

UVIC UNIVERSITAT DE VIC



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HEPCLIL

Higher Education Perspectives on CLIL

Universitat de Vic-Universitat Central de Catalunya

Vic, 27 and 28 March, 2014



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DE VIC

CIFE
Centre d'Innovació
i Formació
en Educació

Welcome to HEPCLIL

Universities are offering more and more courses and programmes in an additional language. At HEPCLIL, therefore, we would like to debate the methodological implications of these changes, giving voice to practical classroom experiences and initiatives. We would also like to act as a platform for cutting-edge research on CLIL in higher education. What impact does teaching in an additional language have on content or language learning? What are the effects on teachers and students in higher education?

Scientific committee

Marcos Canovas (University of Vic)
Llorenç Comajoan (University of Vic)
Emma Dafouz (Complutense University of Madrid)
Lucrècia Keim (University of Vic)
Elisabet Pladevall (Universitat Autònoma de Barcelona)
Anne Räsänen (University of Jyväskylä)
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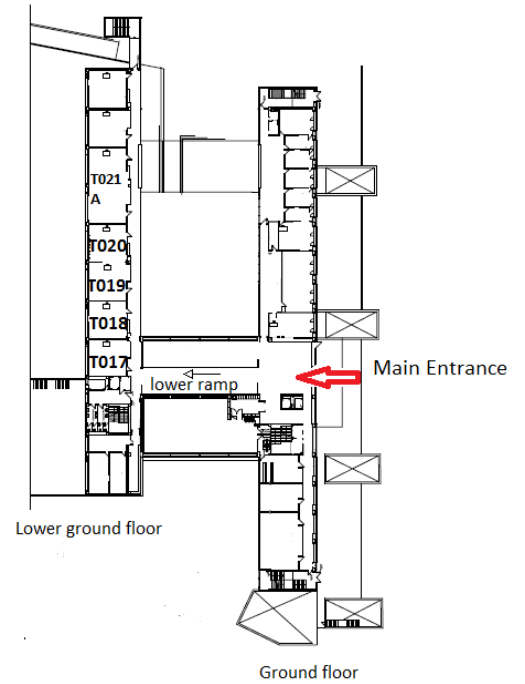
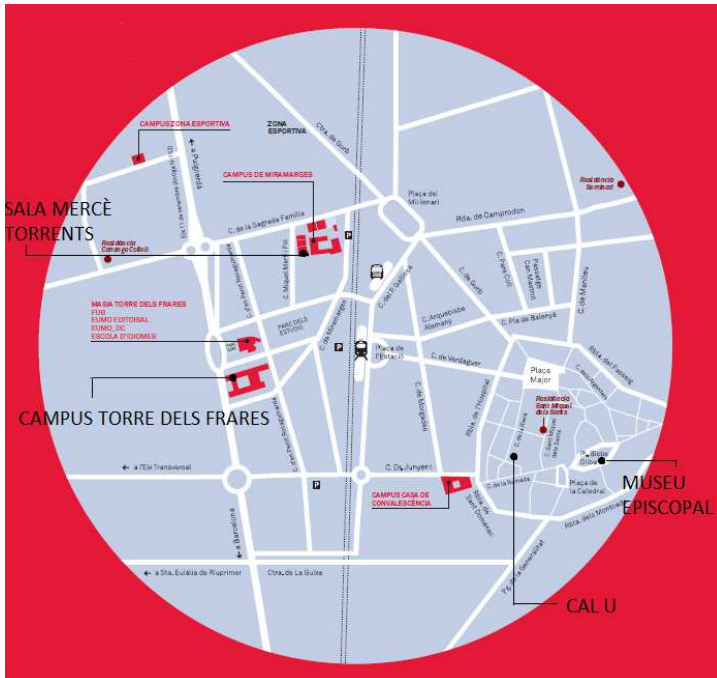
Research Group on Learning and Communication – GRAC (University of Vic)
Research Group on Education, Language and Literature – GRELL (University of Vic)

Collaborators

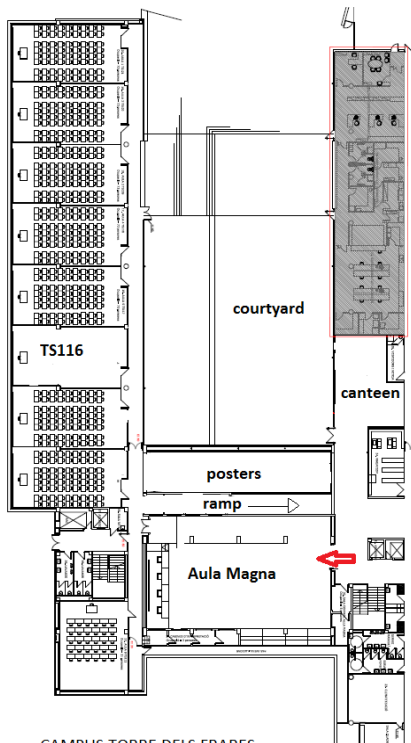
Centre for Innovation and Training in Education – CIFE (University of Vic)

HEPCLIL Campus

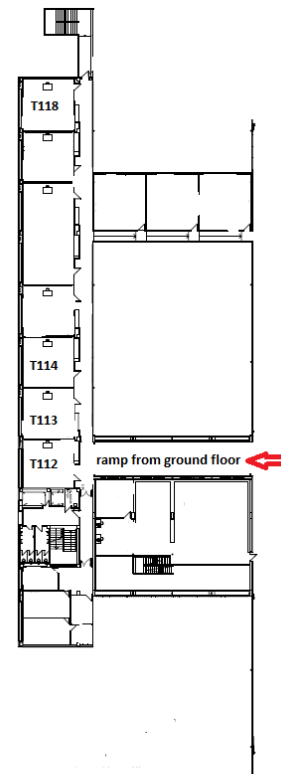
Campus Torre dels Frares: Floor Plans



CAMPUS TORRE DELS FRARES
Ground and lower-ground floor rooms



CAMPUS TORRE DELS FRARES
Basement rooms



CAMPUS TORRE DELS FRARES
First floor rooms

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Restaurants near UVIC-UCC

EL CELLER D'EN MIQUEL
Plaça de l'Estació, 1

CAL JOAN DE VIC
Plaça de L'Estació, 2

FET NOSTRE
Miramarges, 6

LA CANTONADA
Sagrada Família, 13

SAGRADA FAMILIA
Sagrada Família, 11

MIRAMARGES
Miramarges, 1

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WOK OSONA
Eix onze de setembre, 35

EL PETRICÓ
Arquebisbe Alemany, 41

LA PAGESA
Bisbe Font Andreu, 26

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Conference programme

Unless otherwise indicated, all HEPCLIL events take place at the Campus Torre dels Frares.

Wednesday 26 March

17.30 - 19.30 Registration, Main entrance
20.00 - 21.00 Welcome drinks, Museu Episcopal

Thursday 27 March

08.30 - 09.00 Registration, Main entrance
09.00 - 09.30 Opening ceremony, Aula Magna
09.30 - 11.00 Plenary (David Marsh), Aula Magna
11.00 - 11.30 Coffee break / Poster session in the courtyard and along the main ramp
11.30 - 13.00 Parallel sessions, in rooms T112, T017, T018, T021A
13.00 - 15.00 Lunch break
15.00 - 17.00 Parallel sessions, in rooms T112, TS116, T118, T114
17.00 - 17.30 Coffee break / Poster session in the courtyard and along the main ramp
17.30 - 18.30 Plenary, (Rosie Tanner), Aula Magna

20.30 Conference dinner Cal'U

Friday 28 March

09.00 - 10.30 Parallel sessions, in rooms T017, T018, T019, T020
10.30 - 11.00 Coffee break / Poster session in the courtyard and along the main ramp
11.00 - 12.30 Parallel sessions, in rooms T017, T018, T019, T020
12.30 - 13.30 Plenary (Emma Dafouz), Mercè Torrents (Campus Miramarges)
13.30 - 14.00 Closing ceremony, Mercè Torrents (Campus Miramarges)

Wednesday, March 26th

17.30 - 19-30	Registration	Entrance Hall
20 - 21	Welcome	Museu Episcopal, Vic

Conference Themes
Syllabus design
Content learning
Language learning
Assessment
Theoretical frameworks

Thursday, March 27th

8.30 - 9.00	Registration	Entrance Hall
9.00 - 9.30	Opening ceremony	Aula Magna
9.30 - 11.00	Plenary: David Marsh	Aula Magna
11.00 - 11.30	Poster session/Coffee break	Courtyard and main ramp

T112	T017	T018	T021A
11.30 - 12.00			
Enhancing English usage for patient diagnosis by medical students in a Danish setting Joyce Kling	The eTwinning Experience: Europe in the classroom Marta Pey Pratdesaba	CLILing at university: Insights from the lecturer training programme at the Universitat Politècnica de Catalunya Imma Torra, Araceli Adam, Alexandra Vraciu, Ian Stephens, Julie Foale	Creating opportunities for learning through student generation of a content and language specific assessment instrument Joan Ploettner, Mandy Deal, Emilee Moore
12.00 - 12.30			
Preparing for English-medium instruction in higher education: the role of communicative awareness Patrick Studer, Paul Kelly	CLIL in Biochemistry I: shareholders' needs, challenges and benefits Teresa Morell Moll, Rosa María Martínez Espinosa	Implementing CLIL: essential factors from the perspective of leadership David Soler Ortínez	CLIL next in Asia: Evidence of learners' achievement in Content and Language Integrated Learning education from a Taiwan tertiary degree-programme Yang Wenhsien
12.30 - 13.00			
Does the vehicle of instruction affect teacher discourse?: A contrastive study of questions in EMI university lectures Davinia Sanchez	An experience on Content and Language Integrated Learning in University lessons of Operating Systems in the Computer Science Area Antonio Tallon-Ballesteros	Content and language integration at the bachelor level as a part of a degree reform at Tampere University of Technology Nina Niemelä, Heidi Jauni	An After-Graduation Survey of University-level French Immersion Students Alyse Weinberg, Hélène Knoerr, Jérémie Séror

13.00 - 15.00 Lunch break

Thursday, March 27th

T112	TS116	T118	T114
15.00 - 15.30			
CLIL in Higher Education: An intercultural citizenship approach to teaching foreign languages at university Helena Aikin	ICLHE and the question of knowledge Cecilia Jacobs	Learning journalistic opinion genres using CLIL methodology Xavier Ginesta, Emma Hitchen	Designing Cross-Curricular Links to Bridge the Gap between Foreign Language and Content Learning in Higher Education Marta Genís, M^a Teresa Martín de Lama
15.30 - 16.00			
Students' linguistic perceptions to CLIL in tertiary education: The case of Human Ciencies degrees at the University of Vic Anna Vallbona, Núria Medina, Àngel Raluy	A Framework for the analysis in CLIL lecturers discourse from a genre perspective M^a Àngeles Martín del Pozo	Students' Perspectives on Content-based English Courses at Japanese Universities James Lassegard	Under attack! A CLIL history lesson in HE Serafina Filice, Emilia Sposato
16.00 - 16.30			
English as a medium of instruction in teaching other languages: attitudes and practices Vilma Bijeikienė, Daiva Pundziuvienė	A review of second language acquisition research in CLIL contexts in European Higher Education Angels Pinyana, Sarah Khan	Language-Sensitive CLIL Teaching in Higher Education: examples of successful lesson planning Petra Kletzenbauer, Ulla Fürstenberg	Professional collaboration at the boundaries between content and language teaching Mandy Deal, Joan Ploettner, Emilee Moore
16.30 - 17.00			
AICLE mejora la motivación hacia la LE de alumnado del Grado de Maestro en Educación Primaria María del Carmen Fonseca Mora, Isabelle Toledo	Proposta de model dinàmic newtonià per a la interacció en un sistema AICLE Montserrat Alsina	CLIL FAQ's: Orientacions per a introduir l'anglès a l'aula universitària Mariona Espinet, Laura Valdés	Interactional Competence and Epistemic Practices in Academic Group Activity Among Dental Students Mandy Deal
17.00 - 17.30	Poster session/Coffee break	Courtyard and main ramp	
17.30 - 18.30	Plenary: Rosie Tanner	Aula Magna	
20.30	Conference Dinner	Restaurant Cal'U	

Friday, March 28th

T017	T018	T019	T020
9.00 - 9.30			
Concurrent academic language development in a bilingual learner corpus David Palfreyman	The effects of English-Medium Instruction programmes in Higher Education: The case of UPF Economic undergraduates Carmen Pérez-Vidal	Evaluación simultánea de las actividades de laboratorio de Biología Celular y de expresión escrita en Inglés I de alumnos de Biotecnología Rosa M. Belda, Fernando Fornes, Consuelo Monerri, Sergio G. Nebauer, Milagros del Saz Rubio, Penny MacDonald, Debra Westall	Teaching cross-cultural competence and CLIL: a CLIL approach in International Relations University courses Mary Ellen Toffle
9.30 - 10.00			
Getting the balance: How content can restrict opportunities for spoken production in first year ESP classes Lindsey Bruton	Three teaching experiences in content courses in English: The case of the Faculties of Humanities, Biology and Economics and Business at Universitat Pompeu Fabra (1) Ester Oliveras, Antoni Luna, Baldomero Oliva	Assessment in CLIL Nalan Kenny	How to integrate multimedia teaching , intercultural communicative competence and language study in a university syllabus Ada Bertini Bezzi
10.00 - 10.30			
'I cannot download lesson 3': Pragmatics in English-Medium Instruction Raluca Catalina Lazarescu	Three teaching experiences in content courses in English: The case of the Faculties of Humanities, Biology and Economics and Business at Universitat Pompeu Fabra (2) Ester Olivera, Antoni Luna, Baldomero Oliva	A four year CLIL experience within the Primary Education Degree at the University of Huelva Fernando Rubio, Mercedes Vélez	Academic Breakaways as a means of allowing students more time to effectively engage with subject content and become more confident in using English Maryna Reyneke
10.30 - 11.00	Poster session/Coffee break	Courtyard and main ramp	

