



# EMI Practices in Europe

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# EMI PRACTICES IN EUROPE

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## **Keynote abstracts**

**Lasagabaster, David**

### **The interaction between motivation, investment and vulnerability in EMI settings: Can language assistance help?**

EMI is taking place in university contexts in which many of the professionals teaching are non-native speakers teaching to mostly non-native students. In order to implement successful EMI programmes, teachers and learners need to feel motivated as future users of English. EMI participants invest in English because they anticipate an increase in their economic and cultural capital and in their chances of playing a more substantial role in the social sphere. However, EMI participants often feel that they have to make a great effort to avoid the vulnerability caused by using a foreign language, a situation that usually contributes to a sense of insecurity as they feel more vulnerable in English than in their L1. With this in mind, I will discuss the relevance of the interplay between teachers' and students' motivation and the constructs of investment and vulnerability. It is at this stage when language assistance delivered through team teaching may help overcome the difficulties EMI participants come across. Thus, in this presentation I will also consider teachers' and students' opinions about the collaboration between content and language teachers and how it should be carried out.

**Smit, Ute**

**Multilingual practices in EMI and  
the research potential of the ROAD-MAPPING framework**

Internationalisation has shaped higher educational institutions (HEIs) so lastingly since the beginning of the millennium that it has become the leading research focus in HE studies (Yemini & Sagie, 2016). However, multilingualism has attracted less interest in this research tradition, underlining the importance of the impressive body of recent applied linguistic work on English-medium instruction (EMI) in HEIs (Wilkinson, 2017) in ‘non-English dominant contexts’ (Hultgren, Jensen, & Dimova, 2015). While not directly visible in the terminology used, but usually acknowledged in the studies themselves, at stake here are the roles and functions of English and of all other language(s) that form part of the sociolinguistic constellation of the respective educational sites.

Against this background, this plenary address will approach multilingual practices in English-medium education in internationalised university settings from various angles. To theorise the institutionalised interactional practices of the multilingual participants, I will argue for a combination of existing conceptualisations of language choice, code switching and translanguaging (Smit, 2019), recognising that multi-layered descriptions benefit from integrating both views of ‘language-as-product’ and of ‘language-as-process’ (Hawkins & Mori, 2018). From an empirical point of view, illustrative cases will offer insights into site-specific multilingual practices enacted in different classroom realities. Finally, I will introduce the ROAD-MAPPING framework (Dafouz & Smit, 2016), which regards English-medium education as a social phenomenon and views discourse as access point to six relevant dimensions, namely Roles of English (in relation to other languages), Academic Disciplines, (language) Management, Agents, Practices and Processes, and Internationalization and Glocalization. With the help of the framework, the empirical findings can then be interpreted, leading to a comprehensive and multi-scalar analysis of English-medium discourse practices across sites. Overall, it is argued that such a comprehensive reframing bears remarkable potential for comparing and assessing interactional research.

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- Smit, U. (2019). Classroom Discourse in EMI: On the Dynamics of Multilingual Practices. In K. Murata (Ed.), *English-Medium Instruction from an English as a Lingua Franca Perspective* (pp. 99–122). London ; New York: Routledge.
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## **Paper and poster abstracts**

**Ackerley, Katherine**

### **Italian lecturers' use of signposting strategies in an EMI context**

Signposting refers to the linguistic strategies adopted by lecturers to guide their listeners through their lessons. It is of particular importance in an EMI context where often both lecturers and students are operating in a language in which they may not be fully proficient. While producing content specific language is rarely a problem for lecturers, they may not have ready access to the language needed to produce appropriate signposting. A study of metadiscursive devices used by Spanish lecturers (Dafouz Milne & Núñez Perucha 2010) revealed that they tend to make greater use of signposting strategies when lecturing in Spanish than when teaching in English, indicating that EMI teacher training initiatives could focus more on the role of signposting in structuring university lessons.

Students may find it taxing to listen to extended stretches of academic discourse in a second language. Problems focusing on and processing new, challenging content may affect their ability to fully comprehend lessons. Numerous studies have shown that signposting language, in particular macro-markers (Chaudron & Richards 1986), can have a positive effect on L2 students' comprehension of lectures (see Jung 2003, 2006; Eslam & Eslami-Rosekh 2007) as they act as guidelines, enhancing the students' ability to interpret the information they receive.

This study is based on a corpus collected between 2017-18 of 8 lessons in different disciplines at an Italian university. It investigates the signposting strategies used by the lecturers, their frequency and how they are linguistically realised. The results have implications for teacher training, in that they should raise greater awareness of the role and types of signposting in lectures. They will also be of significance in the development of materials for training students in academic listening skills.

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**Allan, Wiktorina and Bradbeer, Martin**

### **The role of serial and one-off observations in EMI lecturer development**

Our paper focuses on a case study of an Austrian EMI professor at the German university. The case study is part of an ongoing research project on the efficacy of in-class observations—and subsequent feedback—in the professional and linguistic development of EMI lecturers. The overarching research question is whether it is active or passive feedback during a lecture which has the biggest impact on language development. In order to answer these questions, we observed two EMI professors over several weeks and offered each of them either active—i.e. during the lecture—or passive feedback. We used identical student questionnaires before and after the observation period to find patterns. Unfortunately, due to poor student engagement, the questionnaires failed to yield conclusive results. However, we plan to repeat the study with a different year group and hope for better participation.

The situation for this particular case study arose when students expressed their difficulties following the content of a lecture due to the instructor's advanced English level. We were invited to visit the professor's lecture and he welcomed our written feedback. We were surprised to find that even one visit to a lecturer's course could have such a positive impact on the students' perception of the course. We take a closer look at this to determine what exactly caused the positive development; whether it was the specific feedback, the knowledge that language and pedagogical support is available, or simply the opportunity for self-reflection. Our talk aims to present this case from start to finish and to invite participants to share similar stories and the processes they have in place to deal with one-off cases such as these.

Data sources for our research include questionnaires, interviews, and informal student and lecturer reports.

**Keywords:** EMI language support, professional development, pedagogy, internationalization, teacher psychology, international students

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**Arkin, Erkan, Vanci-Osam, Ulker and Osam, Necdet**

### **Addressing EMI challenges of Turkish university lecturers through a support course**

The purpose of this paper is to describe the design and evaluation of a support course for English-medium instruction (EMI) run for a group of lecturers who were asked to teach in the newly offered EMI programmes at the Faculty of Health Sciences at a university in the Turkish context.

Most of the course participants, despite being experienced content instructors offering courses in Turkish-medium programmes of the same faculty, had no or little EMI experience. According to the results of a needs analysis survey distributed prior to the course, the most common concerns among all the twenty participants were about language (i.e. accuracy, fluency and pronunciation) and pedagogy (lecturing through EMI and managing communication in a multicultural environment). The course content was specifically tailored based on the highlighted needs and is now being delivered in weekly sessions (two hours each) and will be completed in eight weeks (sixteen hours in total) by the end of Fall 2018 academic term.

Evaluation of the course will be done via a post-course survey in which the participants will be asked whether and to what extent the course has met their expectations and if they still have any concerns about EMI. Findings from the analysis of qualitative data from pre- and post-course surveys will be considered for possible next steps in the support scheme.

The results are important because EMI has been under scrutiny in the context of the study, through evaluation of students' perceptions in a report by the European University Association (2007) and the process of disciplinary learning through EMI in a case study (Arkin & Osam, 2015). However, contrary to various research conducted in other European contexts (Dimova, Hultgren & Jensen, 2015), the initiative described above is a very first attempt to describing perceptions and addressing challenges of university lecturers in the present setting.

