F. 1998. *The Present Lasts a Long Time: Essays in Cultural Politics*. Cork: Cork University Press in Association with Field Day.
- Wenger, E. 1998. *Communities of practice: Learning, meaning and identity*. New York, NY: Cambridge University Press.

Keywords: Higher education, tourism and hospitality, CLIL, community of learning and practice, sharing

*Joyce Kling (University of Lund, Sweden), Slobodanka Dimova (University of Copenhagen, Denmark):*

### **Exploring EMI lecturers' experience across Europe ③**

Since the turn of the century, institutions of higher education (HEI) have implemented a proliferation of EMI courses and programs across disciplines and levels. This has resulted in numerous local studies focused on this educational phenomenon. The resulting research from around the world presents geographically context-specific findings that show increasing awareness of the shortcomings of early implementation of conventional EMI programs that are often based on the curriculum and teaching methodologies of the traditional national language (first language - L1) content courses, but carried out in English. Much of this research has highlighted concerns about the linguistic and pedagogic competencies of non-native English-speaking lecturers and how these may affect the quality of teaching and learning.

Initial studies of EMI implementation report lecturer frustrations due to effected change through mere translation of content knowledge and with no specific focus on the language needs of students and lecturers or acknowledgment of the need to implement new language teaching procedures related to meeting the requirement of a changing educational culture. (Bradford & Brown 2017; Dimova, Hultgren, & Jensen 2015; Henriksen, Holmen & Kling 2018). However, limited research allows for comparison of implementation across contexts.

Thus, in this presentation, we will provide a transnational perspective on EMI lecturer training needs based on reflections and experiences of EMI lecturers from different parts of Europe. As part of a needs analysis for developing teacher training protocols, we draw on data from a large Erasmus+

project entitled TAEC (Transnational Alignment of English Competences for University Lectures). Based on interview responses of 30 EMI lecturers from both the natural sciences and social sciences from across five European universities, we investigate commonalities and differences of EMI lecturers at transnational and local levels in regard to language proficiency, discipline, language policy, and teaching experience.

Keywords: EMI lecturers, transnational perspective, teacher-training, TAEC

## Session 3 – Wednesday 19 October 2022 16.00-17.00

Room: GG90-92: Turnzaal

Chair: Emma Dafouz (Universidad Complutense Madrid, Spain)

### Colloquium 2:

**Emma Dafouz and others** (Universidad Complutense Madrid, Spain):

#### **Developing Disciplinary Literacies in English-Medium Education: SHIFTing to the Student Perspective**

i. **Pascual Pérez-Paredes and Sonia López** (Spain): Shift student survey: rationale, development and preliminary findings

ii. **Verena Grau and Katharina Ghamarian-Krenn** (Austria): Extramural English and EMEMUS: Findings from a survey of Spanish and Austrian business students.

Students' trajectories through Higher Education encompass gaining expertise in the "ways of thinking and doing" (Leung and Street, 2012) of their chosen subjects, which includes familiarity with and competence in the associated language practices or the relevant disciplinary literacies (DLs). In recent years, many tertiary-level institutions have been introducing programmes offered in English to attract international students as well as provide "Internationalization at Home" to more linguistically homogenous student groups. This situation adds further complexity to students' development of DLs in an additional language, with diverse roles given to the first language (L1) of students and frequently staff. While both researchers and practitioners have been aware of some of the challenges of DLs' development in English-medium education (EME), the research focus has tended to remain with lecturers, especially on their linguistic and pedagogic practices. The international project presented in this colloquium shifts the focus to students' views and their experiences of developing DLs. The SHIFT project 1, an international team with researchers from Spain and Austria in various higher education institutions, pursues a more holistic understanding of DLs in EME by focusing on students' understanding and development of the role of DLs in a specific context, i.e., Economics and Business Studies. Using a mixed-methods cross-case study approach, research data includes:

- surveys on students' perceptions and awareness of DL
- interview data with students on disciplinary practices and habits and lecturers on their perceptions of students' needs
- samples of student genres within their disciplines (written/oral)

The colloquium will feature four 10-minute presentations by the principal investigators and researchers of the project, providing detail on the project aims and structure and on the preliminary findings from the first round of data collection.

Keywords: English-medium education, Disciplinary Literacies, Higher Education, Students. Business Studies

**Room: GG76: 1.02**

**Chair: Maarten Hulsemans (Katholieke Universiteit Leuven, Belgium)**

### **Theme 1: Language, status and identity**

**Carel Jansen** (University of Groningen, Netherlands):

#### **Communicative competence by law? Consequences of the new Dutch Language and Accessibility Act for Dutch-language and non-Dutch-language programs ①**

In September 2019, the Dutch Minister of Education, Ingrid van Engelshoven, wrote a remarkable letter to the parliament. In this letter, the minister brought out some new views on the internationalisation of Dutch higher education. Not only did she write how she wanted to control the inflow of foreign students, she also paid attention to the communicative competence of students. She wanted to ensure that non-Dutch-speaking students would in future be able to express themselves in Dutch to some extent. For Dutch-speaking students she wanted to lay down a standard for their communicative competence in Dutch in a governmental decree.

What is the situation now? After various parties have been consulted, there is a new Language and Accessibility Act ('Wet Taal en Toegankelijkheid'), and there is also a proposal for a decree ('Algemene Maatregel van Bestuur') on communicative competence in Dutch.

One of the parties that was consulted, specifically about the decree on communicative competence, was a working group of experts in this field of education. As the chair of this group, I would like to discuss the consequences of the law and the decree for Dutch-language and also for non-Dutch-language educational programs. What will change in the criteria that review committees apply when assessing such programs? What will change in the facilities for students that institutions are expected to offer to students? What kind of target level is expected from educational programs for the general language competence of their students? What will be possible target levels for domain-specific communicative competence? And above all: how can all this be handled in such a way that it ultimately leads to benefits for the students involved, for the social context in which they will function after their studies, and for Dutch as an academic language?

Keywords:

**Anja Schüppert, Penny Heisterkamp** (University of Groningen, Netherlands):

#### **Lecturing in L1 Dutch and L2 English: A pairwise comparison of speech samples ①**

Previous studies have identified an effect of language of instruction on lecturers' way of teaching: lectures using English-medium instruction (EMI) tend to be slightly longer, contain more disfluencies, and display a more formal, less engaging teaching style than those taught in the lecturer's native language (Vinke 1995, Vinke, Snippe & Jochems 1998, Hincks 2010, Thøgersen & Airey 2011). The current paper investigates how the language of instruction affects speech production by L1 Dutch-speaking lecturers teaching in Dutch and in English, and whether this affects the perceived competence of the lecturers.

In a pairwise design, three young lecturers who were highly proficient in English gave two comparable lectures each (Dutch and English). Results confirm that the L1 Dutch lectures were

slightly shorter and consistently given at slightly higher syllabic speech and articulation rates than L2 English lectures. Filled pauses were shorter and occurred less often in Dutch than in English lectures. In addition, L1 Dutch lectures contained a more diverse vocabulary and showed pitch patterns which have been shown to be associated with greater liveliness and higher perceived charisma of the speakers.

We discuss possible reasons for the observed acoustic differences and the potential impact of our findings in the light of the ongoing language shift in Dutch higher education, in which English lectures might become the norm rather than the exception.

Keywords: EMI, speech production, speech rate, lexical diversity, pitch patterns

**Room: GG76S: 1.018**

**Chair: Fatma Ege (Istanbul Technical University, Turkey)**

### **Theme 3: Impacts of English-medium instruction**

**Patrick Studer** (ZHAW Switzerland):

#### **Re-visiting English-medium instruction in the light of comprehensive internationalization: A case for sociocultural competence ③**

The shift in the internationalization focus from mobility to the curriculum and learning outcomes presents higher education institutions (HEIs) with considerable challenges. They are called upon to develop learning environments that offer opportunities to “engage students with internationally informed research and cultural and linguistic diversity” so that students can “purposefully develop the international and intercultural perspectives as global professionals and citizens” (Leask 2009: 209). In this paper, I review the particular role of English as a medium of instruction (EMI) as a site for developing sociocultural competences in all students. I particularly focus on EMI in the context of a “more inclusive and less elitist” (De Wit et al. 2015: 29) and more sustainable (e.g. Lopez et al. 2016; Båge, Gaunt & Valcke 2021) vision of internationalization. The paper seeks to present a case for re-assessing the place of EMI within the internationalization of higher education. Highlighting current trends in policy and research, I will, in the first part, introduce relevant conceptual anchor points which describe where internationalization and EMI currently converge and diverge. In the second part, I offer an updated EMI teacher competence framework that acknowledges and integrates sociocultural competence as a facet of teacher training and a potential graduate attribute EMI teachers should actively develop.

References:

- Båge, K.; Gaunt, A.; Valcke, J. (2021). Aligning glocal agendas for international education. Using English-medium education to enhance quality education. *European Journal of Language Policy* 13.2: 223–237.
- De Wit, H., Hunter, F., Howard, L. and Egron-Polak, E. (2015). *Internationalisation of Higher Education*. Brussels: European Union.
- Leask, B. 2009, Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education*, 13 (2): 205–221.
- Lopez, M.R. et al. (2016). Sustainable Internationalization? Measuring the Diversity of Internationalization at Higher Education Institutions. In: Leal Filho, W.; Zint, M. (eds), *The Contribution of Social Sciences to Sustainable Development at Universities*. World Sustainability Series. Springer, Cham. 21-37.

Keywords: Sociocultural competence, EMI competence framework, Impact of internationalisation policy on EMI

**Rhona P. Lohan** (ESIC University, Spain):

#### **Applying the ROAD-MAPPING framework: a holistic approach on the impact of EME on the proficiency level of English in Higher Education. ③**

The impact of English-medium instruction (EMI) in Higher Education institutions is an area of great concern for many researchers. It has been identified that there is a lack of research in the area of

whether or not EMI improves the English proficiency level of the students. Furthermore, many recent papers on Integrating Content and Language in Higher Education focus mainly on teachers and programme organisers' perceptions and experiences on English-medium Education (EME) realities. This highlights a gap in the literature in regards to the impact on the English language proficiency of students on EMI courses in Higher Education. The ROAD-MAPPING framework, which is grounded in research in English-Medium Education in Multilingual University Settings (EMEMUS), provides an outline which lends itself to this type of research. Not only does it structure a conceptual framework in which a study of this area can be embedded, but with its holistic and flexible nature it functions as a conceptual and methodological tool (Dafouz & Smit 2020). In this conference, a breakdown of the framework will be illustrated to emphasise how the application of this framework can provide a more complete picture of the impact of EME on university students in relevance to their proficiency levels of English. It will be shown how all dimensions (RO – role of English, AD – Academic Disciplines, M-Management, A-Agents, PP-Practices and Policies, ING – Internationalisation & Glocalisation) overlap and present a more sociological landscape of the study at hand. Moreover, it provides an opportunity to demonstrate how the ROAD-MAPPING framework can be utilised in different areas of EME research. The conceptual paper is designed by applying a theoretical synthesis of the framework.

Keywords: ROAD-MAPPING framework; English-medium education; holistic approach; theory synthesis; proficiency levels of English

Room: GG80-82: 0.039

Chair: Birute Klaas-Lang (University of Tartu, Estonia)

### Theme 3: Impacts of English-medium instruction

Hans Malmström (Chalmers University, Sweden), Diane Pecorari (City University, Hong Kong):

#### Does English proficiency develop as a result of English-Medium Instruction?

③

While development of English language proficiency is rarely an articulated learning objective in English Medium Instruction (EMI) it is nevertheless an often-hoped-for outcome (Pecorari & Malmström, 2018). Macaro et al. (2018) lamented the dearth of research investigating the impact from EMI on English language learning by means of non-subjective measures; their review identified only a small number of studies which had used objective testing. The findings from this research are largely inconclusive, with several studies reporting gains in some areas of general or academic English but not others. For example, research by Yuksel et al. (2021) reported significant gains in general English language proficiency as a result of four years of EMI study. By contrast, a study by Hu et al. (2014) generated results which contradict claims of a positive development of English proficiency. Clearly, in view of the underlying premise of much EMI—that EMI *should* enhance students' English proficiency—more objectively based research is needed which explores the effect EMI has on various dimensions of students' English proficiency. The present study addressed this need by investigating students' development of receptive academic vocabulary knowledge. A cross-sectional sample of first- and second-year students enrolled at MSc programs in Sweden were tested using the Academic Vocabulary Test (Pecorari et al., 2019). The results are discussed in terms of implications for the development of basic academic literacy, and for incidental language learning in EMI.

#### References

- Hu, G., L. Li & Lei, J. (2014). English-medium instruction at a Chinese University: Rhetoric and reality. *Language Policy* 13(1), 21–40.
- Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36-76.
- Pecorari, D., & Malmström, H. (2018). At the Crossroads of TESOL and English Medium Instruction. *TESOL Quarterly* 52(3): 497–515.
- Yuksel, D., Soruç, A., Altay, M. & Curle, S. (2021). A longitudinal study at an English medium instruction university in Turkey: The interplay between English language improvement and academic success. *Applied Linguistics Review*, 000010151520200097.

Keywords: EMI; English proficiency; test; vocabulary; reading

## Theme 2: Policy, macro, meso, micro

**Maria Sabaté-Dalmau, Josep Maria Cots** (Universitat de Lleida, Spain) [PRE-RECORDED]:

### **Exploring global competence and curriculum internationalisation in EMI: A mixed-methods proposal** ②

In this paper, we present an exploratory framework to investigate the intersections of global competence and English-Medium Instruction (EMI), with the aim to design a pedagogical programme for curriculum internationalisation. We understand global competence as including: knowledge of world events; empathy towards others' cultures; interculturality and plurilingual skills in foreign languages (FL); and critical metalinguistic awareness abilities (Lambert 1996). We envision internationalisation of the curriculum (IoC) as the integration of these global-competence dimensions into the teaching methodologies, learning outcomes and assessment practices of global universities (Leask 2015). We assume that IoC fosters multilingual citizenship and social-cohesion competences (EC 2009) and promotes the inclusion of non-dominant worldviews of curricular knowledge. We situate our proposal in a bilingual (Catalan/Spanish-speaking) and a monolingual (Spanish-speaking) university where internationalisation policies are unsystematised. The data which serve as the basis for the design of our IoC programme includes linguistic-abilities tests, interviews, classroom materials and observations. The preliminary results of the piloting phase from an internationalised Business Management and a Law BA in both settings show that several IoC components are considered in the programmes; particularly in teaching materials and students' productions. International standards concerning marketing or European laws are provided through videos, official documents and manuals. Some assessed classroom tasks also foster the (self)-reflective engagement with interculturality. However, the courses do not enhance plurilingual FL command, as lecturers focus on English for Specific Purposes (ESP) and invest in normative English-only use. This minimises the local, migrant and international students' plurilingual language repertoires and their potential for global citizenship communication. This first approximation to global competence in internationalised courses unpacks that educational agents conflate IoC with (native-speaker modelled) Englishisation praxis. Overall, this contributes to the exploration of conceptual frameworks that help to detect the specific curricular components in EMI which may be addressed when designing IoC.

Keywords: Global competence, internationalisation of curriculum, English Medium Instruction

**Room: GG76: room 0.16 [Online presentations]**

**Chair: Petra Kletzenbauer (FH-Joanneum, Austria)**

### **Theme 3: Impacts of English-medium instruction**

*Irene Castellano-Risco, Marta Martín-Gilete (Universidad de Extremadura, Spain):*

#### ***The role of L2 learning background in EMI students' self-perceived linguistic needs in Higher Education*** ③

In recent decades there has been a growing interest in the internationalization of European Higher Education Institutions (HEIs). On the needs for preparing students for globalized working environments, a widespread number of educational approaches have emerged intending to foster 'internationalization at home' (Beelen & Jones, 2005). English as a Medium of Instruction (EMI) is thought as to be one of the well-known examples (Macaro, 2018). This approach has attracted a great deal of attention on its impact on L2 learning in HE (Macaro et al., 2018; Roquet et al., 2020; Siegel, 2020). In this respect, EMI students' perceptions and linguistic needs have been widely researched (Aguilar & Rodríguez, 2012; Jiang, Zhang & May, 2019; Macaro, 2018). However, to the best of our knowledge, very little attention has been paid to the role of such other factors as students' L2 learning backgrounds, or their L1 on these needs.

This paper presents research on the analysis of the impact of EMI students' L2 learning backgrounds on their self-perception of their linguistic and training needs. This presentation will report the preliminary results of the examination of 155 EMI students attending 15 different BA degrees at the University of Extremadura (Spain). An online 22-item questionnaire, adapted from Pérez-Cañado (2020), was distributed in order to rate participants' level of agreement with several statements related to their linguistic competence and their training needs. Data will be analysed considering the differences between two groups of students: those who had previous experience on CLIL, and those for whom EMI courses were their first encounter with CLIL/EMI methodologies. Our results will be discussed in relation to how to contribute to the quality of teaching content subjects through English by promoting adjunct linguistic training on specific academic skills.