Friday, March 28th

T017	T018	T019	T020
11.00 - 11.30			
Designing pedagogical activities for language learning in an integrated language/ content approach	Integrating Content and Language in Higher Education: Students' perceptions of language learning compared with actual results	Investigación en docencia por contenidos (español como segunda lengua) en el proceso de internacionalización de la Universidad de Alicante	La formación universitaria del maestro generalista, el especialista en lengua extranjera y el maestro AICLE en un proyecto lingüístico de centro: identidad docente y formación inicial
Hélène Knoerr, Alysse Weinberg	Mary Louise Walsh	Ana Gil del Moral, Susana Pastor Cesteros	Elena Romero Alfaro, Francisco Zayas Martínez
11.30 - 12.00			
The learning of field specific discourse and language skills in task management and task accomplishment	Offering an undergraduate degree with English as a Medium of Instruction (EMI) What are the challenges and how are these being addressed? - A work in progress case study	La docencia en inglés desde la perspectiva de un Campus de Excelencia Internacional	Language-integrated lesson planning for subject teachers
Heidi Jauni, Nina Niemelä	Debra Ali-Lawson, Christine Beck	Pascual Pérez Paredes	Mandie Uys
12.00 - 12.30			
Coping with Writing: Exploring Poisons and Remedies	Estudio para la implantación de Programas en Inglés en los títulos de grado de la ETSI Agrónomos de la Universidad Politécnica de Madrid	Validating the Instrument for Certification of University Lecturers' English Proficiency	Teacher Know Thyself: Training for English-Medium Instruction
Marjorie Castermans	Sara Mira et al.	Slobodanka Dimova, Joyce Kling Soren	Jennifer Valcke

12.30 - 13.30

Plenary: Emma Dafouz

Campus Miramarges, Mercè Torrents Hall

13.30 - 14.00

Closing session

Campus Miramarges, Mercè Torrents Hall

Posters

Poster sessions will be held outside the Aula Magna, along the main ramp.

Thursday, March 27th 11.00 - 11.30 and 17.00 - 17.30

Friday, March 28th 10.30 -11.00

- 1. M. Alsina, R. Argelaguet, I.Martínez, J. Vicente** Planificació de la Impartició d'Assignatures en Anglès a l'EPSEM
- 2. Montserrat Alsina, R.Argelaguet, J.Bonet, X.de las Heras, F. Del Àguila, J. Fortuny, J.Franch, X. Gamisans, R. Giralt, C.Lao, J. A.López, I.Martínez, P.Palà, D.Parcerisa, M. Soler, J. Vicente, S.Vila** Integració de la competència de la tercera llengua (anglès) en els estudis de grau
- 3. F.X.C. De Las Heras, C. Lao, J. Fortuny, M. Alsina** Engineering subjects taught in English: students' viewpoint
- 4. Carme Flores Muxí** Un curs d'actualització professional a la FPCEE Blanquerna (Universitat Ramon Llull)
- 5. Àngels Leiva** First experience of a laboratory session in English
- 6. Teresa Ranieri** The secondary school CLIL teachers training power in the south of Italy
- 7. Antonio Tallon-Ballesteros** CLIL through English for Computer Science undergraduate degrees in Andalusian Universities
- 8. Mireia Trenchs, Mireia Calm** The Plan of Action for Multilingualism at Universitat Pompeu Fabra: implementation, actions, results.
- 9. Monica Vallin** Smart me

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Plenaries

Dafouz, Emma

Universidad Complutense de Madrid

Understanding English-Medium Education in Multilingual University Settings: A Conceptual Framework

In the complex, dynamic and multilingual societies of the 21st century, higher education institutions the world over strive to become increasingly international. Against this backdrop, English-medium education is swiftly developing into a common and global practice (Smit and Dafouz 2012, Doiz, Lasagabaster and Sierra 2013). However, in spite of this growing trend, the multifaceted nature of English-medium education in multilingual university settings has not been yet examined in its full complexity.



In an attempt to expand the focus towards a theoretical understanding of these issues, this session will present a conceptual framework that will allow for dynamic analyses of English-medium education in multilingual university settings (or EMEMUS). Drawing on recent sociolinguistic orientations and discursive approaches (e.g. Blommaert 2010, Hult 2010, Scollon and Scollon 2004, Shohamy 2006), this framework regards EMEMUS as a social phenomenon and views discourse as access point to six relevant dimensions. These dimensions are considered as inherently complex, contextually bound and intersecting dynamically with one another. With the help of an example from a higher education institution in Spain the session argues for the utility of the proposed framework both for research purposes and the design of university language policies.

Marsh, David

EduClusterFinland Ltd. Global Operations . University of Jyväskylä Group

**The Higher Education Languages Landscape:
Ensuring Quality in
English-taught Degree Programmes**

A challenge now facing universities is enhanced competitiveness through the forces of internationalization. One response is the introduction of English-taught courses. Teaching and learning through English as an additional language provides opportunities and challenges.

The opportunities often involve a major re-thinking of how to teach, which, in turn, can benefit practices in the first language. The challenges can arise from underestimating the scale of systemic change and types of individual competence building that are a pre-requisite for success.

This presentation describes key actions and processes that are required to successfully launch and operate higher education courses in English. Drawing on research extending over fifteen years when universities in countries such as Finland, Germany and the Netherlands, pioneered the introduction of English-taught degree programmes, it describes 20 key levers that are decisive for success.

Separately these levers carry different weighting in terms of significance and importance. Bundled together they are instrumental in ensuring quality outcomes. They concern both the professional skills of individual academics, and how these individuals work together in complementary ways. They also concern university management because change of the language of instruction requires a whole institutional approach. The ways in which these levers are handled by the teaching staff, students and management can lead to success, failure, or a state of incremental mediocrity.

Tanner, Rosie

Rosie Tanner Education Consultancy

Engaging CLIL students in higher education: an interactive plenary

Our students are continually interacting – on their phones, their tablets, their laptops. But how can we support them in interacting with what they are supposed to be learning in our higher education classrooms? How can you – as lecturer in a CLIL context in higher education – involve and engage your students, in English? And how can you do that when you are working with large groups – for example, in a lecture? In this interactive plenary you will experience some techniques yourself for CLIL in large class situations. These tactics aim to engage students and make learning more meaningful and effective. I will also explain the rationale behind these ideas and why they are effective in CLIL learning situations. So leave your phone turned off and get ready to participate!



Presentations

Aikin, Helena

Universidad de Castilla la Mancha

CLIL in Higher Education: An Intercultural Citizenship Approach to Teaching Foreign Languages at University

Spanish universities have undergone considerable changes in the past decade as a result of the proliferation of international exchanges and the increase of immigrant students from Eastern Europe, Africa and South America. Higher education classrooms have therefore become the perfect arena for what Byram calls *the intercultural experience*, where people of different social groups with different values, beliefs and behaviors interact. Particularly appropriate for developing student intercultural competence is the foreign language classroom, for language learning has aims very closely related to those of intercultural Citizenship Education: both subjects prioritise the increase of learners' knowledge and understanding of other cultures, the development of intercultural communication skills and the fostering of notions of equality and acceptance of diversity. Besides, debating on real issues that are meaningful to students has a broader appeal than that offered by the typical textbooks revolving around the learner's private sphere, as it fosters intrinsic motivation, promotes critical thinking and challenges existing assumptions of the students' own culture.

In this paper I advocate the fusion of intercultural citizenship education and foreign language teaching at university level through a project-based interdisciplinary approach focusing on current issues that affect learners' local, national and global communities: drawing on my experience as designer and instructor of these CLIL courses at the university of Castilla la Mancha in Spain and ITESO in Mexico, I contend that this approach not only propitiates efficient language learning but it also provides motivating and significant learning experiences, encouraging cross-cultural understanding and attitudes of tolerance and respect which are essential if we want to sustain peace in our increasingly globalized world.

Ali-Lawson, Debra & Beck, Christine

Bern University of Applied Sciences, Faculty of Business

**Offering an undergraduate degree with English as a Medium of Instruction (EMI)
What are the challenges and how are these being addressed? - A work in progress
case study**

The Bern University of Applied Sciences (BFH) comprises six departments with 6,000 students enrolled in 47 study programmes. More than 1,000 students are studying for bachelor and master degrees in business. All BFH degree programmes have a strong practical orientation so providing valuable experience gained through project related education.

One motor for the internationalization of smaller and medium sized universities is to offer study programs either completely or partially in English. This was the approach taken by BFH. The main goals are to:

- Give students the opportunity to study in an intercultural environment while either utilizing or further developing their English skills;
- Offer lecturers platforms for further development i.e. teaching in English in an intercultural environment;
- Be an attractive partner institution for exchange programmes due to a wide offering of courses in English. The decision to offer BSc Business Administration degree in English under the title “International Program” has not only affected the student body and lecturers but has also had a direct impact on the organization (Business Division) itself as well as the BFH as a whole. This case-study presentation will provide some insight into the issues directly related to the introduction of EMI e.g. its effect on lecturer engagement; curriculum development; cultural interference; development of intercultural competence; international student recruitment; administrative support operations and related costs; and quality assurance to mention but a few. At the same time, the presenters, both of whom are directly involved in the “International Program” with EMI, will describe what attempts have been undertaken to address the challenges posed by implementing EMI. They will focus on three of the stakeholder groups i.e. the organizational unit, lecturers and students.

Alsina, Montserrat

Escola Politècnica Superior d'Enginyeria de Manresa

Proposta de model dinàmic newtonià per a la interacció en un sistema AICLE

En aquesta comunicació es presenta la dinàmica clàssica com a model per interpretar la interacció en un sistema d'aprenentatge integrat de continguts en llengua estrangera, en el qual intervenen professorat i alumnat com a protagonistes. Les accions es visualitzen com a forces, i les seves relacions i efectes s'interpreten utilitzant les tres lleis de la dinàmica, conegudes com a principis o lleis de Newton.

El principi de la inèrcia, la llei fonamental de la dinàmica i el principi d'acció-reacció, traslladats al context AICLE, condueixen de manera natural a estratègies bàsiques per millorar i garantir l'aprenentatge, i permeten deduir de manera lògica diversos requeriments metodològics. Així, per exemple, de les tres lleis newtonianes en podem deduir respectivament: la utilització de recursos addicionals de suport per contrarestar el fregament; l'avantatge de posar en paral·lel l'aprenentatge de continguts i l'aprenentatge de llengües, i la bona reacció de l'estudiantat a l'augment d'implicació del professorat. Alguns d'aquests resultats concorden amb els exposats per altres autors i amb els obtinguts en enquestes a l'estudiantat.

La utilització d'aquest model pot ser especialment interessant en el context de l'educació superior, atès l'interès i la preocupació actual en l'impacte sobre el contingut, i les implicacions sobre professorat i estudiantat. En particular, el fet que utilitzi un llenguatge científic en facilita l'aplicació als graus científics i tecnològics. Es mostraran exemples de l'aplicació del model a graus d'enginyeria, amb el disseny d'enquestes per identificar i mesurar els elements que participen en el sistema.

Bertini, Ada

John Cabot University, Rome, Italy

How to integrate multimedia teaching, intercultural communicative competence and language study in a University syllabus

In this particular historical time that men are experiencing, made of unions but more and more often of clashes between people, cultures and civilizations, intercultural education and its promotion play an inestimable value. For this reason I decided to experiment, starting from the vision of film sequences and taking advantage of the enormous formative and communicative power of cinema, a process of intercultural education within a course of grammar and composition. Train individuals capable of living, consciously and peacefully, the encounter with the other, is a priority for teachers.

The teaching path is addressed to university advanced students of Italian and consists of seven teaching units, which are aimed at the development of linguistic competence and intercultural communication skills.

In this learning path, students analyze, always under the intercultural vision, complex grammatical and stylistic aspects of the language, with the help and support of both the film and the new technologies.

The decision to take the path of NT has come from a careful reading of the surrounding reality. In a university context , it is now normal for students to demonstrate a well-developed propensity towards multimedia and this rise to a greater motivation for language learning as the work is made less repetitive and boring.

In addition, the multimedia tool can give immediate feedback, very useful and effective for this target group of learners

At the end of the course I was able to assess that students have found this course challenging, effective and well-organized.

Belda, Rosa M. ; Fornes, Fernando; Monerri, Consuelo; Nebauer, Sergio G.; del Saz Rubio, Milagros; MacDonald, Penny & Westall, Debra

Universitat Politècnica de València

Evaluación simultánea de las actividades de laboratorio de Biología Celular y de expresión escrita en Inglés I de alumnos de Biotecnología1

Siete profesores de los departamentos de Lingüística Aplicada y de Producción Vegetal de la Escuela Técnica Superior de Ingeniería Agronómica y del Medio Natural de la Universitat Politècnica de València nos unimos en un proyecto de innovación educativa financiado por la universidad para alumnos de primer curso de Biotecnología. El objetivo era el diseño de la evaluación de las actividades prácticas de laboratorio de Biología Celular utilizando como lengua vehicular el inglés, de manera que por la misma actividad los alumnos fueran evaluados de expresión escrita en la asignatura de Inglés I.