**Keywords:** English-medium instruction (EMI), non-native university lecturers, EMI concerns and experiences, EMI teacher training and support

#### **References:**

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**Arnbjörnsdóttir, Birna and Prinz, Patricia**

**A genre based curriculum for university EMI programs: A gateway to writing in the disciplines**

The growth of EMI programs in international universities has exposed limitations in EFL-based pedagogies in preparing students to study through EMI (Dearden 2015, Dimova, et al. 2015, Prinz and Arnbjörnsdóttir 2014; Arnbjörnsdóttir and Ingvarsdóttir 2018). One of the principal challenges faced by students is using written academic discourse in the disciplines. This presentation reports results from a study of a genre-based writing curriculum designed improve the academic writing of students studying through EMI at the University of Iceland. The program targets the unique needs of students with extensive prior EFL instruction by building on their conceptual knowledge of writing. Pre-study surveys indicated students' well-developed theoretical knowledge of principles of academic writing. Yet, students failed to apply these principles to discipline-specific writing tasks. The program endeavored to transform students' conceptual knowledge about writing into self-regulated, functional writing skills within a semester. Drawing on L1 and L2 research, the curriculum focuses on the deeper cognitive processes of competent writers and writing components which students transfer to discipline-specific genres (Gardner & Nesi, 2012). Explicit instruction incorporates modeling, guided practice, and independent production; individually mastered skills are progressively integrated into increasingly complex writing assignments; graphic presentation minimizes reading loads; and guided reflections foster metacognitive awareness and self-regulation. Previous measurements of the success of this approach revealed moderate improvements in awareness of genre-specific features and perceptions of self-regulation (Arnbjörnsdóttir & Prinz, 2017). This presentation reports preliminary findings of analysis of approximately 200 pre- and post-intervention students writing samples students. Writing was scored based on organization, content, and coherence with subcategories which includes introductions, conclusions, transitions, quality of thesis, and use of evidence.

**Bier, Ada**

**Towards a definition of the language-teaching methodology interface: Some preliminary findings from Italy**

In the wake of the Bologna process, many universities all over Europe are now offering single courses and/or entire degree programs taught in English, thus contributing to the fast growth of EMI (English Medium Instruction). However, lecturing through English represents a challenge for lecturers who are non-native English speakers. Several scholars emphasise that lecturers would benefit from courses focusing on teaching methods: it is reported, however, that academics seem to be reluctant about the prospect of attending such courses and would prefer linguistic training. It is interesting to observe that in studies dealing with these issues, the language dimension and the methodological dimension are often kept separated, as if they were two distinct and independent entities. Under the dual assumption that lecturing means communicating effectively, and that communication is a linguistic action, language being the first and most important tool that a lecturer needs, the guiding hypotheses of our post-doc research project are twofold: 1) the two dimensions — language and teaching methodology — do not have precise boundaries yet represent two sides of the same construct, i.e. the language-teaching methodology *interface*; 2) the activation of the interface may reveal the *lecturer's language awareness*, conceived as the degree to which s/he is aware of the role of language as a teaching tool.

A preliminary model attempting to explain both the *interface* and the concept of *lecturer language awareness* in a unitary framework is briefly presented, and some initial results of the present post-doc research are discussed.

**Keywords:** English Medium Instruction, English as a Lingua Franca in the academia, lecturers, teaching methodology, academic language issues, language awareness

**References:**

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**Borsetto, Elena**

**English support service for the academic staff in EMI programmes**

The increasing number of English-taught programmes offered by European universities has had an impact on lecturers, who are required to switch the language in which they teach from their L1 to English, as well as on the administrative staff, who have to use it to communicate with the incoming international students. Therefore, some universities introducing EMI programmes have also provided some forms of training for their staff, to help them cope with the change. With this purpose, the Department of Management at the University of Venice, in Italy, started a pilot project in 2015-16. This project consists of a support service, in which the members of the Department can book appointments at a help desk with two different tutors, to discuss linguistic and didactic issues about the use of English in their academic activities. The project investigated the difficulties and needs of the participants, and qualitative data were collected through the field notes taken during the help desk sessions. The analysis of the data revealed that the main problems were of lexical nature, followed by pronunciation and grammatical problems. Further details about psychological aspects emerged from the interviews conducted on some of the participants, who gave their feedback about the help desk. After a brief presentation of the project and its characteristics, the main linguistic and communication problems found will be described. Finally, the results of the project will be discussed, together with the potentialities and drawbacks of this kind of support service.

**Keywords:** EMI, support project, academic staff professional development

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**Buntinx, Natacha**

**Attitudes towards English-medium instruction: Bringing Bourdieusian theories and affective variables into the picture**

Following Macaro et al. (2018), English-medium instruction (henceforth EMI) refers to the use of English as a language of instruction in settings in which English is not an official language. Whilst several researchers have highlighted the potential dividing effect of EMI, leading to the creation of a proficient English-speaking elite (Shohamy 2013; Wilkinson 2013), research generally overlooks attitudes toward English as a language acquired at university, despite mentions of proficiency issues.

My aim is to address this gap and investigate correlations between students' attitudes and socio-affective variables, namely motivation, language anxiety, imagined community, possible self and self-efficacy beliefs. Students' attitudes to EMI are explored in the light of Bourdieusian theories and are conceptualized as a habitus, that is, a mindset leading to predispositions to behave in specific ways, oriented by the perceived chance of linguistic profit, in other words the legitimacy given to EMI, the perception of its necessity, and the perceived chance of success in EMI (Bourdieu 1977: 24). More specifically, the two research questions I am investigating are:

RQ1. What are university students' attitudes towards EMI in French-speaking Belgium and in Norway?

RQ2. How do attitudes to EMI relate to socio-affective variables involved in language learning?

The study starts with a quantitative investigation through questionnaires, followed by a qualitative study based on semi-structured interviews. Questionnaires have been submitted and interviews are currently being conducted; by the time of the conference, results from the quantitative study will be available.

**Keywords:** EMI, attitudes, second language acquisition, socio-affective variables

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**Carloni, Giovanna and Pavan, Elisabetta**

**Content and language challenges in English-taught programs: An Italian perspective**

In English-Taught Programs (ETPs), a wide range of teaching and learning strategies and techniques needs to be implemented to enable students to process incoming input, produce output, and negotiate meaning thereby fostering content knowledge and language development. In these learning contexts, the scaffolding provided to students is especially instrumental when learners' English language proficiency is not very high. This presentation aims to illustrate: (1) how courses taught in English at the University of Urbino are scaffolded through digital learning and corpus-informed activities; (2) how the University of Padova has been training and supporting its EMI staff on language, teaching methodologies and intercultural issues.

At the University of Urbino, disciplinary knowledge development and learners' various levels of English proficiency, the latter being one of the main challenges of ETPs in Higher Education in Southern Europe (Wächter and Maiworm 2014), are catered through course-customized, technology-enhanced, corpus-informed teaching materials and activities – created with the methodological support of CLIL experts – used both in class and online. To examine the effectiveness of the CLIL learning environments implemented, the scaffolding provided will be analyzed along with instructor and student perceptions.

At the University of Padova more than 600 course units are held in English, staff involved in EMI has been trained to develop its language skills, perceived as the first and most important issue in EMI: summer and winter schools, blended learning and one-to-one service of language support are offered. Furthermore, issues related to teaching methodologies, both for EMI teachers and for teachers not involved in EMI, are dealt with in training events. A third topic, intercultural issues in EMI teaching and in intercultural classrooms, is part of the lecturer training programme.

**Keywords:** teacher training, teacher support, disciplinary content development, digital learning, intercultural issues

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**Clua, Monica and Evnitskaya, Natalia**

**The role of sitting in creating pedagogical interaction in EMI: A multimodal analysis**

EMI teaching strategies not only rest on content and language knowledge, but also on the situated management of interactional spaces as part of the pedagogical process, as the position, spatial orientation and movement of the teacher in the classroom contributes to the learning experience (Lim, O'Halloran & Podlasov, 2012). Nonetheless, to our knowledge no study has explored the pedagogical role of teacher sitting in the classroom and how this change in body position reconfigures the interactional space. The present study thus aims to fill in this gap by examining this phenomenon as part of university lecturers' practices. The dataset comprises 15 instances of sitting taken from two different EMI lectures in the Faculty of Medicine and Health Sciences of a Catalan university. The data is analysed through the prisms of participation frameworks (Goffman, 1981) to understand how institutional roles bear on the interaction, and multimodality, the synergic interplay of co-occurring embodied modes to create meaning (Jewitt et al., 2016; Mondada, 2018), to understand how shifts in the participation frameworks are multimodally accomplished and to what pedagogical effect. The sequences analysed demonstrate sitting (and subsequent standing) as initiating a shift in teacher stance (footing) within the participation framework in which differentiated pedagogical goals are bracketed. Concretely, change in spatial position from the more 'authoritative' standing to sitting spatially orientated to the students seems to shorten the institutional distance as it is a visual representation of proximity and solidarity. This consequently encourages students to offer their contributions to the discussion thereby establishing more informal and less face-threatening dialogical exchanges with the students. This study hopes to inform EMI teacher training sessions by raising awareness of the interactional nature of the university lecture and the fundamental contribution embodied modes make to the creation of spaces for learning.