Keywords: EMI, higher education, linguistic competence, educational needs

### **Theme 2: Policy, macro, meso, micro**

*Edita Poórová, Sandra Kotlebová (University of Ss. Cyril and Methodius in Trnava, Slovakia):*

#### ***English-medium Instruction and Education Accountability.*** ②

English as a medium of instruction is challenging higher education institutions to succeed in their accountability more than ever. We are witnessing a universal push for increased accountability of universities as it enhances their graduates' employability which benefits themselves, the institution, the community, the region and the economy as well. The article brings an analysis of the impacts of English-medium instruction (EMI) on teaching and learning effectiveness at a university, which undoubtedly increases education accountability and improves university competitiveness. It reveals how EMI influences what is learned and what is taught as this instruction eventually brings double benefit in the form of subject knowledge and the English language skills to the main actors involved – students. The paper shows how different teaching methods facilitate learning while considering

an interdisciplinary approach. It also maps the impact of EMI on the wider community, i.e. how it can help the institution, the city and the region in one Central European country. The authors present the results of their research in a case study based on a questionnaire and interviews carried out at a Faculty of Social Sciences of the University of Saints Cyril and Methodius in Trnava, Slovakia.

Keywords: EMI, higher education, education accountability, university competitiveness, interdisciplinary approach, university, Slovakia.

## Session 4 – Wednesday 19 October 2022 17.15-18.15

Room: GG90-92: Turnzaal

Chair: Emma Dafouz (Universidad Complutense Madrid, Spain)

### Colloquium 2 continued:

**Emma Dafouz and others** (Universidad Complutense Madrid, Spain):

#### **Developing Disciplinary Literacies in English-Medium Education: SHIFTing to the Student Perspective**

iii. **Pat Moore, Irene Soriano, Miya Komori-Glatz** (Spain, Austria) [MKG ONLINE]: Student and Teacher (conflicting) views of Disciplinary Literacies in an EME Business programme: Insights from focus groups

iv. **Davinia Sánchez-García, Ariadna Sánchez-Hernández** (Spain): Materialized genres in EME higher education: Students' oral presentations of Business case studies

v. **Julia Hüttner, Ute Smit** (University of Vienna, Austria): Next empirical steps and overall discussion

See session 3 for abstract.

**Room: GG76: 1.02**

**Chair: Patrick Studer (ZHAW, Switzerland)**

### **Theme 1: Language, status and identity**

**B. Suzanne Warsinsky** (Université de Bordeaux et de Strasbourg, France):

#### **Knowledge, identity, and English as the language of study: The case of the Bordeaux International Relations Degree program ①**

English Medium Instruction programs are disciplinary studies taught in English for a variety of reasons. When English is chosen due to its perceived cultural relevance to the topic, as in the Bordeaux International Relations Degree (BIRD) program in Bordeaux, the following questions emerge: What is accepted as knowledge? How do students demonstrate their knowledge? How does the use of English impact student learning and introduction into a community of practice? From an ethnographic study of the BIRD program, a case was developed to answer these questions with a focus on policy, language, and identity. Interviews with the program director (n=1) and students (n=15), class observations (n=10), and student writing with feedback (n=21) were analyzed from an Academic Literacies theoretical perspective (Lea & Street, 1988). This case brings together micro-policy, knowledge, and identity within a community of practice in which English is considered the optimal language of study for International Relations (IR), perceived as an American discipline. It was found at a political level that micro-policy choices made by the program director determined the language of study whereas the discipline foregrounded the ontological and epistemological foundation. At a pedagogical level, we show that students demonstrated their knowledge through writing (Lea, 2017) and that most students felt they learned as much if not more in English. As a community of practice, students felt they were developing an IR identity through their study program, including the English language.

Keywords: EMI, BIRD, community of practice, knowledge, identity

### **Theme 4: The nature of knowledge, power and EMI**

**Irati Diert-Boté, Balbina Moncada-Comas** (Universitat de Lleida, Spain):

#### **Previous steps towards EMI: Building disciplinary literacies and providing genre-focused feedback in an ESP Business course ④**

Disciplinary literacies are understood as the ability to communicate following the conventions of the discursive community in specific academic/professional contexts (Achugar & Carpenter, 2012). These oral/written productions take the form of genres, which are “class of communicative events, which share some set of communicative purposes” (Swales, 1990: 58). This concept is relevant in an English for Specific Purposes (ESP) context which requires students to engage in discipline-specific communicative activities to acquire the necessary tools to function academically/professionally (Zhang & Chan, 2017).

Therefore, this paper aims to analyze the provision of genre-specific feedback to build students’ disciplinary literacies through oral and written academic genres (business presentation and commercial correspondence) in an ESP Business course from the University of Lleida (UdL). Classroom data (onsite and online) will be examined considering Lyster and Ranta’s (1997) oral corrective feedback taxonomy and taking a multimodal approach (Morell, 2018) to data analysis that considers the interplay of different modes (linguistic, paralinguistic and non-linguistic).

Preliminary findings indicate that ESP teaching practices benefit from 1) placing students at the center of the class (active role); 2) addressing the dimensions of genre-specific knowledge (Tardy, 2009); 3) employing a variety of feedback delivery strategies (recast, explicit correction and clarification request) regardless of the channel (onsite and online); and 4) creating a comfortable teaching-learning environment that lowers the dogmatic essence of the corrections. The analysis also shows the coexistence of both content and language feedback (Jackson & Graesser, 2007) which contributes to the development of students' academic literacies.

In conclusion, this paper will consider how ESP unpacks the tools to process and understand disciplinary knowledge construction that will also be of use for the English-medium instruction (EMI) class. By implementing a genre-pedagogy (Hyland, 2003) in an ESP course, a fruitful teaching-learning experience is created that assists in the development of disciplinary literacies and the acquisition of genre conventions that are later further developed in EMI.

Keywords: English for Specific Purposes, disciplinary literacies, genre, discursive community, feedback provision

**Room: GG80-82: 0.039**

**Chair: Josep Soler (University of Stockholm, Sweden)**

### **Theme 3: Impacts of English-medium instruction**

**David Lasagabaster, Aintzane Doiz** (Universidad del País Vasco/Euskal Herriko Unibertsitatea, Spain):

#### **A comparison of Chinese and Spanish EMI lecturers' use of spoken metadiscourse. ③**

Teachers across the board aim at making the subject matter accessible to their students. This concern is heightened in the context of English-medium instruction (EMI) where the use of a language which is not the students' or the teachers' L1 may hinder student comprehension. Against this backdrop, in this study we address the teachers' use of metadiscourse, that is to say, the use of linguistic resources to ensure understanding of propositional content (Hyland 2005).

In particular we analyse the use of spoken interactive metadiscourse markers by EMI non-native teachers from an English as a lingua franca (ELF) perspective, an innovative approach in contrast to previous studies that tended to include native English as the reference language and model. Twelve history sessions of four EMI teachers at a Spanish university were videorecorded and their use of interactive metadiscourse resources examined. The results were compared with those obtained in twelve science sessions by four EMI teachers at two Chinese universities (Zhang and Lo, 2021). Our study revealed that, despite the differences in the teachers' and students' L1 and academic discipline, the EMI teachers followed the same general trend. Their discourses were characterised by the greater use of transition markers and code glosses in the second place, but the range of the linguistic realizations of all the metadiscourse markers was narrow, which may have a negative impact on students' exposure to a varied and rich oral target language use. Some conclusions regarding ELF are drawn and some pedagogical implications are provided.

#### References

- Hyland, K. (2005). *Metadiscourse: Exploring Interaction in Writing*. London: Continuum.
- Zhang, L., & Lo, Y.Y. (2021). EMI teachers' use of interactive metadiscourse in lecture organization and knowledge construction. In D. Lasagabaster & A. Doiz (Eds.), *Global perspectives on language aspects and teacher development in English-medium instruction*. New York: Routledge.

Keywords: EMI teachers, metadiscourse, ELF, spoken metadiscourse markers

**Fatma Ege, Dogan Yuksel, Samantha Curle** (Turkey / University of Bath, UK):

#### **A corpus-based analysis of discourse strategy use by English-Medium Instruction university lecturers in Turkey ③**

This presentation reports a descriptive study that analyzed the discourse strategies used by Turkish university lecturers when delivering academic content through English. Through non-participant observation of English-Medium Instruction (EMI) lessons delivered by seven lecturers from five universities, a corpus of 13 hours of recorded data was constructed. The lecturers' strategic language behaviors were identified and categorized based on the taxonomy developed by Dörnyei

and Scott (1997, later elaborated by Sánchez-García, 2019). Corpus-based analysis revealed that the lecturers employed a wide range of strategies, the majority of which were the use of fillers, self-rephrasing, and code-switching. In light of thematic analysis, the discourse strategies offered two chief functions: (i) to cope with linguistic issues, and (ii) to further students' comprehension. The results also revealed that most strategies only have medium communicative potential. This study highlights how the use of English to teach and learn content affects teaching practice in higher education. These results demonstrate how EMI is impacting lecturers, and the necessity for lecturer professional development in order to enhance the quality of EMI provision. This training should consist of demonstrating how using discourse strategies that warrant greater communicative potential positively enhances learning. Pedagogical implications of these findings will be further elaborated in this presentation.

#### References:

- Dörnyei, Z., & Scott, M. L. (1995). Communication strategies: An empirical analysis with retrospection. In J. S. Turley & K. Lusby (Eds.) *Selected Papers from the proceedings of the 21st Annual Symposium of the Deseret Language and Linguistics Society* (pp. 155-168). Provo, UT: Brigham Young University.
- Sánchez-García, D. (2019). I can't find the words now...: Teacher discourse strategies and their communicative potential in Spanish- and English-medium instruction in higher education. *CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education*, 2(2), 43-55. doi: 10.5565/rev/clil.28

Keywords: Discourse Strategies, English Medium Instruction, University, Turkey

**Room: GG76: room 0.16 [Online presentations]**

**Chair: Sarah Khan (Universitat de Vic, Spain)**

### **Theme 3: Impacts of English-medium instruction**

*Michelle Hunter (University of York, UK/Germany):*

#### ***Affect-Regulation Strategies: how do teachers and students deal with learning through EMI at German universities?*** ③

Research into participant experiences and attitudes towards EMI has been growing apace; the interconnection of cognition and affect is well documented; learner strategies are of significant interest in the field of EMI research. As to what strategies EMI participants implement to regulate affect arising from having to operate in a foreign language in the university classroom, there remains a distinct lacuna (Soruç & Griffiths 2018).

This paper presents findings from a 2-phase pilot study conducted at two different universities in Germany. Despite the small scale of the study, some insight into how teachers and students navigate the emotional impact of learning through English can be offered. The research design was predominantly qualitative: individual interviews, focus groups, and stimulated recall interviews following online lesson observations. Quantitative data was collected through the international, short version of the positive and negative affect schedule (I-PANAS-SF) (Thompson 2017). The questionnaire was adapted to provide information of positivity / negativity levels of the study's participants.

Phase 1: an analytical framework was developed around the basic psychological needs as proposed by self-determination theory (SDT) against which themes related to affect were identified.

Phase 2: a framework for evaluating learner strategies for affect-regulation was developed, following Oxford and Gkonou (2020). The results provide insights into 3 groups of participants: home students, international students, and teachers. The findings are of interest to, among others, course directors, student support services and teacher training professionals, as well as other student and teacher EMI stakeholders.

#### References:

- Oxford, R.L. and Gkonou, C. (2020) "4. Working with the Complexity of Language Learners' Emotions and Emotion Regulation Strategies". *Complexity Perspectives on Researching Language Learner and Teacher Psychology*, edited by Richard J. Sampson and Richard S. Pinner, Bristol, Blue Ridge Summit: Multilingual Matters, 2020, pp. 52-67.
- Soruç, A., & Griffiths, C. (2017). English as a medium of instruction: students' strategies. *ELT Journal*, 72(1), 38–48.
- Thompson, E. R. (2007). Development and Validation of an Internationally Reliable Short-Form of the Positive and Negative Affect Schedule (PANAS). *Journal of Cross-Cultural Psychology*, 38(2), 227–242.

**Keywords:** Affect, affect-regulation strategies, EMI students, EMI teachers, Germany

## Theme 1: Language, Status and identity

*Ron Martinez (Federal University of Paraná, Brazil):*

### ***Student perceptions of (in)adequacy of lecturer language proficiency in Brazil***

①

One perceived barrier to delivering courses through English in Brazil is perceived inadequacy of proficiency in that language. That perception occurs among all stakeholders: lecturers, students and administrators. However, the extent to which proficiency per se should be considered a barrier, and why, has not been widely studied. This study endeavored to explore students' perceptions of their EMI lecturers, as well as self-perceptions of the lecturers themselves, with the aim of trying to better understand if indeed there are thresholds of proficiency below which teaching/learning through English becomes too much of a burden for student/teacher alike. To do so, a large group of Brazilian lecturers offering classes through English took a test of English proficiency, and their students were asked at the beginning of the course to evaluate the lecturer's English using a specially-adapted instrument. Moreover, to explore longitudinal effects (e.g. change of perception over time). Results show that language proficiency per se can weigh negatively on perceptions of teaching competence, but many factors can moderate those effects. Furthermore, data show that perceptions are dynamic, and can evolve over the course of a school term. There are possible implications for Brazilian HEIs that (plan to) deliver courses through English, and also for other countries -- especially those that may encounter difficulty in recruiting EMI lecturers at the highest bands of proficiency in English.

Keywords: EMI, language policy, proficiency

## Day 2: Thursday 20 October 2022 – morning

### Session 5 – Thursday 20 October 2022 09.00-10.30

Room: GG90-92: Turnzaal

Chair: Han Aarts (Maastricht University, Netherlands)

Invited Session:

#### **Institutional language policies: aims, approaches and challenges**

**Astrid Buschmann-Göbels** (Bremen University, Germany); **Rosana Villares** (U of Zaragoza, Spain); **Tamás Péter Szabó** (U of Jyväskylä, Finland); **Rosa Becker** (Maastricht University, Netherlands).

Moderator: **Han Aarts** (Maastricht University, Netherlands)

This invited session aims to discuss the ways in which universities are shaping their institutional language policies within their particular local, regional/national and international contexts. The session aims to address the considerations between these policy choices, and the ways in which our institutional language policies support our institutional visions and strategies.

For instance, is English as an institutional language or as a medium of instruction merely a means for universities to demonstrate their internationalisation; or is it a means to realise something else? And how do our language policies change our universities and cities?

The session also aims to reflect on the role of national policy discourses and language policies in higher education, such as (sub)national policies on home language instruction and regulations on teaching language(s). Where (sub)national language policies exist, do we see tensions between (sub)national and institutional language policies? And how is the European multilingual perspective working out?

Speakers will address dilemmas and challenges that universities face in developing and implementing their language policies, and how the institutions deal with them. Are there any good policy practices we can identify (and if so, why can these be qualified as *good*)?

With speakers from Germany, Spain, Finland and the Netherlands, this session takes an international comparative perspective to understand the different language policy discourses and approaches.

**Room: GG76: 1.02**

**Chair: John Harbord (Maastricht University, Netherlands)**

### **Theme 1: Language, status and identity**

**Bipanchi Bhattacharyya, Nang Wesufa Loungchot, Debasish Mohapatra** (Tezpur University, India):

#### **Tai Khampti: Revisiting the Identity ①**

Language is the road map of a culture, as Rita Mae Brown puts it and its loss has often been perceived as a cultural shock. This language loss can occur under the dominant influence of a certain language, and the lingua franca is another pre-eminent ground for such attrition. With the rapidity of Englishization reaching remotest places and communities, a sense of loss in cultural and individual identity is observed. This paper examines such a case of language loss and struggle of identity, witnessed in the tribe of Tai Khampti residing in the Namsai district, a growing township with diverse language and cultural integration, of Eastern Arunachal Pradesh, India. A local appellation of the greater Tai race, Tai Khampti has been registered as an endangered language in India with not more than 15000 speakers at present in a community of around 20000 members. This paper attempts to understand the impact and role of the English language in language loss among individuals of the Tai Khampti tribe. It starts from the initial stage of attrition leading to the possible bigger crisis that can involve loss of identity and culture caused by severance of contact with the language and the global pressure incurred by the hegemony of English. This paper also focuses on the complication and adaptation of language in the socio-cultural and academic context, thus, highlighting the aspects of translanguaging and lingua franca. The study is conducted through interviews and observations that include case studies and recorded conversations as well. At the same time, the paper revisits the identity of the community and also suggests possible ways of maintenance.