Se analizaron dos tipos de evaluación que utilizaban el inglés como lengua vehicular: 1) cuestionarios de prácticas y 2) redacción de un artículo científico basado en una de las prácticas. Ambos tipos de actividad se realizaron en grupos de tres alumnos. El procedimiento consistió en 1) elaborar el cuestionario de prácticas y el material de apoyo necesario para la realización del artículo científico; 2) diseñar los criterios de evaluación para Biología Celular y para Inglés I; 3) analizar la valoración de alumnos y profesores de las actividades propuestas y 4) analizar el rendimiento de los alumnos en cada tipo de evaluación.

En general, se observa que los alumnos mejoran en atención y seguimiento de las prácticas cuando se trata de la evaluación por cuestionario mientras que la evaluación por artículo científico supone que desarrollen algunas destrezas de tipo transversal como el uso y referencia correcta de las fuentes bibliográficas y la síntesis y focalización de objetivos.

Bijeikienė, Vilma & Pundziuvienė, Daiva

Vytautas Magnus University, Lithuania

English as a medium of instruction in teaching other languages: attitudes and practices

The internationalization of higher education and the emergence of English as a global academic Lingua Franca used by people who share neither a common native tongue nor cultural and educational background have not only offered more opportunities for HE but also raised more challenges and problems. According to the first European Survey on Language Competences (2011), the percentage of secondary school pupils attaining the level of independent user in English varies from 14% to 82%, which evidences the potential and the complexity for English as a medium of instruction at tertiary level. The current study aims to firstly present the model of foreign language instruction at Vytautas Magnus University (VMU) – a leading university in teaching languages in Lithuania with over 30 languages offered to university students of all study fields. Around one third of the languages are taught through English - as a Lingua Franca or as a requirement of a particular study programme. Secondly, the study opts to investigate the attitudes and practices of language teachers in delivering their language courses (e.g. German, Russian) through English and the opinions of students participating in such courses. The study further discusses the questions whether teaching other languages through English is psychologically, culturally and educationally preferable for teachers and students, can it limit the content taught, does it require a special methodology, how the educational process changes with multiple languages used in the classroom and, finally, what level of English competence of both teachers and students is necessary to ensure a high quality of teaching other languages through English and achieving the intended results. Methodologically, the study is a qualitative analysis based on semi-structured interviews with language teachers and students at VMU Institute of Foreign Languages.

Bruton, Lindsey

Universidad San Jorge, Zaragoza

Getting the balance: How content can restrict opportunities for spoken production in first year ESP classes

First year Spanish undergraduates in an ESP course related to Physiotherapy seem reluctant to produce the TL orally in anything but controlled, teacher-initiated exchanges despite scaffolding and tasks that are intended to favour or indeed necessitate the use of English in pair and group work.

It is generally accepted that oral production is key to SLA as a means of enabling the learner to test hypotheses about the L2 in terms of structure and meaning; receive feedback enabling him/her to adjust these hypotheses and develop accuracy, fluency and automaticity in the TL (Gass and Selinker, 2001).

An Action Research project using mixed methodology consisting of a survey and a focus group was employed to investigate the reasons for this apparent reluctance to speak. The survey focused on learners' perceptions of their ability to produce specific TL; the degree to which oral production was affected by anxiety and how far classroom dynamics and content permitted oral production. The focus group asked learners to reflect on their spoken output in English in their previous learning experience; current learning experience in other subjects; the amount of opportunities to speak in English class; perception of their ability to speak English, their feelings about speaking and reasons why they may choose not to speak. The majority of learners are aware of the importance of speaking to SLA and would like to speak more. They perceive themselves as both willing and able to speak. The problem appears to be how to reconcile ESP in this field with a more interactive class. Students are first years with very little content knowledge and Physiotherapy may be a content area that does not lend itself to oral production where life experience and common sense may be called upon as in fields such as business. Ways to compensate for this lack of opportunity for oral production are suggested.

Castermans, Marjorie

Université Libre de Bruxelles

Coping with Writing: Exploring Poisons and Remedies

The aim of this paper is to explore the different challenges that students encounter when writing exam essays in a CLIL context at university. This productive competence is key for assessment but is not easy to master and has to be taught systematically, especially in terms of structural organization. In CLIL, writing is an important challenge for learners and most in need of development (Dalton-Puffer, 2007). The article will first present the results of an analysis of written assessment in the fields of law and economics and identify the main problems faced by students. Apart from content incorrectness which reflects knowledge or comprehension gaps, inaccurate language structures are responsible for poor quality written production. On the one hand, discourse markers are frequently inexistent or incorrectly used – thereby causing the whole structure to suffer greatly. On the other hand, eight language functions have been identified as problematic: classifying, defining, describing, evaluating, exemplifying, explaining, illustrating and reporting (op.cit.). This paper will also highlight the tools that can help students tackle these problems. It is essential to focus students' attention on a step-by-step approach through the use of podcasts which have proven extremely useful in disseminating writing techniques. These short video extracts use color, illustrations and voice-over comments and therefore, facilitate learning as it appeals to aural, visual and kinesthetic memory. Finally, this paper will emphasize the importance of corrective feedback given during a session tailored to students' needs. This provides a unique opportunity for them to integrate, in writing, the dual focus of content and language.

Key words: CLIL, university, writing, ICT, assessment, feedback

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Deal, Mandy

Universitat Internacional de Catalunya

Interactional Competence and Epistemic Practices in Academic Group Activity Among Dental Students

Content and Language Integrated Learning (CLIL) has become rooted in many educational settings throughout Europe since the mid-1990s. Adopting this approach at the university level is often aimed at both preparing students for a more globalized professional life and attracting international students. CLIL in tertiary contexts commonly manifests as foreign-language medium instruction in lectures and as content-based language programs. In Spain, such courses are being implemented at an accelerated rate with the vehicular language tending to be English. Incoming students are expected to have a minimum level of intermediate English as they receive at least ten years of English instruction in earlier educational institutions. Language levels, however, can vary greatly within a university student population. Concern has been expressed regarding the risk that learning content in a foreign language may pose to students' abilities to carry out academic tasks. Research in interactional competence in L2 learning contexts has highlighted other resources that participants may employ while engaging in academic activity.

This paper describes the strategies that dental students with varying levels of English apply while co-constructing knowledge specific to orthodontic content and terminology. Video data of students engaged in group work are analyzed to show instances where students are fully able to participate in the planning of presentations regardless of language level. The analysis is grounded in research on Interactional Competence (e.g. Kramsch, 1986; Hall et al., 2011) and Epistemics in bilingual education settings (e.g. Jakonen & Morton, 2013) which broadens the focus from a linguistic-only defined competence to include the ability of a participant to interact with others, albeit in an L2, in order to construct meaning to complete shared goals. The emerging results of this research further those of other recent studies in similar higher education contexts (e.g. Moore, forthcoming).

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Deal, Mandy; Ploettner, Joan & Moore, Emilee

Universitat Internacional de Catalunya

Professional collaboration at the boundaries between content and language teaching

The precise ways in which the integration of content and language emerges within classroom teaching and learning are well studied in the literature, as are methods and techniques that could be useful in classrooms in order to scaffold the accomplishment of dual objectives. Yet as Davison (2006) remarks, very little attention has been paid to exploring the complexities emerging during collaboration at the boundaries (e.g. Akkerman & Bakker, 2011) between teaching professionals from different areas of expertise, and this is potentially even more so in higher education. Gustafsson, et al. (2011) claim that this type of collaboration is challenging for faculty for different reasons, including those linked to infrastructural, institutional, epistemological, disciplinary and rhetorical contingencies. This paper presents the first results of an experience being carried out at our university aimed at increasing collaboration between language and subject lecturers at the boundaries of content and language integration across degree programs. The experience involves formalised pairing-up of content and language specialists working within the same degree for focussed discussion on the planning and implementation of their respective subjects. The experience provides insight into teacher cognition– or what teachers think, know, and believe, and the relationship this has with their classroom action (Borg 2003)– and into the ‘space of reasons’ (McDowell, 1996) constructed between educational professionals, and may be a starting point for more integrated content and language teaching in higher education.

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Dimova, Slobodanka & Kling Soren, Joyce

University of Copenhagen

Validating the Instrument for Certification of University Lecturers' English Proficiency

The rapid increase of English-medium instruction (EMI) programs across Europe has raised concerns regarding the oral linguistic competencies of non-native English speaking lecturers and the implications for the quality of the teaching. Consequently, lecturers' English proficiency is under scrutiny and universities are developing language policies for quality assurance, which are enforced by implementation of internal assessment procedures. This talk will report on a performance-based EAP certification test, Test of Oral English Proficiency for Academic Staff (TOEPAS), designed to respond to such university policy. The test is used for assessing whether university lecturers have sufficient oral proficiency for coping with the communicative demands of EMI. Unlike other certification tests, the TOEPAS provides teachers with extensive written and oral feedback on their language skills. We will report on three studies validating 1) the TOEPAS scale levels, 2) the certification cutoff, and 3) the scale in relation to students' opinions about lecturers' proficiencies and comprehensibility. Results suggest that while the established cutoff seems adequate, the scale may need some adjustments to specifically fit our population. Furthermore, while students' opinions about lecturers' proficiency matched the scale levels, their beliefs about lecturers' comprehensibility did not always correlate with lecturers' proficiency levels but rather with other aspects of the performance, such as speed, rhythm, and pronunciation. Lastly, drawing from these findings, the interplay between language skills, specific purpose content knowledge and teaching skills will be addressed and discussed in regard to its role in the TOEPAS and in language training for teaching in the English-medium, content-based classroom. We will present the lessons we learned from our experience working with performance-based assessment for university lecturers, including the perceived need for a continuous process of revision of the assessment scales as well as the inclusion of student needs for CLIL supported learning in the certification results and feedback.

Espinet, Mariona & Valdés, Laura

Universitat Autònoma de Barcelona

CLIL FAQ's: Orientacions per a introduir l'anglès a l'aula universitària

La comunicació pretén explicar com un grup de professorat CLIL de la Universitat Autònoma de Barcelona (UAB) s'ha coordinat en el marc d'un projecte de Millora de la Qualitat Docent (2010MQD00132) i presentar el seu producte final, el llibre *CLIL-FAQ's: Orientacions per a introduir l'anglès a la docència universitària*. El professorat implicat en aquest projecte prové de diversos departaments de la Facultat de Ciències de l'Educació de la UAB i imparteix docència en els Graus d'Educació Infantil i Educació Primària.

La publicació és oberta i pretén ser un recull d'orientacions generals dirigides al professorat CLIL. Sorgeix de l'experiència del grup del projecte, que ha experimentat amb diversos materials didàctics en anglès i ha dut a terme un procés de reflexió col·lectiva sobre el multilingüisme, les dificultats trobades en la introducció de l'anglès i les estratègies que tenim a l'abast per a superar-les. Aborda temes com l'alternança de llengües a l'aula, la no existència d'un model únic per a introduir el multilingüisme i la importància de prendre consciència de la nostra competència multilingüe i de la del nostre alumnat per tal de dissenyar un projecte CLIL coherent i de qualitat, que generi contextos funcionals per a l'ús d'una llengua estrangera.

El conjunt de recomanacions s'organitza en forma de FAQs o preguntes que tot docent hauria de fer-se a sí mateix abans d'introduir una llengua estrangera a la seva assignatura, independentment del domini que posseeixi d'aquesta llengua. Ofereix suggeriments d'acció o estratègies didàctiques, sovint acompanyades d'exemples extrets de l'activitat del grup, i inclou un llistat de recursos que el professorat té a l'abast per donar resposta a les qüestions plantejades.

Filice, Serafina & Sposato, Emilia

Università della Calabria

UNDER ATTACK! A CLIL HISTORY LESSON IN HE

Teaching CLIL in University contexts is not common praxis in the Italian scenario. Not only, there is a lack of teaching materials which integrate content and language for the tertiary level. Therefore, teachers are left on their own to be creative and prepare materials that cater to the individual classroom situation. In this respect, a CLIL teaching plan was designed and experimented for a History program in the Humanities.

We will outline the general overview of the module and illustrate the lesson plans, highlight the objectives, skills, activities and methods employed. A final test was also administered. Teacher reflections, student perceptions, and methodological implications will be drawn from this experience. This CLIL initiative has shown both positive and negative effects on the students as well as major impacts on the teachers themselves.