**Keywords:** EMI, sitting, pedagogical interaction, health sciences, multimodality

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**Costa, Francesca and Grassi, Roberta**

**‘Vorrei capire come differenziarlo meglio rispetto ad un corso in italiano’: EMI lecturers’ perceived needs, before and after training. A case study at an Italian university**

English-medium Instruction has seen significant development over the last 15 years in Italy (Campagna and Pulcini, 2014; Molino and Campagna, 2014; Ackerley, Guarda and Helm, 2017; Brogгинi and Costa, 2017). In an effort to improve quality for their EMI programmes, it is now common practice in some Italian universities to offer specific training sessions for the teaching staff involved in the “internationalised” courses (Costa, 2015). This paper presents the results of a case study carried out using a triangulation of data on: 1. the analysis of a lecturer questionnaire on EMI 2. the description of the EMI lecturers training course undertaken by following the lecturers’ (perceived) needs 3. the analysis of the feedback questionnaire received at the end of the course. The study was performed in a public medium-sized university in the north of Italy which has 6 faculties and is growing in terms of students. The lecturer questionnaire was sent to 440 lecturers in order to investigate, among other things, if the teaching staff of EMI courses actually perceived the need to be trained, if they had any concerns about their teaching, if they were more interested in improving language proficiency or in developing teaching methodologies and if there was a difference in their perceived needs according to the discipline they were teaching. After this feasibility study a training course was developed and offered for free from the university Language Centre to 15 lecturers from the faculties of Economics, Engineering, Humanities and Law. The course design (both linguistic and methodological) will be presented in light of the results of the questionnaire; these will be then compared with those of the feedback questionnaire administered to the participants after the course itself in order to understand if the actual experience of an EMI training course effected the lectures’ naïve perceptions. Because of the variety of experiences observed it is important to analyse every single context. In turn every context might provide insight into the training of lecturers which may very well be applicable to other countries.

**Keywords:** EMI, teacher training, international courses, quality assurance

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**Crielesi, Sarah and McAllister Wylie, Denise**

### **EMI at Maastricht University**

Maastricht University (UM), a young university in the heart of Europe, founded in 1976, has a distinct global perspective and a strong focus on innovative education and research strategies. In fact, it was one of the first EMI universities in Europe. With over fifty percent of its student body and thirty percent of its staff coming from outside of the Netherlands, it is first and foremost an open and inclusive academic community, addressing local, European and global issues in its education and research programmes. Keeping its mission and strategy in mind, UM has been a beacon because of its policies, training programmes and the language levels of both its staff and students. However, being an EMI university in a country where the national language base is so small can sometimes present problems both at administrative and academic levels, in terms of intercultural communication, language and pedagogy. Nonetheless, throughout the years, UM has been able to ride elegantly into a new age of teaching and learning. Although the implementation of strategic language and teaching policies has greatly helped move the university forward, not all of the policies have been easy to implement, check and develop in an environment that gives each faculty a high level of autonomy. Therefore, there is ongoing analysis of university-wide versus faculty-wide policies to identify and address key gaps and potential areas for further development. One new policy recently brought in by UM is the standardisation of English language proficiency requirements (C1 level) for both administrative and academic staff. This is a crucial policy as it presents key issues that need to be addressed.

Research has shown a direct relationship between classroom interaction and communicative competence. Therefore students' learning outcomes are directly affected by university language policies and the ways in which they are implemented. Students with C1 levels and above may benefit from lectures from academic staff who are native or near-native speakers and who use complex language and various World Englishes. However, at the same time, consideration should be given to those students who have lower levels of English language proficiency. In this scenario, university admissions policies need careful scrutiny and should faculties be allowed discretion in selection, some lecturers may need to adapt their own use of language, their teaching style and their approach.

University language centres are centres of expertise not only in languages but also in assessment techniques and criteria, linguistics, applied linguistics, neurolinguistics, sociolinguistics, language acquisition, didactics, academic writing, intercultural communication and internationalisation. Nevertheless, they often they have no defined role in EMI policy-making decisions at a university level. Consultation with language centres, whilst formulating new policies, may make implementation easier through the early identification of logistical, practical and intercultural challenges. Furthermore, consideration should be given to the possible advantages of funding language centres to play supportive roles in the implementation of EMI policies through continual assessment programmes and staff training courses to facilitate better integration, and higher teaching and learning standards in a multicultural and international university environment.

**D'Angelo, Larissa**

**The language of VIVAs in an ELF context**

Over the years, numerous studies have provided interesting insights into spoken genres thanks to analyses based on spoken corpora such as the British Academic Spoken English (BASE) corpus and the Michigan Corpus of Academic Spoken English (MICASE) (Simpson-Vlach & Leicher, 2006; Thompson & Nesi 2001). However, 'viva voce' are seldom found in spoken corpora and few studies have analysed this oral genre from a pragmatic point of view, focusing instead on the process itself (Carter 2012; Rehman et al. 2012) and the educational and cultural value of these important oral productions (Crossouard 2011; Pearce & Lee 2009). I seek here to widen the current knowledge of 'viva voce' by devising and analysing a corpus of graduate oral dissertation defences, collected within an academic ELF context, spanning from soft sciences to applied and hard sciences. The quantitative and qualitative analysis focuses on the rhetorical discourse constructed by the candidates and the interaction between candidates and examiners. In particular, the peculiarities of this genre are revealed by considering on the one hand the cognitive organization of discourse (through the use of markers of textual/conceptual/procedural coherence, cohesion markers and frame markers), and on the other, the patterns of convergence and divergence of communication behaviour detectable in the transcripts, based on Communication Accommodation Theory (CAT).

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**Dalziel, Fiona Clare and Guarda, Marta**

**Language use in EMI: Student and lecturer practices and attitudes**

This paper will explore language use in EMI at an Italian university, with a focus on translanguaging practices. The study presented has two main objectives: first, it will investigate the practices of students and lecturers by means of transcriptions of EMI lessons; second, on the basis of semi-structured interviews, it will report on student and lecturer attitudes to flexible language use. Translanguaging is seen as practices such as code-switching, co-languaging and translation, which may be adopted in order to facilitate the learning of contents in settings where more than one language is available to participants (Mwinda & Van der Walt, 2015). Definitions of EMI (see for example Macaro et al., 2018) do not specify the relationship between English and the local language in the instructional setting, yet in many classes both lecturers and students make use of the local language in their meaning-making practices (see for example Gotti, 2015). As the university in question is still in the process of developing an official Language Policy document, no guidelines are provided for lecturers regarding classroom language use and choices are determined by the views of degree course heads or individual lecturers. The data analyzed for this paper have been collected as part of a wider and ongoing research project, which aims to look at student experiences of EMI. The methodology adopted is rooted in qualitative thematic analysis combined with applied corpus linguistics. Research undertaken so far would seem to indicate that students generally perceive local language use on the part of the lecturers in a negative light, indicating a lack of competence. On the other hand, in group work or in questions after class, adopting more flexible language strategies is common and seen as a way of ensuring understanding of content.

**Keywords:** EMI, translanguaging, local language, meaning-making practices, Language Policy

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**Dippold, Doris and Heron, Marion**

**Spoken academic discourse in EMI Anglophone and non-Anglophone higher education contexts**

The changing nature of pedagogy in higher education to more active learning approaches inevitably places demands on students in terms of speaking skills (Doherty et al, 2011). Lectures are becoming more interactive and seminars require a high level of verbal participation (Engin, 2017). Oral presentations are becoming a common form of oral assessment (Joughin, 2007) and effective group work participation is often a pre-requisite for a final assessed assignment (Doherty et al, 2011). In general support for these oral academic practices is provided to ESL students through pre-sessional EAP programmes. However, few empirical studies explicitly focus on how students transfer pre-sessional skills to their disciplines.