Keywords:

### **Theme 4: The nature of knowledge, power and EMI**

**Dylan Glyn Williams** (Seoul National University, South Korea), **Juup Stelma** (University of Manchester, UK):

#### **Understanding Epistemic Outcomes of English-Medium Instruction in a South Korean Higher Education Institution ④**

In the past three decades, South Korean Universities' 'top-down' implementation of English-Medium Instruction (EMI) policy has been critiqued for inadequately addressing the linguistic challenges stakeholders face. This paper explores the epistemic outcomes of EMI in a South Korean Higher Education (HE) context. The exploration draws on existing conceptualisations of linguistic and symbolic capital, but also explores the value of the concept of epistemic injustice for understanding EMI. The paper makes use of qualitative interview data generated with the help of ten Business and Engineering undergraduate students. We use language as the unit of analysis, and this reveals that students' use and trust the Korean and English languages differently across EMI situations. These patterns of trust highlight linguistic injustices associated with how English and Korean are used, and that these linguistic injustices may affect students and instructors in detrimental ways. Our further

discussion indicates that over time, these patterns of trust may further constrain learning which results in unjust epistemic outcomes. We conclude by outlining two undesirable epistemic outcomes, including: a) how students are prevented from negotiating understanding of HE subject content using their L1, and b) the wider epistemic implications of English as the language that provides access to HE subject content. In sum, our exploration indicates that in the South Korean EMI HE context, students and instructors are working with linguistic resources that may be sub-optimal for understanding their subject area and their own real-world experience. From this, we reflect on whether and how the epistemic outcomes we identify may be understood as ‘epistemic injustices’, and from this we extend on the original concept and suggest that multilingual dynamics of EMI in HE may include what we call ‘situated linguistic injustices’.

Keywords: South Korea, English-medium instruction, linguistic capital, epistemic injustice

**Maria Kuteeva, Kathrin Kaufhold** (Stockholm University, Sweden):

### **A hidden ‘E’ in EMI: The construction of ‘elite’ multilingualism in promotional online materials for English-medium programmes in Sweden ④**

This study explores the intersection of two growing global phenomena – elite multilingualism and English-medium instruction (EMI) – in the context of Swedish universities. From a European perspective, ‘elite multilingualism’ (Barakos & Selleck, 2019) acquired in educational settings has a tangible market value as an asset linked with entrepreneurship, flexibility, and innovation. Like other Nordic countries, Sweden has been among the pioneers and major providers of EMI in Europe, attracting both local and transnational students. For most people in Sweden, the default second language is English which therefore constitutes common property but, paradoxically, also functions as a marker of elite status. In EMI contexts, English does not simply play an instrumental role as a neutral lingua franca but is imbued with symbolic meanings and values.

In this presentation, we examine discourses surrounding EMI from a multimodal perspective by addressing the research question: How is English-medium instruction discursively constructed as a form of elite multilingualism by universities in Sweden? The data include online promotional materials for EMI bachelor programmes in Business studies at 5 Swedish universities, including vision statements, videos, and student and staff testimonials. Methodologically, the data analysis draws on previous critical discourse studies adopting a three-stage procedure to describe, interpret, and critique (e.g. Thurlow & Aiello 2007). Our analysis explores the interplay of different semiotic resources to examine: how English is used and presented in relation to other languages; what attributes a ‘typical’ EMI student has; what symbols, artefacts, and concepts are used to position Swedish EMI on the global stage.

Our study provides a new empirical and theoretical perspective on the role of language and other semiotic resources in constructing elite subspaces in higher education. It addresses the gap in research on EMI and social inclusion/exclusion.

#### References

- Barakos, E. & Selleck, C. (2019). Elite multilingualism: discourses, practices, and debates. *Journal of Multilingual and Multicultural Development*, 40(5), 361–374.
- Thurlow, C., & Aiello, G. (2007). National pride, global capital: A social semiotic analysis of transnational visual branding in the airline industry. *Visual Communication*, 6(3), 305–344.

Keywords: elite multilingualism, multimodal critical discourse analysis, promoting EMI online, EMI in Sweden, Business studies

**Room: GG76S: 1.018**

**Chair: Kevin Haines (University of Bristol, UK)**

### **Theme 3: Impacts of English-medium instruction**

**Lynn Mastellotto, Renata Zanin** (University of Bolzano, Italy):

#### **Constructive alignment in ICLHE: the role of LSP in supporting content and language integrated learning ③**

Since the Bologna Declaration (1999), European universities have moved towards greater internationalization of the curriculum in part through the introduction of disciplinary courses taught through additional languages. Consequently, English-medium instruction (EMI) and German-medium instruction have undergone a strong surge in the last 15 years as universities have invested in multilingualism as driver of internationalization.

This phenomenon has had an impact on Language for Specific Purposes (LSP) courses, formerly the cornerstone of advanced language study in the disciplines, which have declined in number and in status, now occupying a secondary role to integrated content and language (ICL) courses in tertiary education. Although the two approaches (ICL and LSP) are different, rooted primarily in their distinctive learning objectives – in ICL, the focus at the tertiary level is mainly on subject content alone, whereas in LSP, the focus is on language – they also share points in common and greater coordination in their aims and approaches could result in enhanced curricular alignment.

The study presents an analysis of LSP-focused curricular design that aims to help students develop English- and German-language communicative effectiveness for a domain-specific context, namely that of social work and social services, through a small-scale multilingual study at the Free University of Bolzano. The research highlights the potential of LSP to prepare students in English- and German-medium instruction by supporting their academic learning, discipline-specific communication and transversal study skills. The various integrative practices inherent in LSP instruction call attention to its potential in furthering constructive alignment in syllabus design through the harmonization of content and language integrated learning in the disciplines. Such a synergy could lead to greater collaboration between language and content specialists in order to integrate language across the curriculum (LAC), which has many well-documented learning benefits for students and for lecturers.

Keywords: Integrating content and language in higher education (ICLHE), English-medium instruction (EMI), Language for Specific Purposes (LSP), Language for Academic Purposes (LAP), constructive alignment in higher education, language across the curriculum (LAC).

**Marta Aguilar-Perez, Elisabet Arnó-Macià** (Universitat Politècnica de Catalunya, Spain):

#### **Navigating disciplinary communication and EMI students' expectations: Repositioning ESP in an EMI-dominated context ③**

EMI has gained ground in European countries as an internationalization strategy to increase students' English proficiency and introduce them to disciplinary communication, which is sometimes expected to be acquired through osmosis, i.e. by mere reading (Jovolic, 2017). With EMI often overshadowing ESP (English for Specific Purposes), ESP is often invisible to stakeholders, on the assumption that a high level of proficiency in English is enough for EMI and that effective disciplinary

communication can be taken for granted (Cope & Kalantzis, 1993). In the context of an EMI double degree in engineering and economics, whose admission requirements include a B2-and above level of English and a high average grade, this paper examines the link between students' academic performance and disciplinary communication skills, focusing on the prominent genre of the laboratory report (Sánchez-Pérez, 2021).

From the perspective that ESP can contribute to developing students' disciplinary literacies, this paper explores the gap that ESP can fill (McKinley & Rose, 2022) by looking at participants' explicit perceptions of the role of technical communication and ESP. By analysing students' writing, course grades, interviews and an online survey, we seek to answer the following research questions: 1) What are participants' explicit views on learning technical communication and ESP? 2) What are the characteristics of students' reports and how does the quality of the reports relate to EMI course performance? Findings reveal, first, students' language needs (as expressed by students and indirectly derived from the assessment of reports); second, students' preferred learning activities; and third, the relationship between quality of students' communication and overall course performance. These findings can help make ESP relevant to EMI students' needs by if properly leveraged to meet disciplinary communication needs (Wozniak, 2017). Finally, findings also hint at the role of ESP in making internationalisation more inclusive for all EMI students alike, regardless of their English-language skills.

Keywords: disciplinary communication, English for Specific Purposes, students expectations

#### **Theme 5: The silent voices of other languages**

**Mónica Régio** (Instituto Politécnico de Castelo Branco, Portugal), **Marcelo Gaspar** (Politécnico de Leiria, Portugal), **Margarida Morgado** (Instituto Politécnico de Castelo Branco, Portugal):

#### **Smart and Sustainable Integration of English and Content: Insights on the education of Industrial Engineering Students ⑤**

Being able to understand, develop and apply smart technology and sustainable solutions to several learning and work contexts are key skills for current and future engineers as well as Engineering students. Smart technology and sustainable solutions are therefore topics taught to industrial engineering students across several courses, including English for Specific Purposes (ESP) courses, albeit within the speciality of each course area. However, both topics require most of the times the use of an interdisciplinary approach, just as there is a whole area of transversal skills development that requires attention. The integration of specialised knowledge to solve a problem, or the ability to demonstrate a set of skills that suit a job description during an online job interview, being able to collaborate internationally in a multicultural team and using English effectively to communicate are just examples of the need to further integrate diverse areas of knowledge at some points in the curricula. This is often done in seminars or in the development of particular projects, but it may be appropriate to take students through instances of integration of content from several disciplinary areas, as is the case of the CLIL approach, which integrates content and language. In face of the needs described and within existing Higher Education (HE) study programmes for the BSc in Industrial Engineering at a Portuguese polytechnic, three HE teachers collaborated in the re-articulation of existing ESP courses into a CLIL approach by integrating transversal topics in the Industrial Engineering degree course with English (ESP). This paper describes how smart technology was used as both content topic and a means to teach and learn about smart technology and sustainability issues to engineering students while simultaneously learning English. In the framework

of an Erasmus+ Project, Interdisciplinary Collaborative Approaches to Learning and Teaching (INCOLLAB), materials were jointly developed for the course by content and language teachers, which were then implemented in tandem. In a collaborative action research, data were collected through questionnaires, teaching logs, meetings and focus groups with the teachers and students involved, which clearly indicate the benefits of such integration for Engineering students.

Keywords: Engineering Education, ESP, Interdisciplinary Collaborative Approach, Tandem Teaching

**Room: GG80-82: 0.039**

**Chair: Hoà Tang (Education University of Hong Kong, China)**

**Theme 2: Policy, macro, meso, micro**

**Tho Vo** (University of Economics HCMC, Vietnam) [ONLINE]:

**The glocalisation of English-medium instruction examined through the ROAD-MAPPING framework: a case study of teachers and students in a Vietnamese university** ②

English-medium instruction (EMI) is a growing phenomenon in Vietnamese higher education in response to globalisation and internationalisation. This paper examines how four subject teachers and their students in undergraduate economics-related EMI courses experienced the introduction of EMI. Data were gathered from interviews, classroom observation and focus group interviews and the findings were thematically analysed using the dimensions of the ROAD-MAPPING framework (Dafouz & Smit, 2016). The teachers and students found their expectations of the programme did not match the reality. In the process of glocalisation, the local was given insufficient focus in the largely imported curriculum and pedagogies. This suggests alignment is needed between top-down (international) policies and bottom-up (local) reality for EMI to work in practice.

Keywords: English-medium instruction, EMI, ROAD-MAPPING, glocalisation, Vietnam

**Theme 3: Impacts of English-medium instruction**

**Linda Mous** (Tilburg University, Netherlands), **Tom De Moor** (University of Gent, Belgium):

**The interplay of linguistics and pedagogics: developing a practical course book for EMI teachers** ③

Effective teaching by content teachers in an EMI context is not simply a matter of high English proficiency. This is a topic that has been extensively researched, and English teachers who support content teachers with coaching or training will have noticed that EMI-oriented pedagogy plays an important role in conveying the message. Still, content teachers often voice their main learning needs as “my English is not good enough” or they wish to “expand vocabulary”, “avoid grammatical errors” or “improve pronunciation”. Many EMI courses therefore still focus on language education first and tend to prepare for language testing rather than educational skill development. An EMI course should thus be efficient and focus not on language education only but rather on 1) building confidence building through practice and discussion, 2) updating teaching formats specifically for the EMI context, 3) sharing feedback on actual teaching behaviour and 4) providing tools for further linguistic and pedagogical development. However, it is difficult to find good teaching resources for EMI courses with these goals. There is ample research, but this research rarely gives hands-on tips for content teachers while the “classroom English” books often provide virtually only linguistic content. Based on extensive coaching experience and combining existing academic publications on the topic, we have developed a practical teaching workbook that trains both the pedagogics and linguistics that content teachers in an EMI context need with cross-references to emphasise the interplay of language and didactics. We wish to present the rationale behind this book as well as components we believe should be addressed in a course for EMI teachers.

Keywords: EMI, course, pedagogics, linguistics, practice

**Kornelija Čakarun, Branka Drljača Margić** (University of Rijeka, Croatia):

### **Comparison of EMI and non-EMI students' English language progress** ③

Notwithstanding a growing interest in English-medium instruction (EMI), studies on students' English proficiency levels and their language progress, especially those comparing EMI and non-EMI students, have been scarce (Macaro et al. 2018).

The aim of the present study is to examine EMI and non-EMI students' English language competences at the beginning and the end of their undergraduate studies, and to compare their language progress.

The study involved EMI and non-EMI first- and third-year students of the Faculty of Economics and Business in Rijeka, Croatia. The students were given a questionnaire investigating their language-related experiences and expectations, and their (academic) English language self-assessment. They also completed the Oxford Quick Placement Test, as well as a C-test and a business English test designed by the authors of the study, which tested their general and business English proficiency. Finally, interviews with the students were conducted to further explore the data obtained via the questionnaire and the tests. The analysis of the quantitative results was performed using the Stata software, and the statistical significance was examined with the help of independent t-tests. The qualitative data were coded and categorised.

The findings show that: 1) EMI students have greater English language proficiency at the beginning and the end of their undergraduate studies, as well as a greater level of confidence and higher expectations regarding their English language development; 2) non-EMI students progress better in general English, whereas EMI students advance better in business English; 3) EMI students make statistically significant progress in business English, whereas the progress of non-EMI students is statistically significant in both general and business English.

#### Reference

Macaro, Ernesto, Samantha Curle, Jack Pun, Jiangshan An and Julie Dearden. 2018. A systematic review of English medium instruction in higher education. *Language Teaching* 51(1). 36–76.

Keywords: English-medium instruction, EMI students, non-EMI students, English language progress

**Room: GG76: room 0.16 [ONLINE presentation]**

**Chair: Frank van Splunder (University of Antwerp, Belgium)**

### **Theme 3: Impacts of English-medium instruction**

*Ana Piquer-Píriz, Irene Castellano-Risco (Universidad de Extremadura, Spain):*

#### ***'It is more than just teaching my subject in English': An analysis of EMI lecturers' needs*** ③

As is well-known, the English as a Medium of Instruction (EMI) approach advocates the use of English to teach disciplinary subjects, a trend that has had an unprecedented, significant rise at European universities over the last 20 years (Wächter and Maiworm, 2014). Any process is, primarily, promoted by its main stakeholders and, in educational contexts, teachers always have a key role. In the case of EMI lecturers, the research literature has identified two main areas of concern in relation to their needs: their L2 proficiency level (Macaro et al. 2018; O'Dowd 2018) and their methodological training, comprising aspects such as classroom management in an L2, materials development, assessment and even awareness of the theoretical underpinnings of bilingual education (Dafouz 2018; Pérez-Cañado 2018, 2020). This presentation will report the results of an analysis of the training needs of EMI lecturers (n=27) at a Spanish state university (the University of Extremadura, UEx) in relation to the five dimensions identified by Pérez-Cañado (2020): 1) linguistic competence (2) methodology and classroom management (3) resources and materials (4) training needs, and (5) participants' overall rating of their EMI experience. The data was collected through a semi-structured survey and a quantitative questionnaire. The results obtained show that lecturers involved in EMI at the UEx are mostly experienced teachers that perceive their linguistic competence as sufficient to conduct classes in English. However, they seem less confident as far as their methodological competence is concerned, particularly, in relation to classroom discourse, and call for more specific ongoing training. These findings are mostly in consonance with the results of other studies carried out in similar contexts (Dafouz 2018; Macaro et al. 2019; Pérez-Cañado 2020; Morell & Volchenkova 2021) but they also provide some new insights which should be taken into consideration in the design of specific training programmes for lecturers involved in EMI in Higher Education.

Keywords: EMI, Higher Education, lecturers, training needs

*Aleksandra Nikitina, Aleksandra Shparberg (ITMO University, Russia):*

#### **Developing Research-based Guidelines for Effective EMI Teacher Training for Russian Universities** ③

With the increasing number of international academic programs and growing academic mobility in Russian universities, institutions start developing and implementing their own teacher training programs for staff involved in English Mediated courses.

At ITMO University, we have developed the EMI teacher training course that is focusing on teaching approaches and learning strategies for successful instruction in content subjects classes with non-native speakers of English. The course is held online for 12 weeks and has one intensive face-to-face week. So far we have conducted 5 courses with a total amount of participants 70, based in Moscow, Vladivostok, Tomsk, Irkutsk, and some other Russian cities. We have noticed that Russian teachers tend to resist, misinterpret or misuse certain aspects of the methodology applied to EMI. This happens mainly due to their previous experience and cultural background.

The aims of the research that is being conducted at ITMO University, Saint Petersburg, Russia, are:

1. identify the aspects of methodology that cause the most problems among Russian teachers;
2. develop the guidelines for EMI teacher training programs implemented in Russian Universities.

We will collect and analyze various samples of the trainees' course contributions to identify the most common misconceptions and define teaching skills that require additional attention. We will also investigate the change in participants' attitudes towards certain methods as the result of the EMI teacher training course through surveying.