Fonseca Mora, María del Carmen & Toledo, Isabelle

University of Huelva

AICLE mejora la motivación hacia la LE de alumnado del Grado de Maestro en Educación Primaria

La concretización del proceso de reforma y modernización de las universidades europeas en el marco de la Estrategia de Lisboa y la consecuente creación del EEES ha planteado una serie de desafíos notables entre los que destaca, por su papel en el fomento de la movilidad y el proceso de internacionalización, el desafío lingüístico. Este nuevo contexto exige la creación y puesta en práctica de unas políticas lingüísticas coherentes que faciliten a todos los alumnos la adquisición de una competencia comunicativa desde una perspectiva plurilingüe e intercultural. La introducción en los *curricula* universitarios de las enseñanzas de tipo AICLE, auspiciado por la Comisión Europea, se impone entonces como una de las estrategias más válidas, por las ventajas probadas que presenta tanto a nivel de la adquisición de los contenidos como de la lengua. En esta comunicación se dan a conocer los resultados de una investigación llevada a cabo con alumnos universitarios de nuevo ingreso del Grado de Maestro en Educación Primaria a fin de determinar si un programa de enseñanza de contenidos en lengua extranjera tiene alguna incidencia en su motivación y su actitud hacia el aprendizaje de idiomas. Para ello, se ha utilizado una batería de cuestionarios elaborados a partir del *Attitude and Motivation Test Battery* de Gardner y el *L2 Motivational Self System* de Dörnyei que permitieron recoger los datos sociodemográficos y lingüísticos de la muestra y evaluar la actitud y la motivación antes y después de la experiencia. Los resultados del análisis estadístico muestran que existe una diferencia significativa en los niveles de motivación y actitud antes y después de cursar las asignaturas en la LE.

Genís, Marta & Martín de Lama, M^a Teresa

Antonio de Nebrija University

Designing Cross-Curricular Links to Bridge the Gap between Foreign Language and Content Learning in Higher Education

CLIL has emerged for the last decades as a major trend in education, and vast amount of research has been carried out on CLIL experiences in primary and secondary schools (Lyster, 2007; Marsh & Wolff, 2007; Lasagabaster & Ruiz de Zarobe, 2010; Llinares, Morton & Whittaker, 2012). By using the target language as a vehicle for content acquisition in a gradual manner, CLIL programmes have proved successful in making content and language learning meaningful for students while improving their communicative skills in the foreign language (Mehisto, Marsh & Frigols, 2008; Coyle, Hood & Marsh, 2010).

During the last years, however, the focus is being shifted towards CLIL implementation in tertiary education (Halbach, 2011; Olivares Leyva & Pena Díaz, 2013), and the questions which arise are whether and how this methodology could possibly be applied at universities to foster foreign language learning.

In this line, the Master's Degree in Bilingual Education at Nebrija University is designed to train future CLIL teachers, as well as raise students' communicative competence in English. The programme is currently building cross-curricular links between the syllabi of some of its subjects, namely, between subjects in the modules of *Communicative Skills in English*, and *CLIL Methodology*.

These interdisciplinary relations occur at syllabus design, lesson planning and assessment levels, with the aim of offering subject content(s) and English meaningful learning. They include activities revolving around CLIL methodology in the shape of individual and group oral presentations, essay writing, class discussions, and content and language peer-corrections, among others.

Designing a semi-integrated curriculum following CLIL methodology has required much organization with regards classroom time and activities, along with group work management, and careful assessment design. Thus, this presentation intends to show a practical example of CLIL methodology can be applied within a university programme involving cross-curricular links between content and language subjects.

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Gil del Moral, Ana & Pastor Cesteros, Susana

University of Alicante

Investigación en docencia por contenidos (español como segunda lengua) en el proceso de internacionalización de la Universidad de Alicante

Esta comunicación presenta el trabajo que se está realizando en la *Red de Investigación en Docencia Universitaria* del Programa Redes del ICE de la Universidad de Alicante en su última convocatoria, cuyo objetivo es la creación de una guía para el alumnado de movilidad internacional que acoge el *Grado de Español: Lengua y Literaturas* de esta universidad.

Esta propuesta se enmarca en el trabajo del Grupo de investigación ACQUA (<http://dfelg.ua.es/acqua/>), en su línea dedicada a la Enseñanza de la Lengua para Fines Específicos (EFE), y más en concreto del Español Académico (EA), sobre el que también se está llevando a cabo una investigación doctoral. La experiencia acumulada desde la coordinación de programas (entre 2006 y 2008) y la docencia a alumnado universitario no nativo, en cursos de lengua general, en licenciaturas y grados, así como en las cinco ediciones del *Curso de español académico para alumnos extranjeros de la UA* (desde 2010-11), nos ha permitido constatar las necesidades por parte de los estudiantes. Por un lado, la de recibir formación en esta modalidad académica de la lengua y, por otro, la conveniencia de crear un material de ayuda en forma de guía que mejore el aprovechamiento académico de su estancia en este Grado de nuestra Facultad. Esta guía incluye información detallada acerca de las asignaturas históricamente más demandadas por el alumnado no nativo: no solo los datos oficiales, sino en especial a su grado de dificultad, los requisitos lingüísticos para cursarla, las lecturas adaptadas o divulgativas y un glosario de la materia. Se incorpora la perspectiva del alumnado (dificultades y expectativas), y la del profesorado (grado de exigencia en el uso del español oral y escrito, dificultades en la evaluación).

PALABRAS CLAVE: *Español académico (EA), Español para Fines Específicos (EFE), Lenguas de especialidad, Aprendizaje integrado de Contenidos y*

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Ginesta, Xavier & Hitchen, Emma

University of Vic – Universitat Central de Catalunya

Learning journalistic opinion genres using CLIL methodology

The Faculty of Business and Communication recently started an internationalization process that, in two year's time, will allow all undergraduate students (studying Journalism, Audiovisual Communication, Advertising and Public Relations, Business and Marketing) to take 25% of their subjects in English using CLIL methodology. Currently, Journalism is the degree course with the greatest percentage of CLIL subjects, for example Current Affairs Workshop, a subject dedicated to analyzing current news using opinion genres. Moreover, because of the lack of other subjects offered in English, ERASMUS students have to take some journalism subjects in order to complete their international passport, and one of the classes they choose is the Current Affairs Workshop.

The aim of this paper is to explore how CLIL methodology can be useful for learning journalistic opinion genres (chat-shows, discussions and debates) in a subject where Catalan Communication students –with different levels of English- share their knowledge with European students of other social disciplines. Students work in multidisciplinary groups in which they develop real radio and TV programs, adopting all the roles (moderator, technician, producer and participants), analyzing daily newspapers and other sources to create content, based on current affairs. This paper is based on the participant observation of the lecturers of the subject, who have designed different activities related to journalistic genres, where students can develop their skills according to the role they play in every assignment. Examples of successful lessons will be given, in addition to the results of the course: both positive and negative. Although the objective of the course is to examine professional routines related to opinion genres, and students are not directly graded on their level of English, the Catalan students come to appreciate how they finally overcome their fear of working in a foreign language. This is a basic result of their experience.

Jacobs, Cecilia

Stellenbosch University: South Africa.

ICLHE and the question of knowledge

Studies in the sociology of knowledge have recently been making the case for reinstating the teaching of knowledge, including knowledge about language, at the forefront of considerations of educational practice and policy and, more specifically, of teaching and researching language and literacy. Freebody, Maton & Martin (2008, 189) argue for disciplinarity-based language and literacy education and call for “coherent conceptualisations of how it is that each discipline/curriculum domain puts language and literacy resources to work in distinctive ways.” This calls for a refocusing of language and literacy educators on knowledge and disciplinarity. This conceptual paper explores the question of knowledge and its place in ICLHE debates. Currently ICLHE researchers and practitioners are drawing on different bodies of knowledge to theorise their work, making it difficult to articulate this research in powerful ways. One of the challenges in moving the field of ICLHE forward would be to find commonality across the range of conceptual frameworks and analytical tools that we are using to theorise our work. In the paper I argue that we need to place knowledge at the centre of how we understand ICLHE. This positioning of knowledge is crucial as it moves us away from dichotomies, such as language and content, towards relational thinking about content and language. If we agree that our students are confronted by different kinds of knowledge as they progress through their university studies, and that these different knowledge forms have different “rules of the game” as it were, then we might understand ICLHE work as helping our students navigate these different disciplinary domains.

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Jauni, Heidi & Niemelä, Nina

Tampere University of Technology

The learning of field specific discourse and language skills in task management and task accomplishment

Tampere University of Technology is undergoing a degree reform that started fall 2013. One of the aims in the reform is to provide language courses designed explicitly for different degree programs and different fields of study. At TUT this is carried out by integrating language courses with substance courses. The aim of our research project is to study from an interactional point of view how students in English and Swedish courses learn content specific ways of using language and become experts in their own field.

Using conversation analysis, we analyze small group interaction in AdobeConnectPro video conferences. We look at field specific language learning as a co-constructed activity, emerging in social interaction. We focus on language choices (NL = native language Finnish, SL = second language Swedish or FL = foreign language English) in task management and in task accomplishment. In this paper we discuss different functions that language choices have in those two contexts. We also show how language alternation provides interactional opportunities for language learning.

The task that the students in the pilot groups were given consisted of 1) reading an article as homework assignment, 2) finding information on the given topic, and 3) discussing their findings and negotiating the contents of the final discussion outcome that was subsequently shared with whole class in Moodle.

The results will be used for continuous development of pedagogical practices at TUT. We hope to find practical solutions to, e.g., the following questions: Can the results help teachers design better tasks and/or better instructions for the tasks? Can we learn more about the learning processes and language learning needs in situations where two or more languages are used alongside each other?

Kenny, Nalan

Freelance

Assessment in CLIL

This talk will explore assessment in higher education and support for learners during their academic education. It investigates the assessment methods that provides success for universities and learners. I consider intensive language programmes at universities much more successful than partial CLIL programmes with extra hours' support in language.

Assessment is an ongoing process by teachers, official education authorities or learners themselves. Assessment can be a guide and done in many ways. In the CLIL classroom assessment, both content and language teacher/lecturer should be integrated. Content should be assessed by the content teacher who would have the depth of knowledge required.

'Teacher must distinguish between the language and content knowledge of the students and decide if one is interfering with the demonstration of the others' (Short, 1993)

Universities which implement CLIL should assess learners who would like to attend a programme in English without taking account of their current English language qualifications. This assessment should be done in writing, listening and comprehension, speaking and reading and comprehension.

In the literature, formative and summative assessments are considered. Formative assessment is ongoing, *'more complex as its intention is to be directly diagnostics with a view to immediately impacting on learner's next steps'* (Coyle et al, 2010). Summative assessment occurs at the end of the term or course. McKay, 2006 divides assessment into three phases: design, operationalization and administration phase. If these three phases can't be embedded in the classroom as they are, they can be introduced as a set of questions; why?, how?, and what?

Two effective assessment methods in CLIL are presentations and quizzes. The former improve learners' communication skills, integration with others and provide

confidence. Coyle et al, (2010) states that presentations are good method to assess for a range of factors including communication skills.

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McKay, P. (2006) *Assessing Young Language Learners*, Cambridge, Cambridge Univerist Press

Mehisto, P., Marsh, D. and Frigols, M. J. (2008) *Uncovering CLIL Content and Language Integrated Learning in Bilingual and Multilingual Educaton*, Oxford, Macmillan Education

Short, D. J. (1993) *Assessing Language and Integrated Instruction*, *TESOL Quarterly*, Vol. 27, No. 4 (Winter, 1993), pp. 627-656

Kletzenbauer, Petra & Fürstenberg, Ulla

University of Graz

Language-Sensitive CLIL Teaching in Higher Education: examples of successful lesson planning

Successfully realizing the dual focus in CLIL is “a challenge at the individual and systematic levels” (Mehisto 2012:70). This is particularly true in tertiary education, where many content teachers do not have the basic knowledge of how foreign languages are learned that is often seen as a prerequisite for successful CLIL teaching (cf. Wolff 2012). This lack of basic language awareness is highly problematic as it leads content teachers to design unrealistic lesson plans for CLIL lessons. In order to plan effective language-sensitive lessons, content teachers do not only need to be aware of their own language use, but also have to understand what language skills their students need to complete the tasks in every specific teaching sequence of a CLIL lesson. Developing and strengthening teachers’ language awareness must therefore be a central element of training courses to prepare content teachers for CLIL. In our talk, we will discuss how we aim to achieve this in our training courses for content teachers with limited CLIL experience. Based on concrete examples from our training courses and the CLIL classroom, we will demonstrate the centrality of an awareness of language issues when planning CLIL lessons.

Kling, Joyce

University of Copenhagen

Enhancing English usage for patient diagnosis by medical students in a Danish setting

As pressure for European universities to internationalize increases, individual academic programs have been proactive and creative in rising to the challenge. One such initiative at the University of Copenhagen (UCPH) builds on theories of Internationalization at Home (Crowther et al., 2000)¹ to meet the needs of non-mobile Danish medical students studying in a Danish language context. Like the majority of medical schools across Europe, clinical training of senior medical students is conducted in the local language to meet the immediate language needs of patients and hospital staff. However, in order to attract talented international students into their program, doctors/lecturers at a Danish teaching hospital implemented an English-medium program to include non-Danish speaking students. While the teaching element of the program is in English, clinical visits with patients continue to be conducted in Danish, with senior Danish medical students serving as translators and coaches for the guest students.