This paper will discuss how students transfer spoken academic skills from pre-sessional programmes skills to their disciplinary studies. It draws on a current study which investigates former pre-sessional students' spoken skills use in two different EMI settings: an Anglophone setting in which native speakers are likely to be present, and a non-Anglophone environment in which they are not (or not in large numbers). Both environments have their unique challenges: in an Anglophone environment, the ability of English L1 speakers to accommodate to non-native speakers has been questioned (Jenkins, 2011; Björkman, 2011), presenting a significant barrier to former pre-sessional students' spoken skills development during their disciplinary studies. In non-Anglophone environments, there may be little opportunity for a group of monolingual speakers to develop these crucial accommodation strategies.

In this presentation we will share some of the initial findings from questionnaires and semi-structured interviews in the two research settings and will make some tentative conclusions as to the nature of oral academic discourse and the transition from pre-sessional into disciplinary academic studies in the two settings.

**Key words:** academic spoken discourse, higher education, EMI, Anglophone

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**Drljača Margić, Branka, Meštrović Štajduhar, Irena and Vodopija-Krstanović, Irena**

**English in an EMI doctoral programme in physics: From a no-brainer to an overkill**

Following the trends that drive the knowledge society, efforts to enhance the competitiveness and international visibility of third-cycle education have also gained momentum. Modern doctoral programmes delivered through English are expected to enrich the European educational landscape and respond to the global labour market. One such example is an EMI Physics doctoral programme at Rijeka University. In physics, the use of English is situated in a specific disciplinary literacy shaped by a hierarchical knowledge structure, which influences attitudes towards its use in teaching practice and academic contexts (cf. Kuteeva and Airey 2014; Schmidt-Unterberger 2018).

Through document analysis and semi-structured interviews with ten teachers from the Physics Department, this study examines the motivation behind implementing an EMI doctoral programme and the teachers' viewpoints on English in physics, its use in this programme, and the language competences required for EMI.

The findings show that English, being the language of professional literature, scientific publication and international collaboration, is deemed inseparable from physics. This position is also evident in the programme documents, which stipulate that all programme-related activities will be conducted in English. Although all the participants have spent time at foreign institutions, where they used English daily, only two have taught in English. However, unlike other teachers at Rijeka University (cf. Drljača Margić and Tulić 2018; Drljača Margić and Vodopija-Krstanović 2017), physics teachers do not anticipate challenges with EMI and express no need for language support. Confident in their proficiency, many teachers would even be willing to give students feedback on the language. The interviews also revealed the teachers' somewhat condescending attitude towards language issues – English is considered a “no-brainer”. However, in the absence of international students, the majority would use Croatian, a more natural alternative, as communication in English would be an “overkill” which inhibits student performance and diminishes spontaneous teacher-student interaction.

**Keywords:** English-medium instruction, doctoral programme, physics, university teachers

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Earls, Clive

**Walking on eggshells – competing teaching and learning demands and expectations in the EMI environment**

In 21<sup>st</sup> Century Europe, internationalisation is perceived as the key to survival for higher education institutions (HEIs) (Coleman, 2006). Many argue that English has become the most used foreign language worldwide (Altbach, 2004; Crystal, 2004; Graddol, 1997), the international *lingua franca* in a variety of domains ranging from the professional to everyday life (Seidlhofer *et al*, 2006). As a result of English's perceived ubiquity within the processes of globalisation, an ideology has emerged amongst HEIs in non-English-speaking countries that internationalisation is synonymous with the introduction of English medium-of-instruction (EMI) programmes (Marsh & Laitinen, 2005; DAAD, 2002). Countries from the “expanding circle” (Kachru, 1985) have, therefore, entered the language-in-education policy arena and initiated the self-catalysing process of introducing English-medium higher education as a means of overcoming any competitive disadvantage associated with their particular linguistic situation (Maiworm & Wächter, 2008: 15). While the individual benefits of teaching and learning English may be seen to outweigh losses, a risk of language attrition, loss of cultural identity (Smith, 2004: 87) and an array of academic and linguistic challenges frequently emerge in the EMI context.

Utilising extensive published data from a mixed-method, multi-site comparative study of student, lecturer and course director experiences (n= 176) of such programmes in Germany, this paper examines an array of competing teaching and learning demands and expectations expressed by the three key stakeholders in the EMI environment. In doing so, the paper presents the mismatch between idealised imagined language-in-education policies and the practical reality derived from the evidence of personal experience (Shohamy, 2009: 186), and the need for greater support initiatives for students and teachers.

**Keywords:** teaching and learning challenges, language-in-education policies, lived realities, personal benefits

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## EMI PRACTICES IN EUROPE

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**Gradečak-Erdeljić, Tanja and Varga, Mirna**

**Exploring the unexplored territory of English-medium instruction in the local context of higher education in Croatia**

One of the fundamental components of internalization of higher education is a provision of English-medium instruction (EMI). This requirement is especially prominent in small language communities which need to make substantial efforts in making their institutions internationally visible, in terms of both teaching and research. In view of a larger national strategy of internationalisation of higher education, University of Osijek is expected to introduce a language development programme for teachers in EMI in the Croatian context which would focus on adequate English language skills to manage the classroom, lesson content and student assessment (cf. Freeman et al. 2015) where their target performance should be at the C1 or C2 level (cf. CEFR 2001; O'Dowd 2015).

Against this background, the aim of the present paper is to report on the survey conducted with the teaching staff on the University of Osijek, Croatia. The aim of the study, which is the first of its kind in that university setting, is to explore teachers' attitudes towards the possibilities of EMI implementation on their institutions in order to provide recommendations for programme development. The instrument used is an anonymous online questionnaire in Croatian addressed at university teachers from all constituent institutions of the University and the findings are expected to provide significant implications for prospective EMI implementation in relation to the specifics of the given academic context.

Additionally, compared with the results obtained in a congruent research previously conducted at the University of Rijeka (Drljača Margić, Vodopija-Krstanović 2015), the present findings are expected to provide a more comprehensive insight into the position of EMI in Croatia, thus contributing to the strategic implementation of EMI at the national level and possibly add to the development of EMI policy in non-native tertiary contexts worldwide.

**Key words:** English-medium instruction, tertiary education, teachers, attitudes, Croatia

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**Hidalgo, Vanessa, Knospe, Yvonne and Sullivan, Kirk PH**

**Swedish pre-university students write English: An analysis of keystroke logs**

English a medium of instruction is encountered by many university students in Sweden. Lecturers who move to Sweden from outside of the Scandinavian countries tend to teach their courses in English. Many lecturers do this for many years and at time students request these lecturers teach in English as they find these lecturers' English easier to understand than their Swedish and the course books are English language texts. This study describes and analyses the English writing processes of students entering university degrees that include some courses that use English as a medium of instruction. A more nuanced understanding of these writers' approaches to writing in English can help the development of better writing support for Swedish university students being taught in English. This study used computer keystroke logging (see Sullivan and Lindgren, 2006 and Lindgren and Sullivan, 2019) to record the English writing of six Swedish pre-university students. Computer keystroke logging records all keystroke, cut-and-paste actions, insertions and deletions made by writers during the composition of a text along with the time of each action. This gives researchers detailed access to the process of writing as well as the final text. An earlier study (Knospe, 2017) placed three of these writers in a group who were controlled by their online sources, and three of these writers in a group who controlled their source use. Using regression analysis we explore how these two groups approach some aspects of their English writing differently and approach some aspects of their English writing in similar ways. Understanding that students approach their English writing differently and how they do this is necessary to be able to better support first semester university students being taught through English as a medium of instruction.