This is the ongoing research, we expect all the data to be collected by June 2021. We are planning to complete the analysis of the results by September 2021.

Keywords: EMI teacher training, online courses, course development, cultural background, guidelines

### **Theme 5: The silent voices of other languages**

**T.J. Ó Ceallaigh** (University College Cork, Ireland):

#### **E-ICLHE as a catalyst for transformation: Student perspectives, practices and outcomes** ⑤

Immersion teachers pedagogical struggle to implement a well-implemented approach, in the context of disciplinary instruction, underscores a need for increased attention to teacher professional development (PD). Although there is a growing body of research on immersion pedagogy, there is a dearth of research on PD experiences of immersion teachers which positively impact on their practices. In particular, aspects of online immersion teacher PD remain unexplored and poorly understood. This study focuses on immersion teachers' ICLHE perspectives, practices and outcomes as they engaged with a 12-week online module delivered through the medium of Irish.

Asynchronous delivery strategies were deployed to support content and language learning and online communicative activities (blogs, vlogs, discussion fora, reflections) were designed to stimulate and enrich reception, interaction, production and academic success through ICLHE. Qualitative and quantitative data were collected from a variety of sources e.g., end-of-module evaluations, focus groups, students' work, tutor observations, tutor field notes. Findings provide unique insights in relation to the effectiveness of an asynchronous learning environment on students' ICLHE practices and outcomes as indicated by student motivation, autonomy and success. Community and capacity were fostered and students' academic achievement, linguistic proficiency and digital competence were cultivated. In conclusion, lessons learned and tutor reflections of the journey are shared in an attempt to advance learning in the field and to cultivate future innovation in E-ICLHE policy, practice and possibilities.

Keywords: Asynchronous, immersion teachers, professional development, outcomes, perspectives

## Session 6 – Thursday 20 October 2022 11.00-12.00

Room: GG90-92: Turnzaal

Chair: René Gabriëls (Maastricht University, Netherlands)

### Invited Session: Resistance to Englishization (panel discussion)

**Felix Huygen** (Beter Onderwijs Nederland, Netherlands); **Lijie Shao** (Dublin City University, Ireland); **David Lasagabaster** (University of the Basque Country, Spain)

Several countries (including China, Denmark, France, Italy, Japan, the Netherlands, South Korea and Taiwan) have demonstrated resistance to Englishization, i.e. the process in which the English language is increasingly gaining ground in domains where another language was previously used. Because of the alleged adverse consequences of Englishization for the quality of research and education and the fear that languages other than English will consequently disappear or be suppressed as academic languages, opposition to this process has arisen in higher education. Apart from the impact in education, the resistance concerns the domains of economics, politics and culture. Is it not very important for a country's politics and economy that people are highly educated in their mother tongue rather than in English? What are the consequences of Englishization for the cultural identity of a region or country? The Englishization of higher education concerns not only obvious stakeholders such as students, teachers, researchers and administrative staff, but also the citizens and shopkeepers who live and work in the city where a university is located. Citizens can be afraid of losing their language-bound cultural identity when English gets the upper hand, while retailers can hope for additional earnings. Do different stakeholders have contrasting and conflicting interests with regard to Englishization? This colloquium spotlights the resistance within and outside the academic world against Englishization. What does this resistance consist of? Who opposes Englishization? What are the motives for this resistance? Is it successful? After three short statements from scholars (maximum 10 minutes), an open discussion on this topic follows.

**Room: GG76: 1.02**

**Chair: Tara McIlroy (Rikkyo University, Japan)**

### **Theme 1: Language, status and identity**

**Satu Tuomainen** (University of Eastern Finland, Finland):

#### **University lecturers' perceptions of the role of English in their instruction ①**

University courses with English as the medium of instruction (EMI) have tripled in the last decade in continental Europe (Smit and Dafouz, 2012). However, the focus of university lecturers' EMI is rarely on the language but on the content and academic subject knowledge, even to the extent that scholars claim they do not 'teach language' when they engage in EMI (Airey, 2012). Yet it can be argued that non-native university lecturers providing teaching in English should pay attention to the language they use to facilitate and support students' learning.

This paper describes non-native and native university lecturers' perceptions about the role of English in their instruction. The lecturers (N=31) attended a pedagogical development course intended to develop their understanding of interactive and communicative skills required in teaching, including EMI. A pre-course reflection task was used to determine how the lecturers' defined effective interaction and communication and the role in English in their teaching. At the end of the course, following teaching demonstrations and peer feedback, the lecturers completed a post-course analysis to determine if their approach to EMI had changed during the course.

The findings indicate that non-native and native university lecturers pre-course viewed the role of EMI as very minimal and insignificant in teaching content primarily to master's level students, with the assumption that students "should be able to study their field in English". In the post-course analysis, however, most lecturers noted that they were more conscious of their language use, rate of speech and clarity to ensure all students would have the optimal learning experience when studying through English. Therefore, the study suggests that while the concept of EMI is not novel, university lecturers should increase awareness of their use of English in EMI to enhance the quality of their communication and teaching.

Keywords: English-medium instruction, higher education teaching, pedagogical development, professional development

### **Theme 3: Impacts of English-medium instruction**

**Annette Bradford** (Oxford EMI, Singapore), **Howard Brown** (University of Niigata Prefecture, Japan):

#### **Professional Development for EMI: Faculty perspectives from Japan ③**

English-medium Instruction (EMI) in higher education in Japan has become far more prevalent in recent years, with over 40% of universities now offering EMI in some form and EMI taking on a central position in the internationalization strategies of many higher education institutions.

Unfortunately, there has not been a parallel growth in professional development (PD) support for faculty members teaching in those programs, leading to concerns that they are overburdened and undersupported. This presentation looks at the impacts of EMI on faculty member's professional development needs. It examines past PD experiences and addresses perceived requirements for PD and certification among faculty members teaching in EMI programs across Japan. Survey findings

(n=92) reveal that while nearly half of respondents have participated in some kind of PD targeted at EMI teachers, there is still widespread support for more such opportunities, though there is considerably less support for a potential formal certification scheme for EMI instructors. The findings also highlight specific competencies that faculty members hope to gain from PD. Those teaching in EMI programs believe that teaching methods should be different in EMI classes compared to in classes in an L1-taught program and they voice a strong preference for pedagogy and intercultural communication related training, as opposed to a focus on language. The survey elicited some interesting responses among the diverse faculty teaching in EMI in Japan, with Japanese and international faculty member responses often differing, and differences emerging between native-English speaking international faculty and those from other language backgrounds.

Keywords: Japan, EMI, Professional Development, Faculty training, Certification

**Room: GG76S: 1.018**

**Chair: Rhona Lohan (ESIC University, Spain)**

### **Theme 3: Impacts of English-medium instruction**

**Penny Heisterkamp, Anja Schüppert, Marije Michel** (University of Groningen, Netherlands):

#### **University in sight: Senior-year high-school students' writing performance in L1 Dutch and L2 English** ③

The use of English as medium of instruction (EMI) has become common practice at Dutch universities: currently, 29 per cent of the bachelor's programmes and 78 per cent of the master's programmes are fully taught in English (Universiteiten van Nederland, 2021). To date, we have little knowledge about Dutch high-school students' preparedness for EMI education, for instance, for written assignments. The current study explored how Dutch senior-year high-school students compose texts in L1 Dutch and L2 English to investigate how well they are prepared to enter English-taught tertiary education.

Our study focused on student writing both regarding the final texts and the process. Final texts were analysed for syntactic complexity (sentence length, use of dependent clauses, noun phrase complexity) and lexical complexity (diversity, sophistication of vocabulary use) in Dutch and English. In addition, we scrutinised the writing process via keystroke logging methodology, a technique that provides detailed data about writers' activities on the keyboard such as writing speed (key presses per minute), pausing behaviour (duration and location) and revision behaviour during text composition.

Results indicate that students used a wider range of words and more sophisticated vocabulary in Dutch than English. English proficiency mediated the language effect for sophistication, with students with a lower English proficiency using fewer infrequent words than more proficient students. Irrespective of the language, students with a higher language proficiency wrote faster and paused shorter in general, within words and between words than students with a lower language proficiency. All in all, these outcomes suggest that Dutch students are likely to experience slightly more difficulties with written assignments at university when they enroll in English-taught programmes, especially when their proficiency is low. Using keystroke logging provided unique insights into the underlying writing processes that support earlier product-based research.

Keywords: EMI, writing, keystroke logging, complexity, fluency

### **Theme 2: Policy, macro, meso, micro**

**Rias van den Doel, Rick de Graaff** (Utrecht University Netherlands), **Catherine van Beuningen** (Hogeschool van Amsterdam, Netherlands), **Alison Edwards** (Utrecht University Netherlands):

#### **All quiet on the language front? The role of language focus and support in Dutch EMI contexts.** ②

In the Netherlands, English is increasingly being used as a medium of instruction in higher education, but concerns about this have been raised by politicians and in society at large. In Dutch universities,

28% of all Bachelor's programmes and in 76% of all Master's programs use English as medium of instruction (EMI); in universities of applied sciences, this is true of 6% of all Bachelor's programmes and 24% of all Master's programmes (2018).

The Dutch Ministry of Education has made clear that EMI should not have a negative effect on the quality of education. However, no systematic study has been undertaken to investigate any effects of EMI on subject knowledge development, nor of factors either positively or negatively affecting the teaching-learning process. Moreover, little is known about the way in which EMI programmes in the Netherlands have been designed, implemented and facilitated.

Based on a systematic review study of EMI effects on students' subject knowledge development, on learning and interaction processes, on pedagogical approaches and on professional development, an inventory was made of EMI in Dutch universities and universities of applied sciences. This is illustrated by four case study descriptions of Bachelor's and Master's programmes from different universities and universities of applied sciences in the Netherlands, including structured interviews with programme coordinators, lecturers and students.

The results show that while EMI is widely used in Dutch higher education, and facilities are routinely made available to lecturers and students, insufficient systematic attention is being paid to academic and professional language focus and support. The study provides recommendations for EMI policy and practice in the Netherlands and elsewhere, and may contribute to a discussion on risks and opportunities, and to further policy development.

Keywords: subject knowledge, teaching-learning processes, professional development, language support, policy inventory, case studies

**Room: GG80-82: 0.039**

**Chair: Margit Reitbauer (Universität Graz, Austria)**

### **Theme 3: Impacts of English-medium instruction**

**Vanessa Hidalgo, Kirk Sullivan, Yvonne Knospe** (Umeå University, Sweden):

#### **Dealing with academic writing: Opinions on offering English writing feedback and support to Swedish EMI master's students** ③

This study explores academic writing in English Medium Instruction (EMI) programs with a focus on lecturers' perceptions in Sweden. The growth in the number EMI programs in Europe has created different linguistic challenges for both teachers and students. One of the biggest challenges is academic writing, since writing is not only an essential skill for career development, but also a necessary tool for student success in evaluations. In this study, thirteen professors that lecture in different EMI master's programs at a university in Sweden were interviewed. The participants were consulted about the feedback and support they give to EMI students with regards to written assignments and degree projects in English. The findings suggest that, due to time restrictions in the master's programs and mixed attitudes towards giving detailed feedback and support related to linguistic problems, lecturers are not giving the amount of support they imagine possible with more resources. The general idea is that due to the students' immersion in an academic English environment, they would be able to develop their writing skills on their own. The lack of official support from the institutions expands the challenge on how to maximize the time in a one- or two-year master program for students that need discipline-focused writing support.

Keywords: Academic writing, Linguistic challenges, Higher Education, Perceptions on teaching

**R.G. Klaassen** (Delft University of Technology, Netherlands):

#### **Trends in EMI & CLIL research through Social Network Analysis** ③

English-medium Instruction is a research field that has gained traction in the past few years. However, it is also a relatively young research field, still establishing its boundaries or cross-boundary status in scientific research. Likewise, the most related term to English medium instruction being Content Language Integrated Learning, albeit a little more delineated is still establishing its place in scientific research. In this research, we compare and analyse "Scopus output" on (2870) on the topic of (English) (-medium) instruction, 287 on EMI in particular and 286 on Content and language integrated learning. The bibliometric analysis will be supported by distance-based visualisations maps (van Eck & Waltman, 2010). We will examine and compare the major research topics in the field based on key terms, the strength of the collaborations between author networks by fractional counting, the shifts in the focus of research over the past five years 2016- 2020, heat-maps and citation impacts. Preliminary, results show strongly clustered hubs of research(ers), with few cross-hub citations in which the UK plays a pivotal role. Another interesting finding concerns research into Chinese-medium instruction, Arab-medium instruction and French-medium instruction. A trend which will be welcomed by many of us. To grow the research field and fully benefit from the research results widely obtained, it may need to join forces and fill the many open gaps prominent in the field.

Keywords: English-medium instruction (EMI), Content Language Integrated Learning (CLIL), Social Network Analysis

**Room: GG76: room 0.16 [ONLINE presentations]**

**Chair: Samantha Curle (University of Bath, UK)**

**Theme 2: Policy, macro, meso, micro**

*Mahboubeh Rakhshandehroo (Japan):*

***The challenges and successful practices of COIL (Collaborative Online International Learning) implementation in EMI at a Japanese university*** ②

Since the 1980s, English-medium instruction (EMI) has been increasingly implemented as one of the major internationalization strategies in higher education institutions (HEIs). In non-Anglophone HEIs, where the L1 of the majority is not English, EMI has grown rapidly. In Japan, the government has launched various top-down internationalization initiatives. The first major initiative was the Global 30 (G30) that funded 13 universities (2009-2013) followed by the Go Global Japan Project involving 42 universities (2012-2016). The most recent, Top Global University (TGU), targets 37 universities (2014-2023) and focuses on the competitiveness of Japanese universities. With these initiatives, the number of Japanese universities offering EMI programs has been doubled within the past 20 years. Currently, approximately 40% of Japanese universities are offering some forms of EMI.

In recent years, COIL (Collaborative Online International Learning) has been introduced at some Japanese universities as an internationalization project. In 2018, the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) selected 13 universities, which together established the JPN-COIL Association. Since then, COIL has been more and more implemented as a part of EMI courses. In most COIL courses, Japanese students virtually interact with a US university, in English. And COIL has been seen as an internationalization strategy that supports both “at home” and “abroad” goals. Despite the numerous advantages that the newly established COIL projects have brought to EMI courses in Japan, several challenges have arisen. This presentation attempts to address these challenges and successful practices of using COIL for EMI courses from the viewpoints of international lecturers through reflective narratives moving towards a critical evaluation of Japanese universities’ global educational reform initiatives and internationalization policies from a bottom-up standpoint.

Keywords: English-medium instruction (EMI), COIL (Collaborative Online International Learning), Japan

**Theme 3: Impacts of English-medium instruction**

*Eun Gyong Kim, Matthew Baldwin, Mik Fanguy, Seonmin Park (Korea Advanced Institute of Science and Technology [KAIST], South Korea):*

***Introductory ICL classes for EFL college students: in-person and online classes for newly admitted students at a Korean science and engineering school*** ③

Korea Advanced Institute of Science and Technology (KAIST) is the most renowned science and engineering school in Korea, and 84% of undergraduate classes are taught in English. The EFL program at the university offers a three-week intensive English language camp to newly admitted students between January and February before an academic year starts. This year the camp was

offered to 194 students online due to COVID-19. One of the camp programs is an integrated content and language (ICL) program, which is offered in the five subjects of biology, chemistry, computer science, mathematics, and physics. Each ICL segment consists of a pre-language class, content lecture, and post-language class. The study attempts to compare the results of this year's online program with those of the previous in-person programs. The study conducts statistical analysis of students' evaluations and qualitative analysis of the interview results with the language and content professors and the teaching assistants. The evaluations show that this year students had a lower-level of satisfaction with the ICL program (4.05/5.00) than that of the past three years (4.17 on average; 4.21 at its highest). The study investigates the reasons for the drop in students' satisfaction levels. Furthermore, it investigates the strengths and weaknesses of the online program and the in-person programs by analyzing the interview data. The study concludes by making suggestions for the improvement of introductory online and in-person ICL programs for EFL college students.

Keywords: ICLHE, EMI, Korean colleges, Asian higher education, science and engineering students

## Day 2: Thursday 20 October 2022 afternoon

### Session 7 – Thursday 20 October 2022 14.00-15.30

Room: GG90-92: Turnzaal

Chair: Magnus Gustafsson (Chalmers University, Sweden)

#### Colloquium 3 / Workshop

Magnus Gustafsson, Fia Börjeson, Calle Carlsson, Andreas Eriksson (Chalmers University, Sweden):

#### **How is the academic literacy continuum of the generic – specific affected by Englishization?**

This explorative workshop aims to investigate the continuum between generic and specific academic literacy education on the one hand, and the dimension of Englishization effects on the other hand. We wish to explore how these two dimensions of higher education are manifested in different educational settings and how they affect collaboration in ICLHE.