This paper describes the integration of English medical vocabulary into a Danish medical clinical training context. Using a Content and Language Integrated Learning (CLIL) approach, in cooperation with senior medical staff, the English course was developed to support the medical English needs of both the home and guest students in this unique context. The presenter will discuss the needs analysis process, conducted in cooperation with medical teaching staff and students, and the ultimate design and development of a pilot CLIL medical English course. Discussion will also focus on the collaboration between the language instructor and the professional medical staff in regard to the selection of teaching materials, including terminology and textual reading, as well as the perceived English linguistic needs of international medical professionals for clinical diagnosis in a setting where increased language proficiency is considered a learning objective in itself.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.123.3826&rep=rep1&type=pdf>

Knoerr, Hélène & Weinberg, Alysse

University of Ottawa, Canada

**Designing pedagogical activities for language learning in an integrated language/
content approach**

In Canada, the immersion approach has been put into practice in primary and secondary schools since the mid-1960's, but the French immersion model wasn't adapted to Canadian university settings until 2006. As of 2013, only a handful of Canadian universities offer a university-level option to immersion students. The largest of these university immersion programs, the French Immersion Studies (FIS) at the University of Ottawa offers a unique experience to Francophile students in over 58 programs of study. Immersion students take a regular discipline course taught in French along with native speakers of French, and can enrol in a language support course specifically designed around the discipline course taught by a language specialist and focusing on receptive (listening and reading) or productive (speaking and writing) skills. But putting this pedagogic initiative into practice presents many challenges, including the development of activities targeting vocabulary acquisition, listening and reading comprehension, and assessing language versus content. Sound methodological principles, innovative methods and the widespread use of technological tools are an integral part of the success of this pedagogical approach. The presentation will describe the immersion model, its implementation, and will present a variety of language activities specifically designed to facilitate students' success in their academic class by strengthening the language skills and listening strategies needed to understand the lectures and the readings and produce written assignments in French.

Lassegard, James P.

Hosei University, Tokyo, Japan

International and Domestic Students' Perspectives on Content-based Courses Taught in English at Japanese Universities

Asian higher education has in recent years dramatically increased the number of content courses taught in English. Part of the impetus for this trend have been efforts to increase the number of incoming international students, as these numbers are inherently related to how higher education institutions perform in international rankings. In Japan, The Ministry of Education Culture, Science and Technology has spearheaded programs such the Global 30, Reinventing Japan, and the more recent Super Global Universities, which aim to further expand such courses in which content is taught using mostly English.

Traditionally, Japanese higher education has not used foreign language as a means of delivering content. However, the English-medium content courses being created, as well as the development of entire faculties in which English is the main language of instruction have become quite common in recent years.

However, what has been lacking is a means of evaluating the quality and efficacy of such content-based courses taught in foreign languages. This research first examines the recent expansion of the English-medium content courses at Japanese universities. In addition, it utilizes students' perspectives at two large private universities to examine the learning outcomes and degree of satisfaction with content courses taught in English. To accomplish this, the researcher examined student course evaluation qualitative data accumulated over several years. In addition, diverse classes of mixed (international and domestic students) were surveyed to gain information on the perceived challenges and rewards of studying content in a foreign language and comparisons were made between these two groups for further analysis.

Lazarescu, Raluca Catalina

Universidad Complutense Madrid

'I cannot download lesson 3': Pragmatics in English-Medium Instruction

The basis for CLIL/English Medium Instruction is the belief that through meaningful language use in the classroom, learners will develop their *communicative competence* (Hymes, 1972) of the target language in a more naturalistic environment than in traditional English as a Foreign Language classes (Dalton-Puffer and Nikula, 2006). As a component of communicative competence (Celce-Murcia et al., 1995), *pragmatic competence* could be thought to be acquired more efficiently in EMI settings. Nevertheless, pragmatics seems to be a rather under-researched area in EMI contexts (Dalton-Puffer, 2007:174).

The present study therefore aims at contributing to the research in this area, by focusing on learner's production of the *speech act of requesting* in an EMI setting in Madrid. More specifically, it analyzes requests sent by Economics and Business Administration students through electronic mail.

Student-teacher requests tend to be either requests for action or requests for information (Biesembach-Lucas, 2007; Economidou-Kogetsidis, 2011). That is, students usually write e-mail requests to their instructors for two main reasons, namely to ask for some kind of *action* from the teacher (e.g. to make an appointment, to have an exam postponed) or to ask for some *information* related to the course content. Drawing on Blum-Kulka et al. (1989) and Economidou-Kogetsidis (2011), this study aims at answering the following research questions:

- 1) What kind of requests do students display in their e-mails to lecturers?
- 2) Is there a difference between requests for action and requests for information? And, if so, how are these requests realized linguistically?

The corpus for the present study consists of 84 student-initiated e-mails addressed to their lecturers over the academic years 2009/2010 and 2011/2012. The findings will have implications for raising awareness and developing students' pragmatic competence, as well as for the design of teacher education programmes.

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Martín del Pozo, M^a Ángeles

Universidad de Valladolid

A Framework for analysis in CLIL lecturers discourse from a genre perspective

Internationalization strategies and the European Space of Higher Education are causing a growing interest in English medium instruction (EMI). University linguistic and internationalization policies are attempting to provide lectures with the required training and education. Linguists can provide not only the knowledge of the language but the knowledge about language which may enable lecturers to increase their academic language competence autonomously.

This paper presents a framework for the analysis of lecturers discourse. This approach to the language spoken at EMI lectures aims to trigger reflection about the linguistic needs of those teaching content subjects through English at Higher Education.

The proposed framework is based on the lecture, the main academic oral genre and still the most widely used teaching option. The framework departs from the model of lecture phases (Young 1994) and centres in the metadiscoursal phases following Dafouz and Nuñez's (2010) modifications regarding the interaction phase. Special attention is given to the metadiscursive markers by reason of their proven facilitative role in lecture comprehension. Regarding the content phase, taxonomies of three academic functions (definition, explanation and hypothesis expression) are provided.

The framework categorizes the linguistic items already mentioned (metadiscourse, academic functions) and provides linguistic and pedagogical explanations for their relevance in the classroom discourse. The categories of these items may serve as a checklist at the reach of any non language expert for either self analysis or peer observation in EMI lectures. Therefore, the framework could be considered a tool for reflection on the role of language in EMI and for training EMI lecturers.

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Mira, Sara; San José Martínez, Fernando; Hontoria, Kira ; Adán, Angeles; Blanco, María; Calderón, Fernando; Carbonell, Victoria; Chaya, Carolina; Fondevila, Guillermo; González, Trinidad; Marín, Carmen; Molina, Antonio; Pereira, David; Quemada, Miguel; Ricote, Luis; Rodríguez Sinobas, Leonor; Sánchez Monje, Rosa & Sanz, Alberto

E.T.S. Ingenieros Agrónomos. Universidad Politécnica de Madrid

Estudio para la implantación de Programas en Inglés en los títulos de grado de la ETSI Agrónomos de la Universidad Politécnica de Madrid

El proceso actual de convergencia entre instituciones universitarias europeas ha promovido los Programas Académicos en Inglés como un marco fructífero para su internacionalización con el fin de desarrollar la movilidad de estudiantes y la cooperación institucional dentro y fuera del EEES. El objetivo es alcanzar la Internacionalización de la Universidad a través de dos ejes de actuación: la mejora del nivel de inglés de los alumnos egresados y la captación de alumnos extranjeros. En España, la práctica totalidad de las Universidades Públicas ofrecen algún tipo de Programa en Inglés, existiendo una variada tipología de propuestas. En este contexto, se realizó un estudio para la implantación de Programas en Inglés en los títulos de grado de la ETSI Agrónomos de la Universidad Politécnica de Madrid. Para ello se analizaron las diferentes experiencias existentes en Programas en Inglés en las Universidades Españolas, haciendo especial hincapié en los estudios del ámbito agrario. Se evaluó la opinión de alumnos y profesores de la ETSI Agrónomos sobre tres cuestiones: interés en participar en un Programa en Inglés, tipo de programa en el que estaría dispuesto a participar y autoevaluación del nivel de inglés. También se examinó el interés de los alumnos de bachillerato y del mundo laboral, empresas e instituciones del ámbito agroalimentario, en los Programas en Inglés. Por último, se exploraron las implicaciones administrativas y necesidades de recursos que conlleva la implantación de un Programa Académico Universitario en Inglés. Las conclusiones del trabajo destacan la dispar oferta nacional en programas en inglés y en requerimientos lingüísticos a profesores y alumnos. Existe un gran interés tanto por parte de profesores y alumnos de la ETSI Agrónomos como de alumnos de Bachillerato por participar en este tipo de programas.

Morell Moll, Teresa & Martínez Espinosa, Rosa María

University of Alicante

CLIL in Biochemistry I: shareholders' needs, challenges and benefits

The adaptation of university subjects from one language to another implies challenges to meet the needs of the shareholders. In this paper, we present an on-going case study of the use of CLIL in Biochemistry I of the Biology Degree at the University of Alicante, a subject within the High Academic Performance program of the Generalitat Valenciana (*Grupos de Alto Rendimiento Académico –ARA*). The study has a twofold objective. Firstly, it aims to determine the needs and challenges of the students and professors, who use English as the vehicular language for Biochemistry I. Secondly, it compares the performance of the students in the same course held in English and in Spanish. Thus, to fulfil the first goal we have interviewed professors and carried out student surveys, whereas for the second we have gathered and compared evidence of the students' outcomes. In so far as content learning is concerned, the findings indicate that: a) students are better at understanding the content with Spanish professors speaking in English than with native speakers, b) students' difficulties in the subject are not due to the language, and c) students in the CLIL classes perform just as well or better than those in the regular classes held in Spanish. We conclude that a well-planned CLIL course with competent professors, in both the content and the language, can not only provide students with benefits to progress in the subject matter and the language, but also in their internationalization.

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Niemelä, Nina & Jauni, Heidi

Tampere University of Technology

Content and language integration at the bachelor level as a part of a degree reform at Tampere University of Technology

Tampere University of Technology is undergoing a degree reform that started fall 2013. One of the major changes is that on the bachelor level all compulsory language courses are integrated to substance courses. This reform has been implemented in the compulsory courses of Finnish, Swedish and English, all at one time.

The reform aims to achieve higher quality language learning, to make studies more fluent, and to increase the students' motivation toward language studies. In addition, the reform is an opportunity to optimize the use of resources and to offer courses that are more tailored to the students' field of study and to the skills needed in working life. The reform also aims to increase and develop co-operation between different departments at the university.

The aim of this paper is to present how the process of integration has been done at TUT. The presentation contains aspects such as planning of the integration as a whole, planning of pilot courses and upcoming courses, piloting integrated courses, teachers and planner's first year experiences and need for scientific follow up.

The results will be used for continuous development of pedagogical practices and the successful implementations of content and language integration at TUT.

Oliveras, Ester; Luna, Antoni & Oliva, Baldomero

Pompeu Fabra University

Three teaching experiences in content courses in English: The case of the Faculties of Humanities, Biology and Economics and Business at Universitat Pompeu Fabra

When the old “Licenciatura” degrees had to undergo changes to comply with the EEES requirements, the UPF decided to include courses taught in English in all new “Graus”. They could be either content courses or specialised language ones but they had to account for a minimum of 16 ECTS, generally during the third or fourth academic year. This regulation called for new actions. Firstly, the university established an evaluation system by means of a diagnosis test at the beginning of the academic studies and a certificate test recommended at the end of the second year. Secondly, a training programme was designed to guarantee that lecturers teaching content courses in English had sufficient linguistic competence as well as enough knowledge of what such methodology entails. Three of these lecturers will present their experiences in three faculties that embraced the regulation enthusiastically for different reasons.

The Department of Economics and Business characterises for contracting a high percentage of foreign lecturers and the teaching in English became a need arising more from this recruiting policy than from academic objectives. Nowadays, English has become extensive amongst both foreign and local professors and one undergraduate degree is entirely taught in the foreign language. In the degree of Human Biology, the faculty chose a content course on structural biology to evaluate the students’ competence in English. This choice came from their previous commitment to teaching a master’s degree in English in order to attract international students. At the Faculty of Humanities, apart from one specialized language course and one in English Literature, undergraduates have to choose a minimum of four elective content courses in English. Dr. Luna’s perception is that students improve their oral and written skills in English and that the use of ICT contributes to their self-confidence in the use of the language. However, enhancing oral class participation is still for him one of the major challenges to be overcome.

Palfreyman, David

Zayed University. Dubai

Concurrent academic language development in a bilingual learner corpus

In this session I will present and discuss data from a corpus of students' writing collected at a university in the United Arab Emirates, a multilingual state with a bilingual higher education system. Most students at the university have colloquial Gulf Arabic as their first language variety, and English is the main medium of instruction. However, the university's curriculum also aims to develop students' skills in Modern Standard Arabic (MSA), a formal-academic variety significantly different from Gulf Arabic. The research project I will present investigates the development of students' academic writing in English and in MSA during the early stages of their university studies. To date the project has gathered a unique longitudinal corpus of data: samples of academic writing in both English and Arabic from a group of 40 students at the beginning, middle and end of their first semester in the university's General Education program. These samples have been digitized and marked up to make them amenable to computer analysis; they have also been rated by experts in each language. The aim of the research is to measure development in various aspects of the students' academic writing in both languages: fluency/complexity, range of vocabulary, the coherence of their writing, and also the sophistication of their approach to the writing process. A comparison will be made between development of academic literacy in the two languages, with a view to exploring the role of interlingual transfer in this context.