**Keywords:** pre-university students, Swedish, computer keystroke logging, online searching, English as a medium of instruction, writing processes, teaching writing

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**Horbacauskiene, Jolita**

**Students and lecturers approach towards possibilities and challenges of EMI: Case of Kaunas University of Technology**

Universities are increasing the number of English-medium programmes due to the internationalisation of higher education (HE) in Lithuania as well as other European countries. As argued by Westerholm and Räsänen (2015) the main reasons behind this are to attract foreign students, to improve the intercultural competence and skills of domestic students, and to promote the international profile of the institution and foster networking and partnerships in research and education. Students' academic skills, learning styles, level of content knowledge, academic practices, and varying ethical standards are considered to be the main problematic issues faced in multilingual and multicultural classrooms. As the change in learning and teaching language may deeply affect not only students but lecturers as well (Dearden, 2015), the current study seeks to analyze the students and university lecturers' approach towards learning and teaching disciplinary content in English as well as their preferences and perceptions. The study is conducted in one of the largest technological universities in the Baltic states, hosting a rapidly increasing number of international students and international academic staff (full-time or part-time/ visiting. According to the recent figures, KTU has 9% of students and nearly 8% of academic staff. The participants of the questionnaire study are students from faculties of Civil Engineering and Architecture, Mechanical Engineering and Design and social Sciences, Arts and Humanities as well as lectures delivering courses in the English Language. The results suggest that students do not have preferences to being taught discipline by native speaker or non-native speaker as long as the communication process is fluent. The previous foreign language experiences are mentioned as a major factor influencing the obtaining of knowledge in a particular discipline.

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**Hunter, Michelle**

**EMI effectiveness at a German university: Affective strategies**

In this paper, I will focus on EMI practices at a German University, and highlight the urgency for more research addressing affective dimensions in EMI teaching and learning, from both learner and teacher perspectives.

I will present a research project addressing this lacuna, focusing on affective and self-efficacy strategies, used by both students and instructors on a 100% English-taught Bachelor degree programme at a German university. Germany, with the second highest number of English taught programmes in Europe (Wächter and Maiworm 2014), offers a good context for this project.

The study rests on Soruç and Griffiths (2017) conceptualisation of EMI learner strategies. The authors highlighted the intersectionality of affective dimensions (shyness, embarrassment, boredom and distraction) and pedagogical challenges in EMI classes.

The proposed project will be longitudinal and comprise a mix of domestic and international students so that comparisons can be made between the start and end of the course, and between students with different first languages. Instructors are predominantly native-Germans with typically high levels of English proficiency. Research questions will focus on issues around learning and teaching difficulties arising from individuals' "Affect", i.e.: emotions, feelings and moods (Williams, Mercer & Ryan, 2015), as well as "Self-efficacy", i.e.: individuals' confidence in their abilities (Bandura, 1977).

Findings arising from the proposed study will offer qualitative evidence of what students and teachers do in relation to affect and self-efficacy that helps or hinders effective learning in the EMI setting.

This project aims to contribute to - generally lacking - guidelines and advice for both learning and teaching in EMI classes (Dearden, 2014, Macaro et al. (2018)).

This knowledge, combined with that from other learner strategy research, could be used to develop guidelines for participants of EMI classes – both the students and instructors.

**Keywords:** EMI teacher and student needs, teacher preparation for EMI, intercultural issues in EMI, affective strategies, self-efficacy

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**Kuteeva, Maria**

**Revisiting the ‘E’ in EMI: Students’ perceptions of standard English, lingua franca and translingual practices**

Conceptualizations of English as a standard language, as a lingua franca, or as part of translingual practices constitute the discourses surrounding its use in EMI. While researchers generally agree that the “E” in EMI should not stand for native varieties of standard English, the stakeholders’ perceptions of English have not received sufficient attention. This paper aims to address this gap by examining students’ conceptualizations of English in an undergraduate EMI programme at a Swedish university. Drawing on interview data collected from both local and international students, the analysis focuses on students’ conceptualizations of English in connection to their positionings (e.g. Davies & Harré 1990).

The analysis shows that all three conceptualizations of English (standard, lingua franca, and translingual practice) are present. The tensions in the students’ conceptualizations of English and positionings point towards issues related to power relations, group dynamics, social integration, and learning. The analysis also shows that translingual practices are perfectly compatible with standard language ideologies, as some students involved in such practices act as language regulators for their peers whose English they consider to be below the required standard. Translingual practices in EMI contexts are not always associated with empowering the students by allowing them to resort to their L1 or another linguistic or semiotic resource to fill lexical or other gaps in English. Translanguaging can also function as a mechanism of exclusion and reinforcement of language standards by a group of “elite” translinguals.

I conclude by arguing that the idea of what is acceptable English in EMI is not static and can move along the standard – non-standard continuum. Standardization can be taking place at the same time as language uses are diversifying. This dual dynamic should be kept in mind by both teachers and students involved in EMI programmes.

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**Lazarescu, Raluca Catalina**

**The challenge of writing appropriate emails in an EMI setting**

This paper focuses on the use of email as an out of class communication medium between students and teachers (Stephens et al., 2009; 2011) in an EMI context at a Spanish university. More specifically, it analyzes naturally-occurring requests in emails from BA students to their lecturers and the perlocutionary effect of these requests on lecturers. Requesting is one of the most recurrent speech acts in student initiated emails to lecturers (Biesenbach-Lucas, 2005; 2007). Nonetheless, research suggests that students need a high level of pragmatic competence to choose the appropriate linguistic strategies when writing emails to lecturers (Chejnová, 2014; Economidou-Kogetsidis, 2011; 2015). Exploring authentic student-initiated emails can shed light on students' L2 pragmalinguistic and sociopragmatic competence (Savic', 2018). Drawing on a corpus of emails collected during the academic year 2014-15, this study addresses the following research questions:

1. Does the linguistic realization of requests have an influence on lecturers' perception of students' requests in terms of formality, appropriateness, politeness and willingness to comply with the request?
2. Is there a difference between the perception of lecturers from the area of linguistics and lecturers from other disciplinary areas?

At the first stage of the study, request were analyzed for strategy type and modification according to the framework of request analysis proposed by Blum-Kulka et al. (1989), as adapted to email by Economidou-Kogetsidis (2011). Subsequently, a perception questionnaire was distributed to lecturers from different disciplinary areas. The questionnaire included some of the most representative high imposition requests in the corpus and had the purpose of examining the extent to which students were successful in achieving their communicative purposes. The present paper aims at contributing to research on pragmatics, an area in need of more studies in EMI settings (Pinyana and Khan, 2014) and will have implications for EMI degrees.

**Keywords:** EMI, pragmatic competence, request speech acts, computer-mediated communication

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**Llanos, Angela, Doolittle, Tim and Crespo, Begoña**

**Using the growth mindset approach to enhance EMI teacher performance**

This article describes the potential of using the "growth mindset" theory, as developed by Stanford psychology professor Carol Dweck, to improve the skills, motivation, and performance of EMI university teachers. While two opposing mindsets, fixed vs. growth, seem to be part of every teacher's basic make-up, those teachers among our EMI trainees who have a predominant growth mindset are observed to be more open to trying techniques for improving their pronunciation and for making their classes more learner-centered and interactive. Teachers who operate more from a fixed mindset appear more resistant to experimenting with interactive techniques, more easily exasperated with pronunciation practice, more insistent on merely translating their lessons from L1 into English, and more opposed to in-class observations. This article discusses ways in which teachers can develop their growth mindset in order to overcome the difficult challenges of EMI teaching, helping them to embrace feedback as a valuable resource in improving EMI skills.

**Mair, Olivia**

**EMI professional development in Italy: Raising awareness of assessment practices and needs in the international learning environment**

Assessment is a key aspect of teaching and learning and in the EMI and international context, it requires careful consideration. Dunn and Wallace (2008, p. 249) identify “designing and delivering curriculum and assessment for ‘localized (yet) international’ content and teaching approaches” as one of the four main challenges in transnational education. Assessment practices vary greatly in different countries, but academic staff who teach their subject through the medium of English as part of university internationalisation strategy sometimes have limited knowledge of how students are assessed elsewhere. As a result, they are often unaware of international students’ expectations regarding assessment practices, or of the different “biographies, perspectives and emotional responses” (Killick, p. 157) that diverse students bring to learning and assessment. While assessment modes are specific to disciplinary areas, some generalisations can be made about assessment across cultures: Anglophone countries, for example, tend to use continuous assessment, written assignments and exam papers, while in countries such as Italy, oral exams at the end of a course prevail in many disciplines.