The workshop conflates many conference themes but focuses on the nature of knowledge. It adds the perspective of what we want our students to learn and become in the contexts where we work. By conceptualising the difference between generic and specific as a continuum rather than a dichotomy, the idea behind the workshop is to inventory and critically discuss our role(s) in promoting academic literacy in our various institutional contexts while also negotiating the challenges of Englishization when scaffolding disciplinary discourse .

Our aim is to explore and problematize the aspect of generic and specific in the light of learning and disciplinary ownership. Participants are asked to share their perspectives on generic and specific communication instruction from their own experiences and institutional situations. This inventory of perspectives is a starting point for a further exploration of definitions and conceptualizations for facilitating academic literacy across languages in Higher Education.

The workshop facilitators will give examples of a continuum of learning activities from the generic to the specific via various integrated content and language (ICL) activities to promote learning and academic discourses. Cases and examples for discussion as well as prompts for participant descriptions and analyses will mainly focus on writing development activities for collaborative learning contexts. Particular focus will be placed on approaches within academic literacy and genre pedagogy for promoting communicative competence as well as 'content' learning processes in both L1 and EME-contexts."

Keywords: Academic literacy, genre-based writing instruction, writing in the disciplines, generic skills

**Room: GG76: 1.02**

**Chair: Linda Mous (Tilburg University, Netherlands)**

### **Theme 3: Impacts of English-medium instruction**

**Ulla Fürstenberg** (Universität Graz, Austria), **Petra Kletzenbauer** (FH-Joanneum, Austria), **Margit Reitbauer** (Universität Graz, Austria):

#### **Encouraging risk-taking and improving Teaching Effectiveness: A Case for implementing Collaborative Action Research in CLIL ③**

University lecturers generally define themselves by their field of expertise than by seeing themselves as teachers. As a result, educational innovations, such as the introduction of CLIL, are often seen as a threat to their well-established teaching routines. These lecturers tend to be reluctant to take risks and adopt new or different pedagogical practices which facilitate teaching and learning through focusing on the pedagogical functions of language.

Collaborative Action Research (see for example Norton 2018) might be one way of raising awareness of the effectiveness of specific linguistic tools to meet subject specific discourse requirements so that tertiary CLIL teachers can deploy them in ways that activate the integration of content and language. This also requires an open mindset for collaboration with language teachers in formulating learning and teaching outcomes.

Our qualitative case study aims to explore data from teaching vignettes and think-aloud protocols recorded during task design with Austrian CLIL teachers in tertiary education in order to draw conclusions on the efficacy of their CLIL approaches. We hope that the insights from our study will contribute to a more sophisticated overall understanding of the potential of collaborative practices on the one hand and the need to activate university teachers' language awareness through action research on the other hand. Only if university lecturers also see themselves as language teachers and understand the impact of language will they engage more reflectively with CLIL and explore new learning and teaching pathways.

#### Reference

Norton, L. (2018). *Action research in teaching and learning: A practical guide to conducting pedagogical research in universities*. Routledge.

Keywords: teaching effectiveness, collaborative action research, teacher language awareness, pedagogical functions of language

### **Theme 1: Language, status and identity**

**Kevin Haines** (University of Bristol, UK):

#### **The impact of EMI on academic staff and students: diversity or division? ①**

This paper presents two parallel pieces of research that provide insights into the impact of EMI on students and academic staff in the same Dutch institution. Both staff and students reported that the use of English-medium instruction (EMI) can result in divisions in the university between so-called 'internationals' (teaching and learning in English) and local staff and students (teaching and learning primarily in Dutch). The paper describes how 'international' staff and students influence, and are influenced by, the local academic culture. In the cases of both staff and students, it is noticeable that

the impact works both ways, producing changes in individuals in both groups. Participants also reported emergent tensions between the two groups, which may either result in changes in individuals or in resistance to such changes.

The study amongst staff demonstrated how the development of their professional identity is a constant process of finding a space and position in the institution. Their professional identity is constantly emerging, while also merging into the prevailing culture, through a process of negotiation that is always ongoing but not usually visible. The study amongst Dutch and international students revealed the dynamic and variable nature of EMI learning environments, and the need for constant adaptation of interactional practices. It also highlighted the continuing challenge for many students of immersion into an English-speaking environment while carrying out intellectual work of sufficient quality.

In conclusion, in the cases of both staff and students, the structures, which are the existing cultures within the institution, have an impact on the 'outsiders' coming in; yet these outsiders in turn shape and reshape the structures, meaning that EMI teaching and learning environments remain in a constant state of flux.

Keywords: EMI, impact, culture, language, identity

**Nengjing Ren, Mireia Trenchs, Carmen Pérez Vidal** (Universitat Pompeu Fabra, Spain):

### **Language choices in a multilingual context: a longitudinal study of L1 Chinese study abroad students in Catalonia ①**

In non-English-speaking territories, language learners always face choices to communicate in the target language (TL) or in English as a lingua franca (ELF) (Lasagabaster, 2015). Henry et.al. (2021) has recently called for research to capture individual variation in language choices made in multilingual contexts longitudinally.

In response to the call, the present study, rooted in Catalonia, a community with two official languages—Spanish and Catalan, seeks to explore a group of (N=75) L1 Chinese higher education study abroad (SA) students' language choices, and their development over six months. Before their SA sojourn, all participants had acquired English, in many cases Spanish as an L3 as well, and 20% of them have additionally started to learn Catalan as their L4 upon arrival in Catalonia. Participants' language choices have been measured on the basis of their Willingness to Communicate (WTC), that is, the probability that a speaker will choose to communicate, given the opportunity (MacIntyre & Ayers-Glassey, 2020). Data have been collected via an online questionnaire at three time points (T1-T3) over 2021-22.

T1 & T2 data have revealed an overall highest WTC in Spanish, followed by English. However, in academic contexts and when speaking with friends, participants reportedly choose English over Spanish. Regression analysis results relate the high WTC in English to the phenomenon of English Medium Instruction (EMI) in Catalan universities (Pérez-Vidal, 2015). Moreover, by comparing WTC at T1 and T2, trade-offs should be observed between English and Spanish, and Spanish and Catalan respectively at T2. At T3, in-depth qualitative data, i.e. social networks, language attitudes, and critical points of TL development will be collected via semi-constructed focus interviews. They should help us understand individual variation in language choices as dynamic processes.

Keywords:

**Room: GG76S: 1.018**

**Chair: Stefan Bulatovic (Univerzitet Crne Gore, Montenegro)**

### **Theme 3: Impacts of English-medium instruction**

**Francesca Costa** (Università Cattolica del Sacro Cuore, Italy), **Cristina Mariotti** (Università degli Studi di Pavia, Italy):

#### **The use of questions as a form of interaction in Italian EMI: A comparison between face to face and online lectures ③**

Questions play a fundamental role in the interaction between students and teachers (Athanasiadou, 1991; Morell, 2007). In EMI classes, the strategic use of questions can strongly influence not only the learning process of the content, but also the active participation of students and, consequently, the development of their interaction and negotiation of meaning skills allowing them to deploy higher thinking order skills that are especially required in higher education (Dafouz and Sánchez García, 2013; Doiz and Lasagabaster, 2022; Genc and Dogan, 2021). Online teaching, which has come to the forefront during the past two years due to the pandemic, has made lecturer-student interaction even more challenging. The present paper seeks to frame questions as a potential source of interaction in EMI and to compare questions in EMI video lectures compared to those produced in face to face lectures (Cicillini and Giacosa, 2020). First, it will provide a categorisation of questions into referential, display and procedural looking into their implications and potential in terms of both language and content processing and learning. It will then illustrate examples of the use of questions in four EMI video lectures and face-to-face lectures from four different disciplines that were transcribed, analysed and compared. Results show some differences in the use of questions and shed light on the interactional style across traditional and online EMI lectures.

#### References

- Athanasiadou, A., 1991, The Discourse Function of Questions, *Pragmatics*, 1(1), p. 107-122.
- Cicillini, S. and Giacosa, S., 2020, *Communication and Interaction* doi: 10.38069/edenconf-2020-rw0047
- Dafouz, E. and Sánchez García, D., 2013 'Does everybody understand?' Teacher Questions across Disciplines in English-mediated University Lectures: An Exploratory Study, *Language Value*, 5(1), 129-151.
- Doiz, A. and Lasagabaster, D., 2022, Looking into English-medium Instruction Teachers' Metadiscourse, *System*, 105, doi.org/10.1016/j.system.2022.102730
- Genc, E. and Dogan, Y., 2021, Teacher Questions in English medium Instruction Classrooms in a Turkish Higher Education Setting, *Linguistics and Education*, 66, 1-16.
- Morell, T., 2007, What Enhances EFL Students' Participation in Lecture Discourse? Student, Lecturer and Discourse Perspectives, *JEAP*, 6(3), 222-237.

**Keywords:** Interaction in EMI lectures, questions, online and face-to-face lectures, language and content processing

## **Theme 4: The nature of knowledge, power and EMI**

**Francis Picavet, Alice Henderson, Erica de Vries** (Université de Grenoble-Alpes, France):

### **The narrative genre in French English-medium engineering lectures** ④

With this paper, we present the analysis of the narratives found in a recent corpus of English-medium instruction (EMI) engineering lectures, delivered in English as a Lingua Franca (ELF). A classical sociolinguistics object of study, narratives have been analyzed in Labov's seminal work (Labov & Waletzky, 1997). This research also draws on studies of the narrative rhetorical mode in relevant academic settings (Alsop et al., 2013). Narratives favor the appropriation of knowledge and possess a strong persuasive power, through professional anecdotes or issues, evolution in techniques or technology, famous inventors or historical landmarks, amusing incidents or serious accidents (Gibbs, 2014). The ELAN annotation software has been used, mixing pragmatic annotation and discourse analysis methods (ELAN - Version 6.0, 2020). So far, our corpus contains videos, sound recordings and annotated transcripts from over 50 hours of tuition, delivered to international students, in a French institute of technology. All of these lectures are delivered by non-native speakers of English of mixed nationalities, with a majority of Francophones. In narration, text strings usually have a causal sequence, a plot. By examining their structure, a typology of the narratives can be established and their variation studied. So far, we have found: 'classical' Labovian Narratives; Recounts, Exempla, Anecdotes (Martin, 2008) and 'Story-Likes' (Alsop, 2015). Our results show that narratives help lecturers make sense of their experience or their communities' and that narration meets psychological and cognitive needs, such as giving the lecturer and the student audience a way to break away from the routine. We believe this research can contribute to a better comprehension of the key role played by narratives in EMI-ELF lectures and could benefit to the lecturers themselves, but also to students, institutions and their professional development policies.

Keywords: Narrative genre, English-medium instruction (EMI), English as a Lingua Franca (ELF), EMI Engineering-lecture corpus, pragmatic annotation of spoken discourse.

**Tom Morton** (Universidad Autónoma de Madrid, Spain):

### **Using Legitimation Code Theory to explore the relationships between knowledge-building and the use of English as a medium of instruction** ④

This paper addresses the issue of how knowledge-building practices specific to how a discipline is taught in a particular context interact with the use of English as a medium of instruction. Rather than seeing the question of medium of instruction in generic terms, it attempts to see how the use of English interacts with the organizing principles underlying specific disciplinary knowledge practices. In this way, it may be possible to get a deeper insight into the relationships between what it means to know something in a discipline and the influence of the medium of instruction on this. The study draws on Legitimation Code Theory (LCT), a framework for investigating the organizing principles or 'legitimation codes' of practices (e.g., Maton, 2014). Specifically, it uses two dimensions of LCT. Specialization, which explores epistemic (knowledge) relations and social (knower) relations, and Semantics, which explores meaning-making practices in terms of semantic density (condensation of meaning in language or other symbols) and semantic gravity (extent to which meaning is embedded in context). Drawing on a corpus of live lectures and interviews with lecturers in STEM disciplines, the analysis focuses on the organizing principles regarding knowledge and knowers as manifested by lecturers in the teaching of specific topics, and the 'semantic profiles' (changes in semantic density and gravity over time) of knowledge building episodes to provide insight into the relationships

between what it means to know something (and be a 'knower') and the use of the semantic resources of English as a medium of instruction.

#### Reference

Maton, K. (2014). *Knowledge and knowers: Towards a realist sociology of education*. Routledge.

Keywords: Legitimation Code Theory, Knowledge building, Specialization, Semantics, STEM

**Room: GG80-82: 0.039**

**Chair: Margarida Morgado (Instituto Politécnico de Castelo Branco, Portugal)**

#### **Theme 4: The nature of knowledge, power and EMI**

**Noelia Ruiz-Madrid, Nuria Edo-Marzá, Vicent Beltrán-Palanques** (Universitat Jaume I, Spain) [NEM & VBP – ONLINE]:

#### **Unpacking knowledge: A comparative multimodal analysis of EMI teachers' disciplinary discourse** ④

English-medium instruction (EMI) programs have expanded in many Spanish universities (Doiz, et al. 2013; Dafouz, 2018) because of the internationalization and linguistic policies (Fortanet, 2020; Pérez-Llantada, 2018).

However, researchers in the field point out that the pedagogical implications of the use of a second or third language in the teaching and learning process still need research (Doiz, et al., 2014; Aguilar-Pérez & Arnó-Macià, 2020; Beltrán-Palanques, 2021). In order to analyse these implications, it is also fundamental to study the discipline discourse in such contexts (Dafouz and Smit, 2014; Ruiz-Madrid and Fortanet-Gómez, 2019). A fundamental aspect for a comprehensive understanding of the disciplinary discourse is only available through the understanding of the system of semiotic resources used to represent this disciplinary-specific knowledge (Jewitt, 2009; Airey, 2016; Valeiras-Jurado, 2019). Yet, only a few studies have focused on how multimodal affordances can help ICLHE or EMI teachers in their task to transmit knowledge and facilitate learning of content through a foreign language (Ruiz-Madrid & Fortanet-Gómez, 2019).

In this paper, we conduct a Multimodal Discourse Analysis (MDA) study on how EMI teachers in two different disciplines (i.e. Business, Engineering) construct disciplinary discourse making use of different communicative modes to make content accessible for students. In order to do that, we look into a selection of EMI teachers' instances of disciplinary discourse (e.g. lectures and teaching materials such as presentations or tasks ) and the pedagogical affordances that may derive from.

Results are expected to unveil the multimodal ensembles EMI teachers employ to transmit disciplinary knowledge in order to comparatively establish parallelisms between disciplines. In addition, the outcomes of the study may pave the way for the development of a pedagogical proposal for EMI teacher training, which affords awareness on how to transform these complex multimodal disciplinary affordances into more accessible pedagogical ones (Plakitsi et al., 2017).

Keywords: EMI, multimodality, disciplinary knowledge

#### **Theme 3: Impacts of English-medium instruction**

**Miguel F. Ruiz-Garrido** [ONLINE], **Inmaculada Fortanet-Gómez** (Universitat Jaume I, Spain):

#### **Mid-term effects of the COVID-19 in EMI teaching: a case study** ③

The emergence of COVID-19 made the world change to respond to an emergency situation. The teaching practice in higher education (HE) was not unaffected and the emergency remote teaching or emergency remote education came into play. Much research has derived from that situation:

referring to general concepts applied to HE (e.g., Ferri et al., 2020), involving Spanish experiences (e.g., Reig-Cerdá et al., 2021), and regarding EMI experiences looking into students or teachers' reactions (e.g., Yüksel, 2022). However, no research to our knowledge has gone further in order to analyse how teaching has evolved since 2020. Our current objective is to show how the pandemic affected content and language teaching in EMI and, after two years, what has remained, what has returned to normal or regular, and what has been modified, especially regarding the role of the English language. In order to do this, we will focus on the subject Macroeconomics, taught in English in the third year of the Economics Degree and will analyse its Moodle Course Management System in three consecutive years, from 2020 to 2022. The data will be complemented with an interview with this subject's teacher. We believe that the emergency online teaching and the methodological changes required have pressed the lecturers to review the subjects and there has been an evolution of the teaching materials and methodologies along these academic years.

#### References

- Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online Learning and Emergency Remote Teaching: Opportunities and Challenges in Emergency Situations. *Societies*, 10, 86. <https://doi.org/10.3390/soc10040086>
- Reig-Cerdá, L., Ruá Aguilar, M., Pitarch Roig, À., & Martínez Moya, J. (2021). La dificultad como oportunidad de cambio: mejoras docentes tras una experiencia íntegramente online. In Cos-Gayón López, F. & Gandía Romero, J.M. (Eds.) *Actas de Edificate "I Congreso de Escuelas de Edificación y Arquitectura Técnica de España"*. Valencia: UPV. 483-494. <https://doi.org/10.4995/EDIFICATE2021.2021.13300>
- Yüksel, H.G. (2022). Remote learning during COVID-19: Cognitive appraisals and perceptions of English Medium of Instruction (EMI) students. *Education and Information Technologies*, 27(1), 347-363.