Pérez-Paredes, Pascual

Universidad de Murcia

La docencia en inglés desde la perspectiva de un Campus de Excelencia Internacional

Uno de los pilares del plan de internacionalización de la Universidad española pasa por la oferta de enseñanzas en otras lenguas. Se persigue con ello atraer a estudiantes extranjeros así como consolidar la oferta formativa bilingüe que ya comienza a ser muy visible en otras etapas formativas como la educación primaria y secundaria. En este marco es en el que situamos nuestra experiencia. Esta comunicación aborda el proceso de puesta en marcha y desarrollo de una experiencia de docencia en inglés impulsada desde un Campus de Excelencia Internacional promovido por las dos Universidades públicas españolas impulsoras del mismo.

Desde el curso académico 2011-2012, el Campus de Excelencia Internacional “Campus Mare Nostrum 37/38” desarrolla iniciativas de docencia en inglés al amparo de convocatorias específicas en las Universidades de Murcia y Politécnica de Cartagena. Desde esa fecha, se han publicado tres convocatorias y se han impulsado 7 titulaciones bilingües en diferentes Facultades y áreas de conocimiento. Para ello, ha sido necesario articular diferentes sub-programas que atendiesen a las necesidades específicas de cada Centro y Universidad, sin abandonar por ello la identidad y el impulso propio de cada institución.

En esta comunicación se realizará un balance de lo logrado en estos tres años y se plantearán los retos a los que nos enfrentamos en el próximo bienio. Igualmente, se hará una valoración del programa desde la óptica de los docentes y los estudiantes.

Pérez-Vidal, Carmen

Pompeu Fabra University

The effects of English-Medium Instruction programmes in Higher Education: The case of UPF Economic undergraduates

Research in the field of Second/Foreign Language Acquisition has recently taken a fresh look on the issue of the impact of different learning contexts on linguistic and cultural development in a target language, in contrast with the effects of conventional formal instruction (Collentine & Freed 2004; DeKeyser 2007; Pérez-Vidal, 2011). One of these new contexts explored has been the recent European bilingual programmes, better known in Secondary Education as Content and Language Integrated Programmes (CLIL) and at university level Integrating Content and Language in Higher Education (ILCHE) (Dalton-Puffer 2007; Smit & Dafouz 2013). The prevalence of English-Medium Instruction (EMI) in such programmes has been noted in recent reports (Coleman 2013; Wächter, B., & F. Maiworm 2008). The current study seeks to make a contribution in this new subfield by studying the differential effects of ICLHE programmes with findings on the development of Complexity Accuracy and Fluency (CAF) in the written and oral production of EFL undergraduates studying different degrees with different presence of EMI in a Faculty of Economics in Barcelona (Heini-Marja Järvinen 2005). The study aims at drawing comparisons between essentially three types of EMI programmes represented by 3 groups of learners (N=120). Group A following a fully-fledged English-Medium degree; Group B following a degree with one EMI subject every term from the start of the degree; Group C with one EMI subject from year 3 of the degree. The study has a Group D which does not receive EMI instruction and serves as a control group. Baseline data are used as a benchmark against which we interpret our data collected from the four groups at the end of 4 subsequent academic year, both a crosssectional and a longitudinal sample have thus been obtained.

Pey Pratdesaba, Marta

Institut Jaume Callís, Vic

The eTwinning Experience: Europe in the classroom

The purpose of this paper is to give a presentation of the programme [eTwinning](#), the future ahead regarding Higher Education and give a glimpse of a couple of successful projects carried out by Secondary students.

Etwinning offers the suitable environment to use the English language in a “real” context. It can be integrated in any subject due to its cross-curricular nature. In short, it prepares the student for the real world: international research, to get to know other cultures, to communicate and to learn content.

I will start by giving a general overview of what eTwinning is about: a big community for teachers in 33 European countries. It was launched as the main action plan of the European Commission’s eLearning Programme, and has been integrated in the Lifelong Learning Programme (LLP) since 2007. It offers a platform for staff working in a school in one of the European countries involved, to communicate, collaborate, develop projects and share. It also promotes and provides educational tools to establish collaborative projects between European schools. ETwinning projects are based on collaborative work, use of ICT and the fostering of a European identity.

The second part will deal with the future of eTwinning and Higher Education, within the new programme just approved by the European Parliament: Erasmus+ (2014-20). Etwinning is being considered to be part of the curriculum in the initial training of teachers in all areas, in the Master’s for Teachers of Secondary Education and in CLIL programmes.

Finally, and drawn from personal experience, two projects will be shown: “Addressing the Energy Crunch; Every Little Action Helps” (National Prize 2013), and “Songs, Language and Culture” (Runner-up European Prizes 2010) as good examples of how to integrate content-learning in a collaborative project between different schools in Europe.

Pinyana, Àngels & Khan, Sarah

Universitat de Vic-Universitat Central de Catalunya

A Review of Second Language Acquisition Research in CLIL Contexts in European Higher Education

There has been a steep rise in the number of courses offered in an additional language in higher education institutions (Costa, 2010; Fortanet, 2008; Lasagabaster & Ruiz de Zarobe, 2010) in Europe, a trend which will continue as it is being driven by globalization and related social and economic factors. CLIL took off at the primary and secondary school level first and is often referred to as a grass-roots phenomenon (Coonan, 2007; Dalton- Puffer, 2011) desired by parents and institutions. Despite its implementation, empirical research on CLIL is still in its infancy with few studies investigating its effect on second language acquisition (Ruiz de Zarob & Jiménez Catalán, 2009), and fewer still in the higher education context (Airey, 2011; Dafouz & Llinares, 2008, among others). The aim of this study is to review empirical CLIL research in European higher education. However, as we will discuss, the majority of publications focus on teacher and student perceptions, policy and teacher training, with only a few studies more directly related to second language acquisition, such as discourse analysis (Nuñez & Dafouz, 2011), fluency (Airey, 2011) and code switching (Barnard & McLellan, 2013). To conduct the review our literature search was limited to English-medium journals over the last ten years (2004-2013). The origins of CLIL in European higher education are described and a review of methodologies, findings and their value for CLIL in higher education in Spain are discussed. As will be seen, there is great scope for future studies in assessment and language acquisition. We hope that this paper can help to map out the research landscape on CLIL in European higher education up to this moment, pointing to gaps in empirical research and proposing key areas of future focus.

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Ploettner, Joan; Deal, Mandy & Moore, Emilee

Universitat Internacional de Catalunya

Creating opportunities for learning through student generation of a content and language specific assessment instrument

CLIL programming is determined by learning objectives which integrate the acquisition of content and content-related language, as well as the development of cognitive skills and cultural competence. (Coyle, Hood & Marsh, 2010). As in all classrooms, CLIL evaluation criteria should reflect the subject matter taught. In an inclusive CLIL context, assessment should place emphasis on both content and content-related language, taught explicitly in class. (Linares, Morton & Whittaker, 2011). In this way students are judged equally on the basis of their content knowledge, regardless of their initial language competency level. CLIL lessons, therefore, must include activities in which the language necessary for content-related tasks is explicitly taught.

An activity designed to help students focus on the content-specific language needed to complete a CLIL writing task is presented. The class based activity consists of the student generation of a content-and-language integrated evaluation instrument for a specific text genre. During the activity, student discussion and debate of appropriate evaluation criteria for their written productions provides opportunities to focus on the content-and-language-specific characteristics of a subject-specific text type. The opportunity for use of higher-level thinking skills while elaborating, selecting and defending the selection of evaluation criteria is explored.

Within the CLIL setting, recent studies (Martinez Ciprés, 2011) have shown that student application of content and language specific criteria for scientific writing provides opportunities for students to focus on the content and language of a specific writing assignment. Other researchers have shown the efficacy of having students “translate” pre-determined assessment criteria to “student-friendly” language (Marzano, 2010). The study presented here builds on this research, expanding the task to that of the student generation of a self-assessment instrument.

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Reyneke, Maryna

North-West University, Potchefstroom, South Africa

Academic Breakaways as a means of allowing students more time to effectively engage with subject content and become more confident in using English

At the Faculty of Education at the North-West University in Potchefstroom, South Africa we train students whose mother tongue is either Afrikaans or any one of the nine African languages to become teachers of English Home Language or English First Additional Language. These students of various cultural and linguistic backgrounds face the double burden of learning the academic content of English as well as gaining high enough levels of English language proficiency over four years of study in order to successfully teach English in a highly challenging multicultural and multilingual society. This paper reports on the benefits of implementing holiday coursework followed by 3 day annual academic breakaways for second, third and fourth year students. In accordance with research findings by Wilkinson (2005) these breakaways or camps allow students from various backgrounds to get to know their peers, be more effectively socialised in the particular educational culture of the English department, be granted more time to come to grips with cognitively demanding subject content and language skills, examine topics from different perspectives, be involved in collaborative learning activities, work in small groups, and build self-confidence in order to be able to speak out and intervene in lectures or discussions. Empirical research data gathered during the 2013 and 2014 academic breakaways will be shared and discussed.

Romero Alfaro, Elena & Zayas Martínez, Francisco

Universidad de Cádiz

La formación universitaria del maestro generalista, el especialista en lengua extranjera y el maestro AICLE en un proyecto lingüístico de centro: identidad docente y formación inicial.

Considerando que el maestro de Educación Primaria se encuentra en una posición crucial en el proceso de construcción de la ciudadanía, en particular de la ciudadanía europea, la formación universitaria del maestro ha de asumir una visión transnacional específica, que se caracteriza principalmente por una formación en lenguas-culturas sólida y diversa. La reflexión sobre los contextos de “apropiación” de lenguas-culturas y las orientaciones metodológicas actuales nos ha conducido hacia tres perfiles docentes: el maestro generalista, el especialista en lengua extranjera y el maestro AICLE. Sus respectivas competencias profesionales se aproximan -¿se solapan, se complementan?- y necesitan nuevas estrategias articuladoras, ya que añaden, a su vez, nuevas dimensiones a la educación desde la perspectiva del proyecto lingüístico del centro. Se trata de dimensiones fundamentales e ineludibles para el maestro del siglo XXI: las representaciones y creencias sobre las lenguas-culturas, así como los procesos de internacionalización en los que vive inmersa la sociedad en general y los centros educativos en particular, hacen necesarios un trabajo cooperativo y una dinámica de reflexiones compartidas que permitan revisar el desarrollo de la conciencia profesional de estos maestros y de su identidad docente. En el presente trabajo analizamos estas dimensiones desde la perspectiva plurilingüe y pluricultural en la educación superior, establecida en el Plan de Lenguas de Centro de la Facultad de Ciencias de la Educación de la Universidad de Cádiz.

Rubio, Fernando & Vélez, Mercedes

University of Huelva

A four year CLIL experience within the Primary Education Degree at the University of Huelva

This presentation will expose results of a four year ongoing CLIL program within the Primary Education Degree, in the Faculty of Education at the University of Huelva. Accordingly, conditions to begin a CLIL degree will firstly be exposed, including students' motivation and beliefs prior to enrolment, and human resources profiles available for teaching. Then, the *quality assurance* program will be shown and their elements will be discussed, such as the teacher training program, the language assistant program, and the language acquisition and satisfaction measuring program.

The analysis of this CLIL program will hopefully clarify CLIL implementation matters and advise educational administrators and practitioners who are about to start a CLIL implementation program or have little experience. Information about this program can be found at <http://www.uhu.es/fedu/index.php?menu=inicio&submenu=RR%20II&seccion=planplurilingue>

Sánchez, Davinia

Does the vehicle of instruction affect teacher discourse?: A contrastive study of questions in EMI university lectures

The implementation of Content and Language Integrated Learning (CLIL) and/ or English Mediated Instruction (EMI) is becoming commonplace across different educational levels all over the world (Coleman, 2006). In this new educational scenario, there are numerous university teachers who have to change the language of instruction through which they deliver content, negotiate meaning and interact with students.

This paper reports on the preliminary findings of a contrastive case study dealing with teacher classroom discourse in EMI content lectures. This research focuses on exploring and describing the use of questions (Sánchez García 2010, Chang 2012, Dafouz and Sánchez García 2013) as devices taking place as part of the linguistic repertoire of the teacher. The data consist of a corpus of 4 classes conducted in Spanish and another 4 lectures conducted in English, all of them aiming to teach the same content within the field of Business Administration at tertiary level.

Results will show evidence of the possible similarities and differences taking place in the use of teacher questions as the result of the language used as the vehicle of instruction. Consequently, the present analysis of the language used by lecturers aspires to foreground the importance of language awareness in the construction of knowledge, which should be an essential component in teacher training courses in order to help lecturers notice the power that their discourse exercises on their students' learning process.

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Soler Ortínez, David

FPCEE Blanquerna. Universitat Ramon Llull

Implementing CLIL: essential factors from the perspective of leadership

Content and Language Integrated Learning (CLIL) is currently expanding across various contexts and it is being integrated into different curriculums throughout Europe. As with all innovative practice, the way this educational approach is implemented needs to be carefully designed and reflected upon. Implementing educational innovation at any cost cannot guarantee that the expected results will take place, especially when dealing with such a programme of such complexity like CLIL. However, there is still a lack of attention given to certain factors related to the implementation of CLIL such as the organizational culture, the sustainability, the teachers' training or the length, stability and structure of the program. All these aspects can be promoted through an effective leadership. Research has shown that CLIL may fail to reach its inherent potential unless leadership and its implications regarding certain contextual and organizational factors are firmly taken into account. From our point of view, effective leadership can play a relevant role in the implementation and adoption of CLIL in higher education as well as different settings and educational communities. Our current study intends to explore the relation between leadership and educational innovation and how factors which can be promoted through leadership may contribute to the successful implementation of CLIL in any educational context.