In response to a perceived need to raise awareness of cultural differences in assessment practices and meanings, a northern Italian university developed a module focusing on assessment, feedback and learning outcomes as part of its EMI professional development programme. This paper reports on some of the considerations made and activities proposed as part of the module. Activities were developed based on case studies and student interviews in Marginson and Sawir (2011) and Handa and Power (2005) to provide insight into the experiences of international students and to support lecturers in integrating a stronger intercultural dimension and communication in their teaching and assessment. Staff are also guided in using appropriate functional language and interaction skills for assessment and feedback and in expressing learning outcomes.

**Malmström, Hans and Pecorari, Diane**

**EMI and the vocabulary challenge: Triangulating measures of receptive and productive academic vocabulary knowledge**

In all contexts which involve English medium instruction, students' proficiency in English is a critical factor for academic success. Underpinning the ability to listen to lectures, take part in seminar discussions, read textbooks, write assessment texts etc. is vocabulary knowledge. A considerable body of research exists which investigates the development of vocabulary knowledge in L2 users of English (and students in EMI typically are). However, this research has tended to focus more on receptive than productive knowledge, and very few studies have explored the relationship between the two (but see Fan, 2000; Laufer & Paribakht, 1998; Webb, 2008), especially in academic contexts (see Nizonkiza, 2016). There is, therefore, a lack of data speaking to vocabulary knowledge in relation to the full range of academic communicative situations, both receptive and productive, which are needed by L2 users of English (cf. Authors, a). This paper will report the results of an investigation into the receptive and productive academic vocabulary knowledge of students at EMI master's programs in Sweden. Three measures of vocabulary knowledge were used: (i) a test of receptive academic vocabulary knowledge using the format of the Vocabulary Levels Test (Schmitt, Schmitt & Clapham, 2001) (assessing the ability to recognize a word and match form with meaning); (ii) a test of academic words using the format of the Productive Vocabulary Levels Test (Laufer & Nation, 1999) (assessing the ability to produce a word in an appropriate context); and (iii) a vocabulary profile of students' use of academic vocabulary in a corpus of assessment writing tasks (Laufer, 1998) (an approach which has high ecological validity and is a measure of entirely unprompted productive use of the words attested in the corpus). The combination of these three approaches permits the findings to be triangulated, resulting in improved understanding of the relationship between receptive and productive vocabulary knowledge. The results reveal distinct patterns when the students' receptive and productive vocabularies are compared. Implications for learning, and teaching, in contexts of EMI will be discussed.

**Keywords:** English medium instruction, academic vocabulary, vocabulary knowledge, receptive, productive

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**Mancho-Barés, Guzman**

**Communicating disciplinary knowledge for assessment purposes in EMI: A preliminary study following a corpus linguistics approach**

English-medium instruction (EMI) in European universities is gaining momentum (Wächter & Maiworm, 2014). Despite the progressive adaptation of language policy to this new pedagogic scenario, its de facto implementation is grounded in grassroots initiatives with little attention to disciplinary language learning. This paper focuses on EMI assessment, precisely on the effect of student competence in English on the process of communicating disciplinary knowledge for assessment purposes. The data discussed in this paper were collected as part of a larger project examining EMI in action at a Catalan University. Specifically, the focus is on the answers to two hand-written exam questions produced by students enrolled in two STEM subjects. The answers were digitalized for computer-based analysis. In XXX (2018), the questions in such exams were typified according to genre families (Nesi and Gardner, 2012), with the exam questions selected here belonging to the *Exercise* genre family type. The answers were analyzed using corpus linguistics tools and the BAWE corpus as the reference corpus. Preliminary results indicate the fact that despite language errors evidenced in the answers, elaborated syntactical patterns were used in the answers together with expected collocations, and the keywords of the answers tended to fit precisely into the disciplinary knowledge field. Further analysis of the answers was carried out in relation to the assessment process, and those answers which were marked as *right* or *wrong* did not differ regarding the language patterns used. However, answers marked as *wrong* were not complete for concept development and in general, content-based marking seemed to prevail without any penalization for language errors. Hence, no negative effect was evident in participants' English competence in communicating disciplinary knowledge for assessment purposes.

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**Moncada Comas, Balbina and Block, David**

**CLIL-ised EMI in practice: Issues arising**

In the shift to English-medium instruction (EMI) in European higher education, policy often runs ahead of research and curricular decisions are taken independent of evidence regarding their suitability for achieving broader educational goals, which may range from internationalisation as a general strategy to English language learning as a more specific one. Where English language learning is a goal, EMI may be said to have been *CLILised*, that is, it is adopted not only for content delivery, but also as a means through which students may improve their English language knowledge and skills. Drawing on interviews and classroom observations, and employing a Membership Categorization Analysis methodology, this paper examines how a lecturer in Agronomic engineering at a Catalan university, experiences *CLILised* EMI. It documents how the lecturer positions himself as a content lecturer and how categories are produced and negotiated in interviews and classroom practices.

Among other things, the paper shows that while the lecturer refuses to inhabit an English language teacher identity, he nonetheless acts in this capacity when he focusses on vocabulary learning through the provision of glossaries and translation. These and other findings point to a more general disjuncture between policy and practice, which, it is argued, needs to be addressed by university administrators and EMI lecturers.

**Keywords:** EMI (English-medium instruction), HE (higher education), multilingualism, teaching practice, policy issues

**Nissen, Camilla Falk Rønne**

**“The answer is ‘what is the question?’” – oral exam interaction in an EMI context**

Following the Bologna process, a noticeable trend has emerged at traditionally non-English speaking universities towards English Medium Instruction (EMI) in order to attract more international students. Thus, the setting for content learning at university level has changed due to a diversity of the classroom in relation to linguistic and potentially cultural repertoires (including educational background). This paper presents an analysis of how students within the Faculty of Humanities at University of Copenhagen (UCPH) experience and perform in oral exams, which is arguably one of the most consequential types of interaction during their time of study. The data presented in this paper was collected as a part of an ethnographic study of three different disciplinary EMI settings at UCPH: natural science, health science and humanities, respectively. Findings from the oral exams will be discussed in relation to findings from the other disciplinary and educational settings examined in this study using Brosseau’s concept of the didactical contract (Brosseau, 1997) and Ulriksen’s notion of the implied student (Ulriksen, 2009). Oral exam interaction differs from classroom interaction in the sense that students are left with no other option than to participate in the academic discussion. Moreover, although issues related to language use and decoding of the didactical contract also play out in classroom interaction, they are likely to be intensified in the case of an oral exam. By analyzing exam interaction, it might thus be possible to gain unique insight into the roles of language and culture in an EMI context altogether. Findings of the analyses serve a basis for pedagogical recommendations pointing to very specific aspects of linguistic awareness in EMI classroom interaction.

**Key words:** English Medium Instruction, the international classroom, student experiences, classroom interaction

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**Picciuolo, Mariangela and Johnson, Jane**

**'And at the end we are all learners'. Assessing students' and lecturers' needs in an EMI context at an Italian university**

Twenty years after the Bologna declaration, the European Higher Education Area is still far from being finalised. However, the major driving force of this radical change in higher education – English-Medium Instruction – is being felt by universities worldwide. While EMI has become consolidated particularly in northern Europe (Coleman, 2006), it has appeared comparatively recently in Italy (Broggini & Costa, 2017). However, the speed at which EMI courses are appearing continue to outpace empirical research (Martín del Pozo, 2017).

Although research into EMI clearly indicates that switching to a foreign language for instruction embraces issues other than language, such as pedagogical and intercultural awareness (Galloway *et al.*, 2017), and therefore it is recognized that a more student-centered approach is needed, there is still little research into students' needs. Research has mainly focused on lecturers, thereby prioritizing their need for training in EMI, with a view that seems to recall the traditional picture of the teacher as the master of all knowledge. Furthermore, research has mainly responded to Dearden's (2014) call for a 'research-driven approach which consults key stakeholders at a national and international level' by providing insights on lecturers' and students' self-perceptions of respectively their teaching quality in EMI and English language proficiency. But, how far does their self-perception of teaching and language competence affect teaching and learning ability? Also, to what extent would their attitudes towards EMI make a difference in their teaching quality and learning proficiency?