Keywords: EMI, emergency remote teaching or emergency remote education, Economics degree, Moodle

**Francesca Costa, Olivia Mair** (Università Cattolica del Sacro Cuore, Italy):

#### **ICLHE online during the Covid-19 pandemic** ③

The Covid-19 pandemic has provided an opportunity to investigate new forms and contexts for ICLHE. This paper focuses on input in online ICLHE settings and presents the results from a study carried out in northern Italian universities. There is a clear research gap in this area, despite a recognised need prior to the pandemic to investigate online EMI, rather than just face-to-face lectures (Querol-Julián & Camiciottoli, 2019). Until now, in an Italian context, only a couple of studies (Cicillini and Giacosa, 2020a, b) have addressed the topic of EMI teaching and learning during the pandemic. This study uses mixed methods to investigate how EMI changes when it goes online and the types of input strategies lecturers adopt or modify. It draws on data from a questionnaire, recordings of video-lectures, and interviews with lecturers. The interviews use stimulated recall, or retrospective interview, in which respondents verbalise their thoughts about a task after carrying it out (Dornyei, 2007). In this case, participants watched the recording of their own lecture and were asked to comment on their thought processes regarding input. The lectures were of the synchronous videoconferencing lecture (SVL) variety, in which instruction occurs in real time and includes teacher-student interaction (Martin, Ahlgrim-Delzell & Budhrani's, 2017). Results suggest that in spite of substantial challenges and feelings of cognitive overload, lecturers also welcomed the opportunity to innovate their EMI pedagogy and experiment with new input forms. While showing

how teaching online adds another layer of complexity to ICLHE, the video-stimulated recall interviews also revealed strategies used by lecturers to stimulate interaction and focus on form.

Keywords: EMI online, input strategies, ICLHE during Covid-19, EMI pedagogy

**Room: GG76: room 0.16 [ONLINE Presentations]**

**Chair: Marta Aguilar-Pérez (Universitat Politècnica de Catalunya, Spain)**

**Theme 3: Impacts of English-medium instruction**

*An Nguyen (Open University, UK / Vietnam):*

***Examining implications of English versus Local-language Medium Instruction programmes on students' English self-efficacy and proficiency in Vietnamese Higher Education*** ③

As part of the trend towards internationalisation of higher education in Vietnam, English as the Medium of Instruction (EMI) courses are increasingly introduced into tertiary teaching and training at Vietnamese universities. Labelled as 'high-quality', and 'advanced' education, EMI programmes are considered as a quick and superior fix to enhancing students' English proficiency by policy makers. This study seeks to problematise this top-down view by investigating the effects of EMI versus local language medium instruction education on students' English self-efficacy beliefs, and English proficiency at a public university in Vietnam. Through a multi-method design with self-efficacy questionnaire, English Duolingo Test, and focus group, this study aims to compare and contrast the extent to which English versus Vietnamese as the Medium of Instruction enhances or hinders students' English self-efficacy beliefs, and English proficiency, in consideration of other socioeconomic variables.

Keywords: English as the Medium of Instruction (EMI), sociolinguistic equality, English proficiency in EMI, self-efficacy beliefs in L2, internationalisation of higher education, comparative research

*Annabel Fernández-Córdoba (Universitat de Girona, Spain); Marta Aguilar-Pérez (Universitat Politècnica de Catalunya, Spain); Guzman Mancho-Barés (Universitat de Lleida, Spain):*

***Language-related episodes in PBL nursing sessions through English*** ③

The present study, as part of a larger doctoral research, focuses on Language-Related Episodes (LREs) in Problem-Based Learning (PBL) sessions on nursing conducted through English at a university in Catalonia (Spain). As researched by Wilkinson (2013), using PBL in an EMI setting gives students the opportunity to actively interact to learn both content and language and, as a result, language-related episodes tend to emerge.

LREs are defined as "instances when teachers and learners talk about language, such as grammar or vocabulary, or a feature of the discourse or phonological systems within communication that is primarily concerned with exchanging messages" by Basturkmen and Shackleford (2015: 86). This construct is used here to identify to what extent language plays a role when eliciting and conveying disciplinary content knowledge in PBL sessions.

With regard to research methodology, a total of 8 PBL sessions led by five tutors were video-recorded. LREs were identified and transcribed, and ultimately classified and analysed using In Vivo 11. Tentative research findings point to students' leading role as initiators of LREs, the lexical focus of LREs (mostly revolving around disciplinary vocabulary) and an extensive use of code-switching. With regard to tutor-initiated LRES, while some tutors resort to them to give corrective feedback on

language, others refuse to engage in them, leaving LREs largely unresolved. Pedagogical implications will be drawn to support better practices in EMI contexts.

Keywords: EMI, Problem-based sessions, Nursing, Language-Related Episodes.

*Eulàlia Borràs (Universitat de Lleida, Spain):*

***Discursive spaces in computer-mediated university classes: Student oral participation in L1 and English Medium Instruction (EMI) subjects*** ③

From a socio-constructivist perspective, student oral participation emerges as a key element contributing to the construction of knowledge in the university classroom. This paper explores the challenges that EMI encounters concerning the oral public participation of students in lectures, especially in online settings.

Using conversation analysis we will examine talk-in-interaction episodes related to, first, teacher invitations to participate orally, and second, students' responses both in classes being taught in the L1 and in EMI mode. To this end data from three university engineering courses attended by the same group of students have been collected. One instructor teaches in the L1 (in this case Catalan with ppt in English) and the two other instructors teach their courses in EMI mode.

Research shows that student oral participation increases when there is a lax implementation of English-only policies in lectures and a plurilingual mode of interaction is encouraged. However, the data presented in the paper show that in the computer-mediated interaction in EMI classes even when students were explicitly allowed to use whatever language they preferred (L1 in this case) to raise questions on content, the students remained silent. On the other hand, they did raise questions in the subject taught orally in the L1.

This disparity may be partly explained by the organization of talk-in-interaction. We will thus analyse qualitatively the sequentiality of conversation and we will then examine how sequences in turn taking and adjacent repairs are managed by the instructor in order to maximize student participation. Our observations show that actors mobilise these resources in a very systematically patterned way to negotiate meaning and fine-tune construction of knowledge in episodes of situated cognition.

Keywords: EMI, participation, interaction, conversation analysis

## Session 8 – Thursday 20 October 2022 16.00-17.00

Room: GG90-92: Turnzaal

Chair: Viviane Grisez (Université de Mons, Belgium)

### Theme 1: Language, status and identity

**Hortènsia Curell** (Universitat Autònoma Barcelona, Spain), **Alexandra Vraciu** (Universitat de Lleida, Spain) [AV – ONLINE]:

#### **Students' perceptions of L2 learning opportunities in the EMI classroom: Does lecturer input quality make a difference? ①**

The growth of English-medium instruction (EMI) programmes in European higher education (HE) has been exponential since the start of the Bologna process, with great variation within and across member states, among different disciplines and from undergraduate to postgraduate level (Hultgren, Jensen and Dimova, 2015). In Spain, the improvement in English as a foreign language (EFL) proficiency is perceived as an educational bonus of this type of instruction both by content lecturers and students (Doiz, Lasagabaster and Sierra, 2013). Yet, L2 learning objectives rank low or are simply not stated in HE policies and few or no methodological guidelines are available on how such L2 competence can be achieved through EMI (Dafouz, 2018), the most common approach being that of incidental learning through exposure to the L2. Against this backdrop, lecturer input plays a crucial role in fostering L2 learning through discursive strategies that support students' comprehension and output (Dafouz Milne and Sánchez García, 2013; Giménez-Moreno, 2000; Morell, 2004).

The present study explores students' perceptions of L2 learning opportunities in EMI and how they relate to the actual opportunities that arise through the content lecturer's discourse. The participants were 45 undergraduate students receiving Geography and History EMI at a Catalan university, taught by a native and a non-native speaker lecturer, respectively. A mixed-methods approach to data collection was employed, with student questionnaires and systematic classroom observations. Lecturer input quality was operationalised as the presence of discourse characteristics and strategies which support students' comprehension and output (Bruhn and Kersten, 2018). Findings indicate that students perceive an improvement in those L2 skills and domains that are better scaffolded through the lecturer's discourse (i.e., receptive skills and vocabulary). Gains in productive skills are reported when the lecturer actively supports students' output and participation, and are not related to the nativeness of the lecturer. We discuss the relevance of our findings for EMI research and teacher training.

#### References

- Bruhn, A.-C. and Kersten, K. (2018). Operationalizing teacher input: Empirical evidence on the effect of input on the L2 acquisition of young learners. Paper presented at EUROSLA 2018, University of Münster.
- Dafouz, E. (2018). English-medium instruction in multilingual university settings. In P. Garrett and J.M Cots (Eds.), *The Routledge Handbook of Language Awareness* (pp. 170-185). New York: Routledge.
- Dafouz Milne, Emma and Sánchez García, Davinia. 2013. 'Does everybody understand?': Teacher questions across disciplines in English-mediated university lectures: An exploratory study. *Language Value*, 5: 129-151.
- Doiz, A., Lasagabaster, D. and Sierra; J.M. 2013. Globalisation, internationalisation, multilingualism and linguistic strains in higher education. *Studies in Higher Education*, 38(9), 1407-1421.

Giménez-Moreno, R. (2000). La repetición lingüística en el género de la clase magistral: el inglés académico oral en el ámbito de las ciencias sociales [Unpublished doctoral dissertation]. Universitat de València.

Hultgren, Anna Kristina, Christian Jensen and Slobodanka Dimova. 2015. English-medium instruction in European higher education: From the north to the south. In Dimova et al. 2015, 1-15.

Morell, T. (2004). Interactive lecture discourse for university EFL students. *English for Specific Purposes*, 23, 325-338.

Keywords: EMI, EFL, lecturer input, teacher training, L2 learning opportunities

**Julie Walaszczyk** (Université de Mons, Belgium), **Ana Luiza Pirez de Freitas** (Universidade Federal de Ciências da Saúde de Porto Allegre, Brazil):

### **A Roadmap to Integrate North and South Higher Education Through Interdisciplinary EMI Collaboration: A Partnership between Belgian and Brazilian Faculty** ①

This presentation will explore factors underpinning a North-South horizontal collaboration in EMI between Belgian and Brazilian faculty.

In reporting the ongoing implementation of an online teaching project promoting inclusion, (inter)disciplinary activities and sustainable internationalisation, we cover tensions inherent to bringing such academic communities together.

Among the issues under discussion, we approach the role of global positioning, student backgrounds and attitudes towards EMI, teacher motivation and English as an additional language access, as well as power structures perpassing these aspects, and how it can affect the nature of academic knowledge building.

In order to reach the proposed goals, we devise a 'roadmap' to guide collaboration among teachers from different knowledge areas, based on former EMI experiences in each institution, to foster the endurance of a partnership unfolding over the many asymmetries that encompass a North-South cooperation.

Based on the combined analysis of our previous experience in EMI, we understand that centering class planning on problem solving, teachers can guide students' diversity of backgrounds towards interdisciplinary constructions.

Elements of informal curricula present at both universities can be brought together to compose a common ground over which higher education meanings can be negotiated beyond local formal curricula strictly regulated by institutional or national authorities.

This kind of safe space may serve to problematize cultural biases which are made evident in the approximations to a common 'foreign object': the use of English language.

Experiences with EMI can yield understanding about how globalization of higher education differentially impacts individuals' learning in distinct territories and disciplines. International and interdisciplinary work can foster teamwork and develop a more systemic view on university students, competences which can be combined in a solidary approach to problem solving."

Keywords: EMI, international collaboration, higher education, interdisciplinarity, English as a Lingua Franca

**Room: GG76: 1.02**

**Chair: Emma Dafouz (Universidad Complutense Madrid, Spain)**

**Theme 3: Impacts of English-medium instruction**

**María del Mar Sánchez-Pérez (Universidad de Almería, Spain):**

**The effect of combining EMI and ESP on student language development and academic performance: A case study in a Spanish undergraduate Business Administration context ③**

Despite the limited focus on language in English-medium instruction (EMI), this educational model has often been considered as an opportunity to improve student English language skills to operate successfully in an increasingly global academic and professional environment (Galloway et al., 2018; Macaro et al., 2018). However, recent research suggests that the sole exposure to the language in EMI contexts may not suffice to improve students' language and academic competence (Graham et al. 2018; Wilkinson, 2018). Notwithstanding the increasing recognition of the need for explicit academic and specialized language awareness for students to achieve successful academic development in EMI contexts (Dafouz, 2021), there is a paucity of empirical research that explores the impact of complementing EMI with specialized language support on the development of EMI university students' language abilities and academic performance (Arnó, Aguilar, & Tatzl, 2020). This study aims to fill this gap by analysing the effect of combining EMI with ESP instruction on students' language development and academic achievement. Through a longitudinal pre-post writing test method, it explores the English language progress made by a group of Spanish undergraduate students majoring in business administration who completed an EMI course plus an English for Specific Purposes (ESP) course, concurrently ( $N = 58$ ), as compared to an EMI-only group ( $N=55$ ) over one academic year. Written pre-post tests were analysed qualitatively according to a rating scale considering different aspects of the language and writing competence, namely, task fulfilment, organization, grammar, and vocabulary (Friedl & Auer, 2007). Additionally, the final academic marks obtained by both groups after completing their EMI courses were compared statistically to identify significant differences in their academic achievement. Results show significant differences between both groups' progress in the areas of task fulfilment, organization, and grammar, where the EMI+ESP group outperformed the EMI-only group. Concurrently, the academic mark provided by the EMI content teacher in the EMI+ESP group were significantly higher than those of the EMI-only group after completing their respective EMI courses. These findings provide empirical evidence that demonstrates the advantages of the explicit provision of specific language support for better student academic preparation and empowerment in EMI contexts.

References

- Arnó, E., Aguilar, M., & Tatzl, D. (2020). Engineering students' perceptions of the role of ESP courses in internationalized universities. *English for Specific Purposes*, 58, 58-74.
- Dafouz, E. (2021). Crossing disciplinary boundaries: English-medium education (EME) meets English for Specific Purposes (ESP). *Ibérica*, 41, 13-38.
- Friedl, G., & Auer, M. (2007). *Rating scale used for assessment of the writing task. Erläuterungen zur Novellierung der Reifeprüfungsverordnung für AHS, lebende Fremdsprachen. BIFIE*. Retrieved from: <http://www.bifie.at/publikationen>

- Galloway, N.; Kriukow, J., & Numajiri, T. (2018). *Internationalisation, higher education and the growing demand for English: an investigation into the English medium of instruction (EMI) movement in China and Japan*. ELT Research Papers. British Council.
- Graham, K. M., Choi, Y., Davoodi, A., Razmeh, S., & Dixon, L. Q. (2018). Language and content outcomes of CLIL and EMI: A Systematic review. *Latin American Journal of Content and Language Integrated Learning*, 11(1), 19-37.
- Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36-76.
- Wilkinson, R. (2018). Content and Language integration at universities? Collaborative reflections. *International Journal of Bilingual Education and Bilingualism*, 21(5), 607-615. <https://doi.org/10.1080/13670050.2018.1491948>

Keywords: ICLHE, ESP, language outcomes, writing, academic success

**Verena Grau** (University of Vienna, Austria):

### **Students' voices on academic writing and multilingual practices in an Austrian EMEMUS context** ③

Building on the wealth of literature on English-medium education in higher education, the present study responds to the call for shifting students to the center of attention of EMEMUS research (Dafouz & Smit 2022). Benefitting from a collaboration with the international SHIFT research project, my study takes a disciplinary-literacies perspective for an in-depth investigation of the impact of EMEMUS on business students' perceptions and practices. It addresses gaps identified in previous EME research by providing detailed insights into final-year bachelor students' study trajectories, paying specific attention to their multilingual and academic writing literacy practices (Dafouz 2020, Baker & Hüttner 2019). To this end, extensive student interviews are complemented by a longitudinal analysis of these students' first- and third-year academic texts. For this presentation, I will draw on findings from a qualitative content-analysis of 20 detailed semi-structured interviews with third-year bachelor students studying on an Austrian EMP (each approximately 60 to 90 minutes long). The interviews shed light on the students' motivations for EMEMUS, their reflections on the use of language(s) and their experiences with studying in English in general and academic writing in particular. Initial findings indicate multi-layered and highly situation-dependent roles of languages in the context of the EMP. Furthermore, they suggest that acquiring the disciplinary-specific academic literacies needed for crafting research proposals and papers is, by many students, perceived as the main challenge of studying in English.

#### References

- Baker, W., & Hüttner, J. (2019). "We are not the language police": Comparing multilingual EMI programmes in Europe and Asia. *International Journal of Applied Linguistics*, 29(1), 78–94.
- Dafouz, E. (2020). Undergraduate student academic writing in English-medium higher education: Explorations through the ROAD-MAPPING lens. *Journal of English for Academic Purposes*, 46, 1–12. <https://doi.org/10.1016/j.jeap.2020.100888>
- Dafouz, E., & Smit, U. (2022). Towards multilingualism in English medium higher education. *Journal of English-Medium Instruction*, 1(1), 29–47.