Studer, Patrick & Kelly, Paul

Zurich University of Applied Sciences

Preparing for English-medium instruction in higher education: the role of communicative awareness

This paper draws attention to the preparation of teaching staff involved in EMI through communicative training. Communicative training constitutes a key element in the preparation of teachers as it is concerned with the broader communicative impact brought about by the change of medium. Training units addressing this change are focused on teachers' language performance in the context of their effort at facilitating and mediating learning. In other words, these units are aimed at the development of pragmatic and strategic communicative competences (Bachman 1990) needed for successful teaching in particular study contexts.

Reviewing a communicative training programme conducted in the context of EMI in natural sciences and engineering at Zurich University of Applied Sciences (ZHAW), the present paper seeks to examine the transfer potential of communicative 'theory' into teaching practice. For this purpose, classroom observation and stimulated recall interviews with lecturers were conducted and analysed. Particular attention is paid to communicative awareness, as expressed in teachers' reflexive and interpretative repertoires (Studer 2013; Wetherell/Potter 1988), and to the congruence between communicative awareness and subsequent teaching practice.

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Tallón-Ballesteros, Antonio J.

University of Seville

An experience on Content and Language Integrated Learning in University lessons of Operating Systems in the Computer Science Area

This paper reports an experience carried out in the University of Seville on the context of Content and Language Integrated Learning (CLIL) via English in the lessons of Operating Systems in the Computer Science Area. The arrival of the Higher Education European Space (HEES) brought some changes in the teaching way. One of the main pillars is the mobility of students and staff between European Universities. Typically, the link between the source and destination cities is matched by means of a common language. From the starting date of the undergraduate degrees adapted to the HEES in 2010/2011 academic year, the University of Seville launched an English teaching initiative at Higher Technical School of Computer Science Engineering, proving a wide offer in subjects that are taught in English. Spanish and foreigner students can enrol in any subject. A full group limited to 24 students has been created for those interested in study almost all the undergraduate degree in English language. Concretely, the offer covers 29 subjects which totalize almost two hundred of ECTS credits. The subjects belong to the first three years out of the four composing the degree. The related experience is about a second year mandatory subject entitled Operating Systems in the undergraduate degree of Computer Science from their beginning academic year, 2011/12, to the current year. The period of the current study encompasses two full years and almost the third one. An analysis on the profile of the students is detailed along with their initial background, the results of the continuous assessment, the final evaluation and the optional tasks provided to increase the grade. The global performance is very high compared with the standard groups using the Spanish language in the sense that the number of non-passed pupils is very small.

Toffle, Mary Ellen

University of Messina, Italy/University of Pavia, Italy

**TEACHING CROSS-CULTURAL COMPETENCE AND CLIL: a CLIL approach in
International Relations University Courses**

International relations professionals need cross-cultural competence and English language communication skills to function in the international arena. Students should develop English language communication skills not only to communicate with foreign colleagues but also to have access to the vast amount of knowledge transmitted in English over the internet.

Cross-cultural competence in the global market is also fundamental: managers need to be able to function in global virtual teams, but also in regional and local multicultural teams (Bhawuk and Brislin, 1992). Cross-cultural competence and the ability to work with diverse groups are essential skill sets whether students work abroad or stay in their own country.

This work reports research documenting the use of CLIL and cross-cultural training as a method to raise students' level of English as quickly as possible while giving them the essential intercultural skills they need to work in the international field. The study was conducted in the University of Messina second cycle degree program ('laurea magistrale') in International Relations and proposes cross-cultural communication training packaged as a CLIL program to meet both linguistic and intercultural competence needs of students studying to work in the international field.

The course program was developed after extensive research into the English communication needs of professionals working in various international fields combined with research-based training in cross-cultural communication and negotiation (Lewis, 1999; Harris and Moran, 2007; U.S Peace Corps Training Handbook 2012, Gannon, 2004, Storti, 1997) and intercultural competence skill development (Bennett, 1998).

The course had two objectives: 1) develop cross-cultural communication competence and 2) bring students up to a B2 level as fast as possible. Students used English in both written and spoken form as they received training in cross-cultural competency.

The final exam demonstrated significant growth in the areas of cross-cultural competence as well as an increase in European Common Framework level ranging from .5 to 1.0 depending on the student. Students also expressed the opinion that they had learned something that was essential for their future success in the international field.

Combining CLIL with intercultural competence building seems to be effective in meeting two objectives: increasing English language fluency and developing cross-cultural communication competence. More research would be useful into this option for increasing English communication proficiency while building future interculturally competent international professionals.

Keywords : CLIL, cross-cultural competence, intercultural competence, cross-cultural communication.

Torra, Imma; Adam, Araceli; Vraciu, Alexandra; Stephens, Ian & Foale, Julie

Universitat Politècnica de Catalunya/Universitat Autònoma de Barcelona

CLILing at university: Insights from the lecturer training programme at the Universitat Politècnica de Catalunya

The Institute of Education Sciences of the Universitat Politècnica de Catalunya – BarcelonaTech (UPC) started a training programme in 2008 addressed at university lecturers wishing to prepare themselves in order to offer their content subjects in English.

This training programme was an assignment from the vice rector for international relations and it was aimed at fulfilling the objectives of the Internationalisation Plan that the university approved for 2008-2015.

Since the beginning of the training programme, more than 400 members of the university have attended at least one of the training activities offered within the programme and more than 30 trainers have contributed to the implementation of the training activities. During this time, the structure and content of the programme have undergone continual change in order to adapt to the needs of the UPC schools and faculties. Yet, interest in the core of the programme remains alive among UPC lecturers and it is still one of the most sought after training programmes with some of the highest results in terms of satisfaction and attendance.

Both schools and trainers have been asked throughout the programme to be flexible and to adapt to the real needs of the lecturers when teaching their subjects through English as a foreign language. To us, this flexibility is at the heart of the success of the programme, a fact also well recognised among the community.

In this paper, we wish to show the experience from three perspectives: the parameters of the institutional procedure, the methodological adaptations that have been required of our trainers, and the linguistic and strategic scaffolding which is key to overcoming the difficulties for lecturers who are engaging in a CLIL class at university. This will be done by providing main figures and opinions from the participants, and by giving voice to some of the trainers and managers that have intervened in the experience.

Also, we will present the lines agreed for 2014 that have been put in place for the continuation of the programme.

Uys, Mandie

North-West University. South Africa

Language- integrated lesson planning for subject teachers

Internationally teachers are faced with the challenge of how to best educate learners whose native language is not English. In South Africa, where the Language of Teaching and Learning for almost 84% of the pupils in the country is also the second language of the majority of teachers and learners, the English Department at the Faculty of Education of the North West University is tasked with the training of content teachers who have to teach their subject through medium of English.

Researchers agree that all teachers have a stake in the effective literacy of their learners and that the contextual teaching of functional language in the different subject courses strongly extends the learners' knowledge and ability to use language effectively in all aspects of their lives. As teacher trainers we had to find a way to help teacher trainees **prepare lessons** with a **simultaneous focus** on both the subject content and the LOLT. This required a new perspective on lesson planning and provided us with the opportunity to rethink old established practices and come up with something new and innovative.

This presentation introduces hands-on lesson planning tool that conceptualises issues of teaching and learning in the English medium of Instruction classroom. Although steeped in sound Educational and Language acquisition it is not prescriptive in the method or learning theory it endorses but provides a conceptual framework for interpreting and integrating information and experience across the curriculum so that lessons become paradigmatic and not programmatic. In prompting the recall of information and knowledge regarding effective teaching and learning, it requires the teacher or trainee to function at a meta-cognitive level in terms of thinking critically and creatively, finally constructing their own knowledge and understanding.

Valcke, Jennifer

Université Libre de Bruxelles

Teacher Know Thyself: Training for English-Medium Instruction

There are a number of risks reported in implementing CLIL at university, which could possibly lead to an impoverishment of the quality of learning and teaching. In developing English-taught programmes, the *Université libre de Bruxelles* (ULB) has invested in training its teaching staff both pedagogically and linguistically. This carefully orchestrated professional course caters for two issues, which have consistently stood out from classroom observations carried out across disciplines since 2007:

(a) improving and developing the language proficiency required for teaching academic disciplines through the medium of English, and (b) developing the methodological competence needed in a CLIL approach. With this in mind, two training programmes were created: “Teaching in English: Developing Linguistic Competence” intended for teachers with a B1/B2 level of proficiency, and “Conversation Tables for Academics” for teachers with a C1/C2 level of proficiency. The rationale behind this programme was to develop teachers’ awareness that working through the medium of English needs to be viewed as an emergent and constantly evolving competence. To foster self-reflection on the teachers’ pedagogical approach and linguistic competence, the courses mentioned above were accompanied by individual coaching, classroom observation, student feedback and collaboration with language experts. The present paper will describe the contents of the ULB’s professional development course and its satellite activities, including: problems related to effective classroom communication; issues associated with pedagogy and classroom practice; concerns about facing a multicultural classroom; and problems related to lecturers’ linguistic competence, particularly delivery.

Key words: CLIL, university, teacher development, proficiency, support

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Vallbona González, Anna; Medina Casanovas, Núria & Raluy Alonso, Àngel

Universitat de Vic – Universitat Central de Catalunya

Students' Linguistic Perceptions to CLIL in Tertiary Education: The Case of Human Sciences Degrees at the University of Vic

Due to globalization, mobility among student and teachers at tertiary education has expanded over the past few years. The need for internationalization has sparked an interest in European universities to start implementing *Content and Language Integrated* programmes in order to promote academic exchange and networking (Dalton-Puffer, 2011). Following the internationalization trend the Faculty of Education at the University of Vic has set up an ambitious project of enhancing English Medium Instruction at the core of its academic curriculum.

The implementation of CLIL programmes at Higher Education has extensively been researched in several European countries (Airey, 2011; Maiz-Arévalo & Domínguez, 2013) from different perspectives. However, the success of these initiatives at a micro-level seems to be very much connected to the specificity of the context and real needs of undergraduates. Research into the perceptions of CLIL learners at university level is still insufficient, particularly as CLIL has been claimed to be a student-centered approach to learning (Coyle, Hood and Marsh, 2010). Therefore, the students' response should be taken into account in the design of future CLIL subjects. This paper aims at examining learners' linguistic perceptions after attending a CLIL course in English for a semester at the University of Vic. A questionnaire with a mixture of close and open-ended questions was administered to students in order to find out how they perceived and valued their experience in terms of linguistic gains. Hopefully the results will shed some light on how Human Sciences students feel about their courses and their implementation. We strongly believe that their opinions will give valuable insight for future academic development.

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Walsh, Mary Louise

IESE, Barcelona, Spain

Integrating Content and Language in Higher Education: Students' perceptions of language learning compared with actual results.

Integrating content and linguistic objectives in Higher Education syllabus is no mean feat, least of all when students have a low level in the language of instruction and training is not always provided for teachers. This paper provides examples of materials that were designed pre, during and post training in Content and Language Integrated Learning (CLIL) methodology. Post CLIL training materials were then used to compare linguistic gains and perceptions in two groups: one taught using English as the Medium of Instruction (EMI) and the other with Integrating Content and Language (ICL). Students in the EMI group all received the same materials, whereas students in the ICL group were given materials according to their level of English, based on the Common European Framework of References for Languages. Students' listening, grammar and writing skills were tested before and after the course and they were also given a questionnaire to find out how their perception of improvement in English compared with their actual grammar gains. Results showed that the EMI Basic Users perceived more improvement than ICL Basic Users in spite of the fact that EMI Basic Users grammar actually got worse by the end of the course. It could be suggested that although the lower level students in the ICL group may have felt they were learning less, the adapted materials allowed them to access the content whilst improving their grammar. On the other hand, the EMI Basic Users may have increased in confidence due to the fact that over the duration of the course they felt they were able to understand the materials which were for Independent Users.

Weinberg, Alysse; Knoerr, H el ene & S eror, J er mie

University of Ottawa, Canada

An After-Graduation Survey of University-level French Immersion Students

In Canada, the immersion approach has been famously put into practice in primary and secondary schools since the 1960's. Although it has been the focus of extensive research and has contributed significantly to the promotion of the benefits of bilingual education, the French immersion model has to date not been widely adapted to Canadian university settings. As of 2013, only a handful of Canadian universities offered a university-level immersion option to students. The largest of these university immersion programs, the French Immersion Studies (FIS), presently resides at the University of Ottawa. Implemented in 2006, FIS has been the object of a number of studies investigating the impact and challenges of the application of an immersion model in higher education contexts. While this research has demonstrated the strengths and accomplishments of this program, it has also highlighted the complexities of the linguistic, disciplinary and institutional consequences of putting this pedagogic initiative into practice.

The proposed presentation will focus on the FIS program. A brief overview of the context at the University of Ottawa will be followed by a report on the outcome of a survey of approximately 200 university graduates conducted in the spring of 2013. The survey queried students about their perceptions of the program and its impact on their lives since graduating. Both the quantitative and qualitative results reveal that students viewed FIS very positively. Their immersion learning experiences are characterized as useful and enriching, enabling students to stand out to potential employers as bilinguals . Described by some graduates as "life-changing" and leading to a better understanding of the French community, the FIS is identified as a significant confidence builder affecting students' continued engagement with their second language after graduation.