Our study aims to contribute further to this last call, by going beyond students' and lecturers' perceptions towards EMI and investigating the strategies they both – consciously or unconsciously – use to compensate their reciprocal needs when dealing with EMI. Questionnaires, interviews and focus groups with lecturers and students at the University of Bologna are analysed together with recordings of conversations and interactions during class and office-hours with a view to providing insights into their approaches to, driving forces behind, and attitudes towards EMI.

**Keywords:** students' and lecturers' needs, attitudes, self-perception

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**Quick, Emma**

**Aligning policy and practice: Linguistic and pedagogical strategies for the EMI classroom**

The growing internationalisation of higher education has positioned university lecturers at the 'interface between institutional demands and students' expectations' (Tange, 2010: 141). This change process can produce evolving institutional language policies as English medium education in multilingual university settings becomes a common practice (Dafouz and Smit, 2016). The interrelationship between language policy and practice can be critical as non-native English speaking lecturers deal with issues concerning language proficiency, developing ways to increase student understanding and ensure that programme quality is maintained (Doiz *et al*, 2011).

This paper presents the results of a research study into EMI language policies and teaching practices at the Free University of Bozen-Bolzano in Northern Italy. A vertical approach to data collection was adopted using classroom observation (lecturers) and semi-structured interviews (language managers and implementors). Post-observation interviews employed Coyle's (2005) critical incident technique, offering lecturers a chance to reflect on examples of good practice/problem areas in the EMI classroom.

The results of the study showed that despite apparently high levels of individual self-awareness on the challenges of teaching in English, there appeared to be varying levels of effectiveness displayed by lecturers with the capacity to draw upon the appropriate linguistic and pedagogical strategies necessary to meet the needs of multilingual and multicultural student audiences. Problems related to levels of language proficiency, reliance on a limited range of pedagogical approaches, and lack of cultural awareness could be identified as tensions illustrating a gap between EMI practices in the classroom context and language policies at institutional level.

Nevertheless, the data also revealed evidence of lecturers who successfully aligned language, academic content and didactic approaches to fully reflect what Bonacina-Pugh(2012) defines as 'language policy as practice', when classroom practices mirror language policy. Such examples of good practice in this trilingual university could have implications for wider EMI settings.

**Keywords:** internationalisation, English-medium instruction, multilingual university, EMI practices

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**Reitbauer, Margit, Fürstenberg, Ulla, Kletzenbauer, Petra and Marko, Karoline**

**Balancing content and language in EMI: Cognitive load theory and teacher training**

Recent research (among others Nikula et al., 2016; Dalton-Puffer et al., 2010) in EMI has led to new thinking about the interplay of content and language in higher education. In line with Ball (2016) we agree that language and content cannot be seen as two domains merely coexisting side by side, but that instead, integration needs to be addressed more closely. Moreover, language sensitivity needs to be fostered in EMI teachers in order to facilitate the learning of content and language. In other words, if “the existence and stability of content separate from language is an illusion” (Byrnes, 2005, p. 280) and “an understanding of CLIL as fusion implies a multiperspectival view on both language and content [...]” (Dalton-Puffer et al., 2010, p. 289), EMI teacher training has to bridge this particular gap by acknowledging that both language and content are equal drivers of the development of subject knowledge.

In higher education, the learning environment is particularly challenging as the complexity of the subject and the simultaneous use of a foreign language increase the cognitive load in teachers and students alike. To reduce the cognitive load in such teaching situations, our talk introduces a framework for teacher training based on cognitive linguistic theories. We believe that this may encourage EMI teachers to see language as a transversal element which unites cognition, content and language. By applying our framework, we hope that EMI teachers do not only start to re-think their methodological range, but also begin to see language as an asset for successful learning and teaching.

**Keywords:** dual focus, cognitive load theory, language sensitivity, EMI teacher training

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**Romanowski, Piotr**

**Perceptions of translanguaging among the students and teachers of EMI classrooms in Poland**

Advances in our understanding of multilingual communication have solidified academic interest around the term *translanguaging* (Canagarajah 2011). Hence, this study deals with the reality and complexity of emergent translanguaging in superdiverse EMI classrooms. In my presentation, I will focus on what students and teachers think and do about translanguaging practices. A questionnaire survey was administered to randomly selected 100 students who voluntarily agreed to provide their answers showing that almost all of them were inclined to a multilingual form of instruction. Their choice derives from the fact that translanguaging allows its users to draw on their linguistic resources making the process of learning faster and easier (Garcia & Li Wei 2014). Quite contrary to the students' opinions, the results of the semi-structured interviews conducted among 27 teachers revealed their partially ambivalent attitudes towards classroom language choice. Every third teacher found it difficult to accommodate multilingualism whereas over half of the sample population embraced the idea of adopting translanguaging as a strategy. It seems evident from the collected findings that student-teacher interactions as well as classroom pedagogies have been reconfigured. In addition, it is essential to give explicit guidance to practitioners because the challenges arising from the increasing levels of diversity in multilingual classrooms may only be met through teachable strategies. Last but not least, it is necessary for teachers to create a classroom ecology where students' voices and inputs are legitimate. This, however can only become possible in an environment where ideological language boundaries cease to exist.

**Keywords:** translanguaging, EMI, multilingualism

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**Sahan, Kari**

**Implementing English-medium instruction: Language policies and practices in engineering classrooms in Turkey**

In response to the growing use of English as an international language, the number of English-medium programs in higher education has increased. English-medium instruction (EMI) policies are typically determined through top-down decision making processes. However, disparities between the central policies regulating EMI and the everyday classroom practices shaping EMI inhibit its equal or expected implementation. This study examines the variation with which EMI is implemented in the broader European context by examining the education policies and language practices of EMI classrooms in Turkey. Data for this study were collected through classroom observations and semi-structured interviews with 21 EMI lecturers from engineering departments at seven state universities in Turkey. For each lecturer, a minimum of two EMI lessons were observed and interviews were conducted after each class, resulting in a total of 68 hours of classroom observations and 20 hours of interview data. Furthermore, focus group interviews were conducted with approximately 4-8 students from each class to triangulate the data and incorporate a student perspective. Observations and interviews were voice-recorded and transcribed using NVivo 11. Data from classroom observations were analyzed according to a structured coding scheme, and qualitative content analysis was used to identify recurring themes in interviews with teachers and students. The analysis revealed four distinct profiles of EMI classroom language practices, with each set of lecturers varying in terms of their language choices and classroom practices. The findings suggest that teachers' beliefs about the role of language in EMI and the purpose of EMI education for engineers contribute to their implementation of language policy in the classroom. By highlighting the variation with which EMI is implemented at Turkish universities, this study suggests that teachers serve as EMI micro-level policymakers. Implications are discussed in terms of policy development with respect to quality, consistency, and support in EMI implementation.

**Schüppert, Anja**

**Parallel language use in practice: A pairwise comparison of speech samples from two HE lecturers**

The majority of lectures at Master level and an increasing number of lectures at Bachelor level in the Netherlands are currently taught using English-medium instruction (EMI). In those programmes, students are predominantly confronted with non-native English-speaking teachers.

While the inclusive and transnational character of EMI programmes should not be ignored, previous research suggests that EMI lectures differ from lectures taught in the lecturers' native language. More specifically, lecturers use more formal rhetorical styles in EMI (Thøgersen & Airey 2011) and speak slower (Hincks 2010, Vinke 1995; Vinke, Snippe & Jochems 1998; Thøgersen & Airey 2011) than in their L1. Some investigations report more redundancy in EMI speech (Thøgersen & Airey 2011), others less (Vinke, Snippe & Jochems 1998).

This project analyses audio recordings of teachers' EMI and Dutch-medium instruction (DMI) speech samples. In addition to the investigation of speech rate and redundancies in EMI and DMI, this project quantifies the lecturers' vocabulary size and their use of pitch across the two conditions.

Speakers are two native speakers of Dutch each giving the same lecture twice to two comparable audiences: one in EMI, and one in DMI. The design enabled us to conduct a direct pairwise comparison of two lecturers' speech in comparable settings. Importantly, EMI students were mainly L2 speakers of English, while DMI students were almost exclusively L1 speakers of Dutch.