Keywords: EMEMUS, students, multilingualism, disciplinary literacy, academic writing

**Room: GG80-82: 0.039**

**Chair: Jenny Valcke (Karolinska Institutet, Stockholm, Sweden)**

### **Theme 3: Impacts of English-medium instruction**

**Ana M. Piquer-Píriz** [ONLINE] (Universidad de Extremadura, Spain), **Margarida Morgado** (Instituto Politécnico de Castelo Branco, Portugal), **Jana Zvěřinová** [ONLINE] (UCT Prague, Czech Republic):

#### **Interdisciplinary collaborative approaches in Higher Education: Material designing by and for content and language lecturers ③**

Internationalisation of Higher Education Institutions (HEIs), both physical and virtual, known as ‘internationalisation at home’ (Beelen & Jones 2015), and the need to prepare students for globalised working environments, telework or remote work in international teams of workers (Fitzpatrick & O’Dowd 2012; Morgado, Garcia & Calvete 2019, Régio, Gaspar & Morgado 2016) among other factors, are powerful drivers for change in tertiary education. Universities are adopting policies to enhance their international profile and to attract students from other countries as well as offering high quality training for their home students by resorting to English as the Medium of Instruction (EMI) in the class (Macaro et al. 2019). An important lacuna pointed out by both researchers and lecturers is the lack of teaching materials that has been identified in Content and Language Integrated Learning (CLIL) contexts, in general (Mehisto et al 2008), and it has also been specifically emphasized by Higher Education lecturers in studies that have addressed their needs (cf. Aguilar & Rodríguez 2012, Pérez Cañado 2020 and Piquer-Píriz & Castellano-Risco 2021).

In the framework of an EU-funded innovation project being developed internationally, called Interdisciplinary Collaborative Approaches to Learning and Teaching (INCOLLAB), this presentation proposes to look at two aspects, namely interdisciplinary approaches and the concomitant collaboration among content and language lecturers to plan and design innovative customisable teaching materials as Open Educational Resources (OERs) that can be adapted and used in similar educational contexts. Two specific proposals of OERs on the topic of ‘Autonomy Support’ both as part of the subject of ‘Developmental Psychology’ as well as a transversal skill will be described and the results of their implementation in three real contexts will be reported.

Keywords: interdisciplinary learning, teacher collaboration, open educational resources (OERs)

**Guzman Mancho-Barés** (Universitat de Lleida, Spain) [ONLINE], **Sarah Khan** (Universitat de Vic, Spain), **Elisabet Arnó-Macià** (Universitat Politècnica de Catalunya, Spain):

#### **Exploring disciplinary literacy development in EMI through genre analysis of a lecturer’s assignments ③**

A common concern in EMI is that disciplinary content will not be learnt as thoroughly or that students will not be able to excel, hindered by that fact that they are learning in a second language. Furthermore, teacher may not have the linguistic competence to teach academic content as effectively. These concerns have arisen from findings centred on teachers and students’ beliefs about EMI. However, much less research has actually dealt with the impact of EMI on assessment (Dafouz et al. 2014; Dafouz, et al. 2016; Yang, 2014) to see if these concerns are justified. Even fewer

studies address students' written performance within expected disciplinary practices, which can be revealed by adopting a genre perspective (Hyland, 2003; Nesi & Gardner, 2012; Swales, 1990), a fairly uncommon approach in EMI research contexts to date. In this study we aim to examine genre acquisition on a third year undergraduate EMI course in Animal

Biotechnology at a university in Catalonia through the analysis of three types of evaluated written assignments: laboratory reports, examinations, and projects, together with the lecturer's written instructions and feedback. The genre analysis of assignments from 10 students involves a top-down classification system according to their assignation to genre families, the macro-structure of the assignments, and the steps and moves within the main sections of the assignments (Nesi & Gardner, 2012). We

hope that findings will be relevant to science teaching and evaluation, shedding further light on the description of the disciplinary genres students are required to produce, providing insights into how successfully students manage to do so through EMI and pinpointing specific steps lecturers can take to see improved performance in evaluated written tasks.

Keywords: genre analysis, disciplinary writing, corrective feedback, assessment in EMI

Room: GG76: room 0.16

Chair: Mila Kalasnikova (University of Chile, Chile)

#### Theme 5: The silent voices of other languages

*Sara Benedi Lahuerta (University College Dublin, Ireland):*

#### ***Teaching French Law in French in an English-Medium: using a 'law and literature' module to improve language skills in a legal context*** ⑤

The Bachelor in Law and French Law taught at University College Dublin (UCD), School of Law, has been in place for more than 20 years. The programme is based on the study of French language courses (taught by the French department) and French law courses taught in French (within the Law School). Students undertaking this programme must have a good starting level of French but they usually need to improve it further within the first two years of their studies, before they spend their third year studying in France. Despite the success of the programme, recent feedback indicated that there might be a gap in the first year. On the one hand, the French language courses strongly focus on grammar/language issues so law students find them less interesting and tend to get lower marks. On the other hand, the French law courses mainly focus on substance, so students find them more interesting but hard to follow and intimidating. This feedback suggested that a 'language and law' module was needed to give students the chance to develop their French language skills in a legal context. To fill this gap, a 'law and literature' module called 'French Law Book Club' was introduced in 2020/21. The module seeks to help students develop their French legal terminology and methodology skills, improve their legal writing skills in French and their confidence in debating legal issues in French. This paper discusses the challenges experienced by cohorts studying law in a second language in an English medium and potential avenues to address them. The above-mentioned 'law & literature' module is used as a case study to exemplify how such a 'hybrid' module can help improve the skills, confidence and comprehension of students registered in 'law with foreign law' programmes.

Keywords: French law; English medium; law and literature; Bachelor in Law; French language

#### Theme 4: The nature of knowledge, power and EMI

*Mira Bekar (The Ss. Cyril and Methodius University, North Macedonia), Richard Fay (UK): [ONLINE]*

#### ***Criticality revisited: The shaping influence of Anglo-centred academic literacy*** ④

The Englishization of higher education has implications for the use and status of other languages in our academic contexts, Macedonia (periphery) and the UK (centre) respectively (Bekar & Fay, 2020). In this presentation, we seek to problematise the Anglo-centred understandings of criticality we have encountered in our academic practices. To this end, we have collaboratively explored our professional experiences of acquiring English-medium academic literacy and of supporting our students' developing such academic literacy. To help us better understand what has shaped our academic practices and how we may be shaping our academic cultures, we have adopted an ecological approach (Stelma & Fay, 2015). Specifically, we explored what shaping influences seem to be at play in our academic literacy practices, and what intentionalities might be evident in them (e.g.

individual-environment mutuality). In this endeavour, the critical dimension is evident in three ways. First, with regard to the acquisition and teaching of the particular understandings of criticality understood to be desirable in Anglo-centred academic literacy. Then, using the Pennycook's (2010) critical applied linguistics, we challenged "the givens" of our Anglo-centred academic literacy practices as we have experienced them. Finally, in the spirit of Fay & Stelma's (2016) critical action intentionality, we problematized the origins of the possibilities for action available to us in our English-medium academic practices in our particular contexts. From our exploration, we have noted that more could be done (by universities and educators) to encourage international and local students and teachers to problematise the following: a) the understandings of criticality which they bring with them from local educational contexts, b) the criticality practices to which they have to adapt and c) how "the givens" could be redefined to serve as a source to help students, both from periphery and the centre in strengthening their critical academic writing skills.

Keywords: criticality, Anglo-centred academic literacy, ecological perspective, critical action intentionality

## **Day 3: Friday 21 October 2022 – morning**

### **Session 9: Friday 21 October 2022 09.00-10.30**

**Room: GG90-92: Turnzaal**

**Chair: Julie Walaszczyk (Université de Mons, Belgium)**

#### **Colloquium 4 on Asian Englishes and identity**

**Kwok-kan Tam** (Hang Seng University, Hong Kong):

##### **Asian English(es): Identity, Education and Internationalization**

Hong Kong is often compared with Singapore in terms of Chinese population, British heritage, post-colonial development, and socio-economic and educational policies. The cities have many similarities, but they are also very different. Both are former British colonies, but while Singapore is an independent nation, Hong Kong is now a special administrative region under Chinese sovereignty. Singapore is its own master, but Hong Kong has China as its new master. Singapore has benefited from being English speaking and becoming part of the global development since the 1980s. So has Hong Kong. But the process of Englishization in education differs in the two places, though English serves the same function of first colonizing and later globalizing the two places. In reality, both standard English and colloquial English are used, but standard English is accepted on official and formal occasions. In Hong Kong, standard English is accepted like in Singapore. However, Hong Kong English is not, though it is practised in everyday life as well as in pop culture performances. Why is there such a difference between Singapore and Hong Kong in attitude toward the localized colloquial variety? In my presentation, I will find answers to the question.

Keywords: Hong Kong, Singapore, Englishization, education, globalization, identity

**Tang, H. K.** (Education University of Hong Kong / Vietnam):

##### **Vietnamese- and English-medium instruction in Information Technology through the lenses of social and epistemic (in)justices: a graduate retrospect**

English-medium instruction (EMI) has been adopted and implemented, mainly to internationalise higher education (HE), by a considerable number of countries and higher education institutions (HEIs) to the extent that the phenomenal growth in its provision has led to the equation of internationalisation of higher education (IoHE) with Englishisation. In Vietnam's HE and in academic fields like Information Technology (IT), EMI programmes have been run in parallel to VMI ones, against the backdrop of VMI being labelled as 'mass education' with poor quality whereas EMI being associated with high-quality education, English proficiency, better jobs, and/ or further education opportunities after graduation. Nonetheless, EMI is not accessible to all, so inaccessibility to EMI can result in injustices. Research into EMI in the context of Vietnamese HE, however, has not addressed the issue. Instead, previously conducted studies have mainly investigated EMI programmes and students per se and been limited to inside the walls of EMI classrooms and HEIs. This study then examined EMI and VMI in the field of IT by interviewing one EMI graduate and two VMI ones who

audited some EMI courses. A synergy of the critical theories of epistemic and social (in)justices was adopted as the conceptual and analytical framework. Analysis first revealed the nature of IT concerning the significance of English and thus its proficiency and its influence on the recognition of the EMI and VMI programmes as well as their students. Analysis further disclosed the discrepancies in terms of distribution of material resources, i.e., instructors and learning materials, between the two programmes and the perceived impacts of such differences, coupled with the different recognition, on students' learning, characteristics, and post-education opportunities. These issues should be taken into due consideration when it comes to policy development at the macro level, policy implementation at the meso level, and actual teaching and learning at the classroom level.

Keywords: EMI, VMI, social injustices, recognition, (re)distribution

**Room: GG76: 1.02**

**Chair: Sara Atwater (Maastricht University, Netherlands)**

### **Theme 1: Language, status and identity**

**Josep Soler** (Stockholm University, Sweden), **Kerttu Rozenvalde** (University of Tartu, Estonia):

#### **Linguistic domination or discrimination? International mobility in English-medium instruction contexts from a linguistic justice lens ①**

In this paper, we investigate international mobility in EMI university contexts from a linguistic justice point of view. We develop two parallel lines of argument, one normative and one empirical. Normatively, we argue that international mobility, particularly that of researchers, can lead to linguistic domination, i.e., the pressure on local language speakers to switch to English for daily communicative practices. This type of injustice is not irremediable and can be addressed with a set of compensatory measures, including the provision of local language training to internationally mobile scholars. However, we examine empirically how the need to acquire the local language by internationally mobile scholars is applied in policy and practice in the context of Estonian higher education. To do that, we use data from different sources (in-depth interviews and questionnaires) involving scholars from different areas of specialisation (natural sciences, STEM, social sciences, and humanities) and linguistic backgrounds (both L1 Estonian and L1 Other). Our thematic analysis from the interviews and the text data from the questionnaires allows us to contextualise (and problematise) the normative claim of linguistic domination developed in the first part of the paper. Indeed, our data enables us to throw light on the multiple and complex sides of the issue at hand, including the possibility of the normatively plausible idea of linguistic domination by international scholars turning into a perceived linguistic discrimination by the very same group.

Keywords: Linguistic justice, linguistic domination, linguistic discrimination, international mobility, EMI

**Stefan Bulatović** (Univerzitet Crne Gore, Montenegro):

#### **Developing critical ELF awareness among EMI students: an experimental approach ①**

Despite the fact that EMI settings represent a prototypical ELF scenario, there is generally little awareness among stakeholders about the nature of communication between speakers from different linguacultural backgrounds. It is still commonplace for students, teachers and university managers to view English as a monolithic concept that is pegged to native speaker norms, whereby any deviation from Standard English is considered as a threat to communication (Jenkins 2019). While non-native EMI lecturers are able to use ELF effectively, students often judge their linguistic ability against native English conventions, which may result in negative attitudes towards non-standard uses of English by lecturers (e.g. Jensen et al 2013).

The present study aims to investigate whether critical awareness of ELF leads to more positive attitudes towards non-native EMI lecturers. The study departs from Fairclough's (1992) critical language awareness theory and builds on the notion of ELF awareness (Sifakis 2019). It is hypothesized that awareness of the diversity of English as a language of intercultural communication

increases tolerance for non-native English features in EMI contexts (see Murata and Iino 2018). To test this hypothesis, a group of students in Montenegro will attend a three-part workshop that aims to develop their critical awareness of the realities of how English is used in intercultural encounters, whereas another group will not receive such training. Following the workshop, all participants will be presented with a short video lecture delivered through English by a non-native lecturer. The effect of the workshop on students' attitudes towards a non-native EMI lecturer will be investigated by means of a post-lecture questionnaire. Overall, this study seeks to provide empirical evidence as to whether an awareness-raising approach may be used to ensure that non-native EMI lecturers are perceived more favourably by students in non-Anglophone contexts.

Keywords: English-medium instruction (EMI), English as a lingua franca (ELF), critical language awareness, non-native, attitudes

**Ivan Moses Okuni, Ari Widyanti** (Bandung Institute of Technology, Indonesia):

### **Measuring cognitive load during foreign language instruction using electroencephalography and performance: A case of Bahasa-Indonesia** ①

This study examined the effect of foreign language proficiency on foreign students' cognitive load (working memory) and performance. We hypothesized that fluency in a foreign language of instruction (which is dependent on duration of stay) would have a significant effect on students' performance and cognitive load. Foreign full-time master's students (N=10, 5 first years and 5 second years) were tested on both English language (control experiment) and Bahasa Indonesia. Video tutorials were played for 20 minutes, brain waves were recorded using EEG headband and a quiz was administered at the end of each tutorial, for the two groups of students. Two-way MANOVA results showed that the mean performance was higher in second year students than in first year students (in Bahasa Indonesia quiz), while the mean performance in English language (which is the official language in their home countries) quiz, was the same for the two groups of students. In addition, second year students exhibited a lower cognitive load in Bahasa Indonesia tutorial as compared to their counterparts, while in English language tutorial, second year students exhibited a higher cognitive load than first year students. However, a significant effect of language of instruction and its interaction with the duration of stay on cognitive load (working memory) is exhibited in the temporal lobe and not in the frontal lobe. From our studies, we can conclude that language of instruction has a significant effect on student performance and cognitive load at the temporal lobe of the brain. The results from this research will guide lecturers in taking into consideration the effect of language of instruction on students' performance and working memory, while preparing for their classes.

Keywords: Cognitive Load, Performance, Language of Instruction, Temporal Lobe, Frontal Lobe, Duration of Stay

**Room: GG76S: 1.018**

**Chair: Francis Picavet (Université de Grenoble, France)**

**Theme 2: Policy, macro, meso, micro**

**Birute Klaas-Lang, Helena Metslang (University of Tartu, Estonia):**

### **Estonian language policy and the next generation of university staff ②**

It has been measured that Estonian belongs to the group of the most healthy languages in the world (Ehala 2015). Higher education is mainly in Estonian, the quality of Estonian research publications and terminology development is of international level. The use of Estonian in the higher education domain is supported by law but it is still regarded as a concern. The sustainability of Estonian in higher education has been weakening and it is a concern that the use and even skills of Estonian may ultimately seriously shrink in Estonian universities. It is mainly because of (undeniably important) internationalisation that has brought many foreigners to Estonian universities. Also, as Estonian Education Strategy 2021–2035 states, the number of “local future professors” is decreasing: “Doctoral studies are not particularly attractive, especially to local students, and their effectiveness is low. Therefore there promises to be a shortage of next generation lecturers teaching in Estonian.”

The problem in the academia is best characterised by the following indicators: the absolute number of speakers; valuing the language among university staff and transfer between generations.

At the end of 2021 Klaas-Lang and Rozentalde conducted a survey among the University of Tartu international staff. It reveals major differences between academic fields: differences in the proportion of local teaching staff in the faculty, in the spread of English as well as in the staff’s attitudes.

Both the state and universities implement measures to support the local language. For example, universities have already agreed on (or are currently agreeing on) their language use principles that, among other things, regulate the PhD students’ language-related matters (cf. Klaas-Lang 2021).

We will outline the current measures and how they are being implemented, as well as other possibilities that would support the local language in higher education. We will focus on people and academic communities: who are the future university teachers and what influences and motivates their language and career choices.

References

Education Strategy, 2021. Ministry of Education and Research.  
Ehala, Martin (2015). Sustainability of the Estonian language.  
Klaas-Lang, B. 2021 “Üks ülikool, mitu keelt”, Akadeemia nr 9.

Keywords: PhD studies, academic staff, language policy, Estonian, local language

**Tara McIlroy** (Rikkyo University, Japan):

### **Metaphors in EMI and CLIL policy: An international comparison** ②

In light of the need for a greater understanding of the role of language in the conceptualisation of policy change, this presentation reports on metaphors in university English policy documents comparing Japanese and European contexts. This presentation will describe examples of coherent metaphorical schemata for education using examples from Europe and Japan. Metaphorical schemata for education can be informative as they can reveal underlying principles in curriculum and discourse practices. In previous studies, metaphorical schemata for education have been interpreted to show various perspectives including a path or journey, construction and building or growth and nurture. When goals are articulated clearly and align with the direction of policy documents, metaphors appear to support the message of the policy statements.

Based on an analysis of CLIL and EMI policy documents from 5 European universities and selected universities in Japan, this presentation examines the uses of metaphor across different regions. The Top Global University Project (TGUP) in Japan was designed to develop the global presence of 37 universities while increasing international appeal. Uses of metaphor in policy documents and websites reveal some different approaches to the conceptualisation of CLIL and EMI policy in different international contexts. Growth and journey or exploration metaphors emphasise change and development, while other metaphors such as construction or investment may reflect conflicting positions on key policy aims. The results illustrate different language policy discourses and approaches and how international comparisons may be used to inform future policy planning. The results of the investigation have implications for policy development in a range of contexts.

Keywords: policy, metaphor, instruction planning, higher education

**Alina Reşceanu, Vlad Preda, Eugen Dumitraşcu** (University of Craiova, Romania):

### **English-medium instruction and its impact on the local policies and practices** ②

In recent years, Romania has started to develop a fully-fledged national strategy targeting both internationalisation of education, and internationalisation of research. The aim is to encourage and financially support higher-education institutions (HEIs) to offer joint degrees with universities from abroad and to undertake curricular reforms in order to provide full programmes in international languages (especially in English). In this context, EMI is seen as a way to develop internationalization at the institutional level, to promote staff and student mobilities and to improve university ranking, so all important Romanian universities have included these goals in their strategic plans for 2016/20 and 2020/24. However, the actions taken in this direction are less visible, and only a small number of EMI-based programmes have been included in the study offer in the last years. Even the more 'experienced' English-taught programmes have faced new challenges and limitations. In the particular case of the Faculty of Automation, Computers and Electronics (University of Craiova), the preliminary results obtained within this research show that its BA specialization Computer Science (English), founded in 1993, is currently confronted with issues regarding the transfer of the course content and the students' and teachers' language proficiencies. Similarly, recent surveys carried out at the Faculty of Letters of the same university (English Language and Literature BA programmes) point to the difficulty of communicating disciplinary content to a mixed language-level student body. Against this background, our questionnaire-based research aims to get a better understanding of the difficulties faced by both teachers and students from the two faculties and to analyse the impact of

EMI on the quality of teaching/learning. The preliminary findings indicate that, despite the remedial activities carried out (intensive language classes for students and teachers), there is still no straightforward answer regarding which measures would be best suited to deal with these issues. While a theoretical approach is necessary in the sense of resetting the strategies, action is required to overcome the current issues, which are unfortunately actuated by the new teaching/learning environment caused by the Covid-19 pandemic.

Keywords: English-medium instruction, internationalisation, institutional policies, impact, quality of teaching/learning

**Room: GG80-82: 0.039**

**Chair: Inma Fortanet-Gómez (Universitat Jaume I, Spain)**

### **Theme 3: Impacts of English-medium instruction**

**Ute Smit, Miya Komori-Glatz** (University of Vienna, Austria) [MKG ONLINE]:

#### **EME in Music: International higher education of a different kind? ③**

As we all know, the field of research into English-medium education (EME) is flourishing and covers an increasingly vast range of different geographical contexts. Yet, to date, academic interest in EME has largely ignored a discipline which has a long history of attracting international students to highly renowned institutions: music and the performing arts. Though a relatively small country, Austria has long enjoyed its reputation as a global centre of music and attracts students from all over the world to its six officially recognised music universities. Nevertheless, initial investigations have revealed that language policies at these universities are ad hoc at best and effectively non-existent at worst.

This contribution therefore presents the results of a preliminary study that investigates the role(s) of English in Austria's music universities and aims to provide some brief insights into stakeholder perspectives on English as a language of teaching and learning music in Austria. The study uses a mixed-methods approach comprising a website analysis and semi-structured interviews with teachers, students and administrative staff. The findings and impact of the study are twofold. On the one hand, they aim to establish a topography of English in Austria's music universities to identify official and informal roles of English in relation to other languages as well as admission and graduation requirements pertaining to language. On the other, the analysis of reported teaching and learning practice should lead to the identification of the specific needs of EME in international music higher education and to what extent the challenges and opportunities presented reflect those of other disciplines.

**Keywords:** English-medium education, English-medium instruction, internationalisation of higher education, music education

Ludmila Kalasnikova, Alicia Salomone (University of Chile, Chile) [AS – ONLINE]:

### **Development and Implementation of a Teacher Training Course for English Medium Instruction for Higher Education Lecturers and PhD Students at Universidad de Chile ③**

English Medium Instruction (EMI) has rapidly spread as a strategic initiative for internationalisation worldwide. This paper presents a case-study based on an EMI teacher-training programme implemented at an internationalising higher education institution such as Universidad de Chile in 2020. It was a 9-week blended learning programme addressed to PhD students and academics who wished to acquire the basic understanding of teaching requirements within an EMI context. Therefore, the main goal of this course was to introduce future EMI lecturers with English as a Lingua Franca (ELF) perspectives and pedagogical strategies and methods for effective teaching in the global classroom.

Despite an accelerating amount of research generated in academia toward EMI, relatively limited attention has been paid to EMI lecturers' professional development (Macaro, Curle, Pun, An & Dearden, 2018). Consequently, there is insufficient understanding of the challenges they face on a daily basis, especially in the Latin American context (Martinez & Fernandes, 2020). We raised the following questions: 1) What were participants' motivations to enrol on the course? 2) What were their concerns towards linguistic and pedagogical requirements for EMI teaching? 3) Did their perceptions change after completing the course?

This research applied a qualitative methodology based on discourse analysis of the course content and students' written and oral productions (motivation letters, discussion forums, Cornell's notes, video recordings, and an evaluation survey). The findings revealed that (1) participants viewed the course as an opportunity for internationalising their careers; (2) they exposed lack of confidence in their linguistic capabilities in English and unpreparedness towards transition into EMI teaching; (3) after finishing the course, they reported an increase of communicative confidence and readiness to deliver their subject through English. Effective provision of guidelines and directions in terms of lesson planning stages and raising awareness of linguistic diversity within an ELF setting were the most praised aspects of the course.

Keywords: English Medium Instruction (EMI), teacher training course, methodology

**Room: GG76: Room 0.16 [ONLINE Presentations]**

**Chair: Carmen Pérez-Vidal (Universitat Pompeu Fabra, Barcelona, Spain)**

**Theme 2: Policy, macro, meso, micro**

*Michele Gazzola (University of Ulster, UK):*

***University rankings, incentives and language policy in higher education*** ②

Following the launch of the "Bologna Process" in 1999, the European Union has encouraged numerous reforms aimed at harmonising university curricula and promoting the international mobility of students and researchers. This should enable the best universities to attract the most talented students and researchers, stimulate competition between universities and increase the quality of research and teaching activities. But measuring this quality is not easy. Such an assessment can only depend on complex and multidimensional variables. The EU has been unable to provide quickly reliable, valid and, above all, shared indicators that can properly inform students and allow a methodologically sound comparison between European universities. This gap has been gradually filled by indicators and rankings from other countries, notably China and the United Kingdom. The rankings of QS, Times Higher Education, and Shanghai today dominate the market. These rankings are not going to disappear because students and their families need information on the quality of universities to guide their choices. European governments and universities have uncritically internalised the indicators used in these rankings and have put in place measures to improve their position in the rankings. In this presentation, I show that the indicators currently used in the most important rankings have created a structure of economic incentives that promotes monolingualism in teaching and research, including convergence towards the use of a single language, English. Monolingualism in higher education, therefore, is not the result of an inalterable fate, but the result of incentives built in the evaluation systems. I offer a number of suggestions for modifying the indicators used with a view to promoting multilingualism. From this perspective, a ranking (and the indicators that form part of it), can be viewed as an instrument of language policy. By stimulating a spirit of emulation between universities, its use can lead to an evolution of practices more favourable to multilingualism.

Keywords: Language Policy in Higher Education, Multilingualism, Rankings, Indicators.

**Theme 4: The nature of knowledge, power and EMI**

*Ludmila Hurajova (Slovak University of Technology, Slovakia):*

***An English Education Environment in Higher education - a challenge for teachers, students and other staff.*** ④

The IoHE process is evolving differently from country to country. The quality as well as the progress of the IoHE process is influenced by several variables, such as the setting of national or institutional strategies of this process, the readiness of individual participants in the process, the primary goals of this process, etc. As far as IoHE is concerned, setting an English Education Environment is crucial in many cases. Is it possible to set up an effective EEE (English Education Environment) in countries with a mother tongue other than English? This paper presents some experience with CLIL application in HE (Higher Education) to support the process of internationalisation in non-English-speaking countries. The project conducted at a non-philological HEI in Slovakia and their results are described.

Finally, some challenges for teachers and students are identified regarding the setting an effective EEE.

Keywords: disciplinary teachers, ESP, CLIL, internationalisation of higher education

## **Session 10: Friday 21 October 2022 11.00-12.00**

### **Closing plenary and discussion**

**Room: GG90-92: Turnzaal**

**Chair: René Gabriëls (Maastricht University, Netherlands)**

Keynote panel discussion & keynote address: **Philippe Van Parijs**  
(UCLouvain/KU Leuven/Brussels Council for Multilingualism, Belgium).

Panellists: **Bipancho Bhattacharyya** (Tezpur University, India); **Ana Luiza Pires de Freitas** (Universidade Federal de Ciências da Saúde de Porto Alegre, Brazil); **Nang Wesufa Loungchot**, (Tezpur University, India): **Mila Kalasnikova** (University of Chile, Chile)

## Index of authors (including co-authors)

### A

Marta Aguilar-Perez 64, 88  
Kinan Alajak 18  
Mirela Alhasani Dubali 38  
Elisabet Arnó-Macià 64, 98

### B

Matthew Baldwin 77  
Rosa Becker 61  
Mira Bekar 96  
Vicent Beltrán-Palanques 39, 85  
Sara Benedi Lahuerta 96  
Bipancho Bhattacharyya 62, 109  
Toby Biggs O'May 19  
Fia Börjeson 79  
Eulàlia Borràs 89  
Elena Borsetto 33  
Annette Bradford 72  
Howard Brown 72  
Stefan Bulatović 100  
Astrid Buschmann-Göbels 61

### C

Kornelija Čakarun 68  
Calle Carlsson 79  
Irene Castellano-Risco 27, 52, 69  
Francesca Costa 82, 86  
Josep Maria Cots 51  
Hortènsia Curell 90  
Samantha Curle 40, 57

### D

Emma Dafouz 45, 54  
Christiane Dalton-Puffer 20  
Tom De Moor 67  
Irati Diert-Boté 55  
Slobodanka Dimova 43  
Aintzane Doiz 57  
Branka Drljača Margić 68  
Eugen Dumitraşcu 103

### E

Nuria Edo-Marzá 85  
Alison Edwards 74  
Fatma Ege 57  
Andreas Eriksson 79

### F

Mik Fanguy 77  
Richard Fay 96  
Annabel Fernández-Córdoba 88  
Inmaculada Fortanet-Gómez 85  
Ulla Fürstenberg 80

### G

René Gabriëls 33  
Marcelo Gaspar 29, 65  
Michele Gazzola 107  
Eda Genc 40  
Katharina Ghamarian-Krenn 45  
Rick de Graaff 74  
Seyit Gök 18  
Ali Goksu 18

Ana Gonçalves 42  
Susana Filipa Gonçalves 42  
Verena Grau 45, 93  
Frederike C. Groothoff 31  
Magnus Gustafsson 79

### H

Kevin Haines 80  
Penny Heisterkamp 46, 74  
Alice Henderson 83  
Vanessa Hidalgo 76  
Kristina Hultgren 17  
Michelle Hunter 59  
Ludmila Hurajova 107  
Julia Hüttner 20, 54  
Felix Huygen 71

### J

Carel Jansen 46

### K

Ludmila Kalasnikova 106, 109  
Alina Karapetian 36  
Kathrin Kaufhold 63  
Paul Kelly 34  
Sarah Khan 94  
Eun Gyong Kim 77  
Birute Klaas-Lang 102  
Renate G. Klaassen 76  
Joyce Kling 43  
Petra Kletzenbauer 80  
Yvonne Knospé 76  
Miya Komori-Glatz 45, 105  
Sandra Kotlebová 52  
Ilir Krusha 20  
Maria Kuteeva 63

### L

David Lasagabaster 57, 71  
Helena Lemendik 21  
Enric Llurda 26  
Rhona P. Lohan 48  
Sonia López 45  
Nang Wesufa Loungchot 62, 109  
Maria de Lurdes Calisto 42

### M

Olivia Mair 86  
Hans Malmström 50  
Guzman Mancho-Barés 26, 88, 94  
Cristina Mariotti 82  
Ron Martinez 60  
Marta Martín-Gilete 52  
Lynn Mastellotto 64  
Dmytro Mazin 36  
Tara McIlroy 103  
Helena Metslang 102  
Marije Michel 18, 74  
Debasish Mohapatra 62  
Balbina Moncada-Comas 38, 55  
Pat Moore 45  
Margarida Morgado 29, 65, 94

Teresa Morell 39  
Tom Morton 83  
Linda Mous 67  
Kimberley Mulder 31  
**N**  
Kimberly Naber 31  
Nashwa Nashaat-Sobhy 22  
Noelia Navarro 26  
Peep Nemvalts 21  
An Nguyen 42, 88  
Florentina Nicolás-Conesa 26  
Aleksandra Nikitina 69  
Natalia Norte 39  
**O**  
T.J. Ó Ceallaigh 70  
Ivan Moses Okuni 101  
**P**  
Seonmin Park 77  
Andreana Pastena 20  
Diane Pecorari 50  
José Peña-García 27  
Cristina Pereira 29  
Pascual Pérez-Paredes 27, 45  
Carmen Pérez Vidal 81  
Francis Picavet 83  
Ana M. Piquer-Píriz 69, 94  
Ana Luiza Pirez de Freitas 91, 109  
Edita Poórová 52  
Vlad Preda 103  
**R**  
Dorinë Rakaj 20  
Mahboubeh Rakhshandehroo 77  
Rezarta Ramadani 20  
Mónica Régio 29, 65  
Margit Reitbauer 80  
Nengjing Ren 81  
Alina Reşceanu 103  
Kirstie Riedl 24  
Helena Roquet 26  
Kerttu Rozenvalde 100  
Miguel F. Ruiz-Garrido 85  
Noelia Ruiz-Madrid 85  
**S**  
Maria Sabaté-Dalmau 38, 51  
Alicia Salomone 106  
Davinia Sánchez-García 22, 54

Ariadna Sánchez-Hernández 54  
María del Mar Sánchez-Pérez 92  
Karen Schramm 20  
Anja Schüppert 46, 74  
Sejdi Sejdiu 20  
Lijie Shao 41, 71  
Aleksandra Shparberg 69  
Ute Smit 54, 105  
Esme Smithson Swain 19  
Josep Soler 100  
Irene Soriano Flórez 40, 45  
Juup Stelma 62  
Patrick Studer 34, 48  
Kirk Sullivan 76  
Mariya Sydorovych 36  
Tamás Péter Szabó 61  
**T**  
Kwok-kan Tam 98  
Hoà K. Tang 98  
Jan D. ten Thije 31  
Mireia Trenchs 81  
Satu Tuomainen 72  
**V**  
Jennifer Valcke 22  
Catherine van Beuningen 74  
Rias van den Doel 74  
Philippe Van Parijs 109  
Frank van Splunder 36  
Cláudia Viegas 42  
Rosana Villares 61  
Tho Vo 67  
Alexandra Vraciu 90  
Erica de Vries 83  
**W**  
Julie Walaszczyk 22, 91  
B. Suzanne Warsinsky 22, 55  
Ari Widyanti 101  
Robert Wilkinson 33  
Dylan Glyn Williams 62  
**Y**  
Dogan Yuksel 40, 57  
**Z**  
Renata Zanin 64  
Beatrice Zuaro 24  
Jana Zvěřinová 94