Results confirmed a slightly slower speech rate and a smaller vocabulary size in EMI than in DMI. This could either be (a) a manifestation of the lecturers' slightly lower proficiency in English than in Dutch, or (b) an indication that lecturers adapt to the supposed lower language proficiency in the EMI group, thereby further fostering inclusiveness. Finally, the pitch measurements revealed a smaller pitch range for EMI than in DMI. This finding makes the scenario (a) more likely.

**Keywords:** English-medium instruction, Dutch-medium instruction, speech rate, vocabulary size, pitch range, L1, L2

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**Senn, Léa Dominique**

**Quality assessment and assurance of international programmes delivered in English:  
A misalignment of policy and quality indicators in the Italian higher education system**

This paper focuses on the current Italian higher education system, its quality assessment and assurance framework, and its internationalisation agenda. The objective is to frame the analysis of two policy documents in order to identify key gaps and limitations found in the quality assessment methodology as it is currently applied to international programmes offered at Italian universities, with particular attention to those taught in English.

The first policy document is a set of recommendations made by the Conference of Rectors of Italian Universities (CRUI – Conferenza dei Rettori delle Università Italiane) regarding the “Internationalisation Indicators for the Italian University System” (Gruppo di lavoro CRUI sull’Internazionalizzazione, Indicatori di internazionalizzazione del sistema universitario italiano, Roma 2015), which is directly inspired by the 2015 European Commission’s “Report on the implementation of the Bologna Process”.

The second document is “Ministerial Decree 104/2014,” which dictates to individual Italian institutions the qualitative measures to be used and reported on to the state.

The analysis of these two documents highlights gaps and limitations that the CRUI document presents as a direct result of a restricted interpretation and subsequent implementation of the recommendations set at the European level. It becomes clear that where the policy focuses on primarily quantitative measures to assess and assure quality, the indicators used are inadequate to provide a clear assessment, and thus assurance, of the quality of the teaching of internationally driven curricula delivered in English.

The aim of this paper is to inform and provide a number of policy correction recommendations that can be applied at either the national or institutional level. A heavier and more prescribed accreditation policy could be enacted at the national level while a more localized process could be implemented at the institutional level to assess the quality of the actions taken towards internationalisation and the use of English as a medium of instruction.

**Keywords:** internationalisation of higher education, quality assessment and assurance, policy analysis, English-medium instruction, Italian universities, accreditation

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**Swerts Knudsen, Sophie**

**From onsite to online EMI Support**

From 2010 until 2015, the Department of Nutrition, Exercise and Sports (NEXS) at the University of Copenhagen offered, in cooperation with the Center of Internationalisation and Parallel Language Use (CIP), a pre-semester introductory workshop on English Medium Instruction (EMI) for all students in the English-based master programme. This successful two-day workshop presented the students with the opportunity to establish the level of their individual English skills, to understand the requirements of English academic skills in the master programme, and to obtain tools and strategies to cope with EMI challenges. Under the auspices of the Language Strategy, a research-supported project aimed at improving the language skills of the students across the University of Copenhagen (2013 – 2018), NEXS in cooperation with CIP, ‘reinvented’ the EMI workshop and developed on the existing learning platform an online blended learning design of the original onsite workshop: The Toolbox for English Medium Instruction (TOEMI). Maintaining the same high standard of knowledge delivery but offering more flexibility through the e-learning format, the department aims to reach an increasing number of students willing to prepare for EMI and thereby further supporting the learning process of the students. The TOEMI consists of online lectures on the four academic skills, screencasts on how to read academic articles and texts, links to relevant websites, further reading and online self-assessment tools. In this talk, I will elaborate on (1) the general background of the TOEMI, (2) the challenges we experienced in developing the videos such as, for example, the pitfalls of ‘teaching’ in front of a camera, and (3) the efficiency of the videos (as opposed to in class teaching). Finally, I will present our preliminary experiences and reflections of teachers and students on the transfer from a face-to-face language workshop to a blended learning design.

**van Hilten, Myrte**

**'What we are going to talk about today': Metadiscourse and communicative effectiveness in lectures in English as a *lingua franca***

Due to the rise of English-Medium Instruction (EMI) in European higher education, English is spoken as a *lingua franca* by students and lecturers who do not share a first language, resulting in particularly complex and high-stakes classroom interaction. This study investigated English as a lingua franca (ELF) in EMI lectures at a Dutch university, focussing on the use of metadiscourse and its communicative effectiveness. Lecturers teaching courses both in English (ELF) and in Dutch (L1) were found to use metadiscourse slightly more frequently in ELF than in their L1. Moreover, several strategies were found to be characteristic of ELF discourse, such as *enumerating* and *highlighting the main point*. Assuming that lecturers use more metadiscourse in ELF, it was hypothesized that these lectures would also be more effective. The follow-up study examining this hypothesis showed that students in the L1 lectures were slightly more positive about the effectiveness of metadiscourse than the ELF students. However, the ELF and L1 students comprehended the content of the lectures equally well. In conclusion, despite the fact that L1 students were slightly more positive than ELF students, ELF lectures may be considered at least as effective as L1 Dutch lectures regarding both the lecturer's use of metadiscourse and the effect on students' comprehension. This result has important implications for the debate concerning the increasing use of EMI in (Dutch) higher education.

**Keywords:** English-medium instruction (EMI), English as a Lingua Franca (ELF), metadiscourse, communicative effectiveness

**Walaszczyk, Julie, Falkenauer, Anne and Zangara, Giacomo**

**Podcasting in a CLIL context: Voicing teachers' concerns**

Within the framework of internationalisation at home, the university's centre for modern languages has been providing pedagogical assistance and language support to teaching staff members across the faculties for the past two years. Many efforts have been made to raise awareness among academics. Workshops and seminars have been provided, individual coaching has been offered, and online modules have been designed to better prepare content teachers for the international classroom. Although some individual initiatives and joint projects have been successfully implemented, resistance to CLIL is still strongly felt. The main reasons include, among others, the fear of losing face, rejection of internationalisation as a threat to more local languages and cultures, and the questioning of traditional teaching practices. Recently, the centre for modern languages has decided to launch an audio podcast programme to give language and content teachers the opportunity to voice their concerns. The episodes cover a wide array of topics, ranging from lecturing to internationalisation, from assessment to the gender gap in STEM subjects.

In this presentation, we will first introduce the project and discuss the local setting in which it was initiated. We will then have a closer look at the benefits and disadvantages of the podcast in a CLIL context and reflect on the aspects that need improving, or the lessons to be learned. On the basis of recording extracts, we will provide some discourse analysis, in terms of language performance, together with some teachers' takes on EMI-related subjects.

**Keywords:** CLIL, EMI, podcasting, internationalisation at home, teacher training

**Zuaro, Beatrice**

**Language policy in Italian higher education: Exploring ideas around multilingualism and internationalization in policy documents**

As English-medium Instruction (EMI) becomes an increasingly popular choice among higher education institutions (HEI), the discussion around the nature of its connection to internationalization (e.g. Mortensen 2014; Cots, 2012; Tsuneyoshi, 2005) and the role of language (e.g. Costa 2017; Cots, Lasagabaster and Garret 2012) also increases in complexity. Countries with a more solid presence of English pervasiveness and relatively small national languages, such as Northern European countries, have progressively embraced more protectionist stances towards the use of L1 in higher education. However, this issue has not yet been discussed in sufficient depth in other settings where the introduction of EMI is more recent. Italy is one of such countries where research on EMI is very limited. Therefore, the present study aims to identify and analyse relevant themes in connection to the roles and values associated to language(s) in official documentation issued by HEI in central Italy. Documents published by ten universities located in the central region of the country were analysed using qualitative content analysis (see also Soler, Björkman & Kuteeva 2018), resulting in the identification of the most salient themes. Results of this analysis show an open attitude towards L2 learning and use in HEI that was indeed addressed to English, but also to other European languages. However, the analysis also shows that labels used in official documents often prove vague and unclear in relation to actual practices. Furthermore, no strong ideology concerning the need to defend the use of Italian in higher education was detected. These results could help further a more in-depth discussion on language policies in Italian higher education and ultimately inform universities' policy-making practices.

**Keywords:** language policy, internationalization, Englishization, multilingualism, English-medium instruction

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