Wenhsien, Yang

National Kaohsiung University of Hospitality and Tourism, Taiwan

Learners' achievement in Content and Language Integrated Learning (CLIL) education: Evidence from a Taiwan tertiary degree-programme

This study investigates learners' performance in a Taiwanese tertiary CLIL programme. Learners' English proficiency was measured immediately after entering the programme and before their industrial placement, i.e. after two years. As in previously reported cases, the learners showed a significant improvement in their receptive linguistic skills. They also performed better than other university students and test-takers in a national-scale English proficiency test. The findings identify a positive correlation between receptive competence and productive competence in English. The correlation between language competence and content achievement was also examined, with the results exhibiting that entry level language proficiency can affect learners' initial content achievements, but that this effect is not sustained after the first semester as students' language proficiency continued to improve. In the questionnaire survey, the respondents generally agreed with the claimed benefits of the CLIL approach, but were doubtful about the improvement in their productive linguistic skills, the content knowledge assessments, enhanced learning motivation, and the use of English for instructing content courses. These doubts were most pronounced among those students with lower level language skills or content knowledge. Interviews with CLIL practitioners were also conducted to provide understanding of how they assess CLIL learners' linguistic and content performance. Implications for CLIL practices in Asian contexts are discussed.

Keywords: CLIL, language outcome, content knowledge achievement, Taiwan higher education

Posters

Alsina, M.; Argelaguet, R.; Martínez, I. & Vicente, J.

Escola Politècnica Superior d'Enginyeria de Manresa

Planificació de la Impartició d'Assignatures en Anglès a l'EPSEM

En el context actual dels graus universitaris, per tal de millorar la competència plurilingüe s'ha optat per impartir assignatures en anglès. En particular, el present treball se situa en l'àrea de l'electrònica, que juga un paper fonamental en el Grau d'Enginyeria Electrònica Industrial i Automàtica i el Grau d'Enginyeria de Sistemes TIC, impartits a l'Escola Politècnica Superior d'Enginyeria de Manresa.

La motivació és vetllar per la qualitat de l'aprenentatge del contingut d'electrònica en les assignatures impartides en anglès en els propers quadrimestres. Atesa la diversitat de graus del centre, s'ha fet una anàlisi específica de l'estudiantat que cursarà les assignatures amb aquest contingut, per tal de conèixer el punt de partida i poder planificar-ne millor el desenvolupament.

Els resultats de les enquestes han portat a fixar com a objectiu immediat l'elaboració de més material de suport, ja que més d'un 60 % de l'estudiantat creu que el fet que l'assignatura s'imparteixi en anglès dificulta l'aprenentatge del contingut. En particular, es valoren molt positivament les propostes de recursos referents al vocabulari tècnic del contingut en català i anglès.

Com a aplicació s'ha elaborat material didàctic per visualitzar i identificar, en català i anglès, els instruments i els components que s'utilitzen en el laboratori d'electrònica.

Alsina, M.; Argelaguet, R.; Bonet, J.; de las Heras, X.; Del Àguila, F.; Fortuny, J.; Franch, J.; Gamisans, X.; Giralt, R.; Lao, C.; López, J. A.; Martínez, I.; Palà, P.; Parcerisa, D.; Soler, M.; Vicente, J. & Vila, S.

Escola Politècnica Superior d'Enginyeria de Manresa

Integració de la competència de la tercera llengua (anglès) en els estudis de grau

L'objectiu del pòster és presentar els resultats del projecte d'integració de la competència de la tercera llengua en els estudis de grau, dut a terme per membres del grup de recerca u-Linguatech, dins del marc del projecte Rima, amb el suport d'un ajut de la UPC i de la Generalitat de Catalunya.

La proposta clau és posar en paral·lel l'aprenentatge del contingut específic de les matèries amb la pràctica de la llengua i elaborar recursos de suport per tal d'assegurar que l'estudiantat segueixi endavant en el procés d'aprenentatge.

Amb aquest objectiu s'ha fet una planificació de l'oferta d'assignatures impartides en anglès en els graus del centre, tenint en compte l'anàlisi del punt de partida de l'estudiantat i el professorat. Així mateix, s'ha elaborat material multidisciplinari per tal de garantir una millor qualitat en la docència. La bona valoració rebuda en els congressos en què se n'ha fet difusió avala els resultats obtinguts.

De Las Heras, F.X.C.; Lao, C.; Fortuny, J.; Alsina, M.

Escola Politècnica Superior d'Enginyeria de Manresa

**Assignatures d'enginyeria impartides en anglès: punt de vista de l'estudiantat/
Engineering subjects taught in English: students' viewpoint**

OBJECTIU. A partir de la declaració de Bolonya (1999), les institucions de l'Espai Europeu d'Educació Superior es van plantejar el repte de millorar la competència plurilingüe. Una estratègia per assolir-ho és l'aprenentatge de matèries curriculars en una llengua estrangera. A l'Escola Politècnica Superior d'Enginyeria de Manresa (UPC), diversos membres del professorat han donat suport a aquesta estratègia impartint diferents assignatures, parcialment o totalment, en anglès.

Aquesta comunicació s'emmarca en un treball més ampli que té per objectiu dur a terme un seguiment d'aquestes actuacions. Concretament, correspon a la primera fase, que pretén recollir el punt de vista de l'estudiantat.

MÈTODE. En aquesta primera fase de l'estudi, l'eina utilitzada per a l'avaluació ha estat la realització d'enquestes a l'alumnat de diferents assignatures dels graus d'enginyeria: Química (1r curs), Empresa (2n curs) i Anàlisi Química (3r curs).

D'una banda, s'han recollit dades sobre la seva formació prèvia: cursos d'anglès duts a terme, estades a l'estranger, certificats obtinguts, i la pròpia percepció del seu nivell; d'altra banda, sobre l'experiència en l'assignatura: aprenentatge d'anglès i de contingut, dificultats trobades, propostes per pal·liar mancances, impressió sobre la motivació del professorat i valoració global.

RESULTATS. En aquest treball es presenten gràfics per il·lustrar els resultats de l'enquesta, i se n'extreuen conclusions. Les respostes de l'alumnat han confirmat la utilitat dels recursos de suport, com llistats multilingües de vocabulari tècnic específic, i dels enllaços a material complementari per practicar la comprensió. La valoració del fet que s'imparteixin assignatures en anglès és molt positiva, i sembla que augmenta en relació amb el nivell que s'està cursant.

Flores Muxí; Carme

FPCEE Blanquerna. Universitat Ramon Llull.

ENSENYAMENT-APRENTATGE EN CONTEXTOS AICLE: DISSENY DE LA PLANIFICACIÓ DOCENT UN CURS D'ACTUALITZACIÓ PROFESSIONAL A LA FPCEE BLANQUERNA (UNIVERSITAT RAMON LLULL)

Des del curs acadèmic 2009-2010 la Facultat de Psicologia, Ciències de l'Activitat Física i de l'Esport (FPCEE) Blanquerna ha donat resposta a la necessitat de formar professors interessats en conèixer més a fons què vol dir ensenyar i aprendre continguts i llengua d'una manera integrada. Aquesta formació ha estat, entre d'altres, una de les accions que s'han dut a terme per tal de fer més present la llengua anglesa a la nostra facultat (cursos d'extensió universitària, cursos d'actualització professional/nivells elemental-intermig-avançat, nivells B2.1., aula d'autoaprenentatge...).

Tots els plans d'estudi de Grau de la Facultat contempnen matèries AICLE/CLIL a tercer i quart curs, la qual cosa fa que tant els estudiants com el professorat hagin d'estar preparats per a la impartició de continguts en anglès.

El pòster que proposem vol descriure els objectius, continguts i característiques del curs de formació: estructura, perfil professorat, temporització, metodologia, estratègies, materials i avaluació.

Així mateix també s'exposaran els resultats d'un estudi de les percepcions del professorat entorn del curs i de la seva incidència a les matèries AICLE impartides. Els resultats es van obtenir a partir d'un grup de discussió i un qüestionari que recollia les valoracions que feien els/les professors/es al voltant de l'experiència.

Leiva; Àngels

Universitat de Vic – Universitat Central de Catalunya

A first experience of a laboratory session in English: challenges for experimental sciences teaching in the laboratory

The Junior University, a pre-university summer school, launched three years ago by the UVic, aims to increase the use of English as a third language. We led one of the workshops during this CLIL programme and conducted a two-day session in Experimental Chemistry in the laboratory.

The course was focused on local students in their last year of secondary school, prior to their entrance to university. The students participating in the experience were 8 highly motivated students, using English as the only language of communication. The chemistry lesson involved building on topics students had already learnt in their L1 to teach new and more advanced concepts in English. Hence, the aim of this poster is to describe the CLIL sessions in chemistry and reflect on the experience for both teachers and students.

Although students held a good English level, it was difficult for them to use the technical expressions for carrying out the practical sessions. Nevertheless the use of the foreign language motivated students to collaborate, working in groups and thus creating synergies to overcome the additional difficulties of the language. Concerning the teacher, it was challenging for them to make themselves understood by using the right technical terms. Similar experiences would potentially improve teachers' abilities to conduct these courses in English.

Nevertheless, the main advantage of teaching chemistry in English is that original sources and material can be used, instead of translations into Catalan and Spanish. This makes it easier for students to search for references in books and on the Internet. As they learn terminology in English, instead of in their L1, they do not have to search for a translation before finding information about a concept.

Ranieri; Teresa

University of Bari (Italy) / University of Ramon Llull (Barcelona)

The secondary school CLIL teachers training power in the south of Italy

This research focuses on CLIL teacher' perceptions of the effectiveness of a Content and Language Integrated Learning (CLIL) course offered in secondary school. In CLIL, non-linguistic content is taught through the medium of a foreign language. The CLIL methodology cannot be simply regarded as a trend in the context of language learning and/or content, but, rather, must be considered as a general concept through which we can bring real changes in education. This theoretical framework would explore the target professional competences that the CLIL teacher is expected to acquire or further develop during the training programme in southern Italy. It is analyzed the new vision of CLIL as an agent of change in education. This poster would illustrate how this approach covers a wide range of issues related to education and makes the training of the CLIL teachers more relevant to enhance the linguistic competence. For this reason this study would explore CLIL teachers' understanding towards content and language (L2) learning, as well as learning skills development in CLIL. I will analyze how CLIL teachers are able to describe core features of the CLIL approach (definition, models, planned outcomes, methodology, driving principles) and how they contextualize CLIL with respect to the school, regional and/or national curriculum. Furthermore I will define how CLIL teachers identify the appropriate content to be taught and obstacles to content learning, how they create opportunities for reinforcing content learning in language classes and how they apply strategies for fostering in students the habit of linking new learning with their personal experience (e.g., language, content subjects and the out-of-school world). To conclude this presentation surveys the idea of the Italian southern CLIL teacher as a learner who should follow a personal path of enquiry, reflection, and evaluation.

Tallón-Ballesteros; Antonio J.

University of Seville

CLIL through English for Computer Science undergraduate degrees in Andalusian Universities

The offer to study some subjects in English within the Computer Science undergraduate degrees in the Universities from a southern Spanish region called Andalusia by means of Content and Language Integrated Learning (CLIL) is described in this paper. The European Space for Higher Education (ESHE) has promoted the use of a foreign language for teaching the University subjects. Typically, a Computer Science undergraduate degree has 240 ECTS (European Credit Transfer System) credits with courses from 6 to 12 credits share in 4 academic years. Andalusian Universities are gradually introducing a good number of subjects partially or fully in English for local and foreigner students. According to the rules currently in force, in order to obtain an undergraduate degree each student must have knowledge in a foreign language at least equivalent to B1 level of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). This work presents a deep analysis on the possibilities provided by each one of the nine Universities in Andalusia for studying an undergraduate degree on Computer Science. The organization of these studies often defines competences to promote the learning of a second language. In the context of Andalusia, depending on the University some subjects may be offered in Spanish and/or English or exclusively in English.

Sometimes the use of a second language is included as a part of the subject, for instance for optional works with expositions or written presentations through English. So far, only two Andalusian Universities offer a number of courses that covers an amount of ECTS credits equal or greater than the half of the Computer Science undergraduate degree.

Trenchs, Mireia & Calm; Mireia

Universitat Pompeu Fabra

The Plan of Action for Multilingualism at Universitat Pompeu Fabra: implementation, actions, results

In 2007 Universitat Pompeu Fabra (UPF) approved its first Plan of Action for Multilingualism (PAM) to cater the university's need for a coherent language policy that would cover all aspects of academic life. After five years, the Plan has enabled the university to consolidate and renew its language policy, to gain international exposure for Catalan as the university's official language, to reinforce the role of English as the third language for all students of Bachelor degrees, and to promote the role of Spanish as both an academic language for national students and a language of interest for UPF's growing numbers of international students. Moreover, the PAM has set mechanisms to ensure linguistic safety for all members of the UPF community.

The implementation of this Plan has been explained in different national and international forums through both qualitative achievements and quantitative data. In this poster, we start taking stock of the actions undertaken under the PAM framework. Thus, we will present information related to the tests implemented to diagnose the students' command of English and to certify language proficiency, the languages of instruction in UPF degrees, the percentage of content credits taught in English in Bachelor degrees and the language training programme. We will share additional data that will be of interest to language policy makers at universities, instructors of content courses in English, and administrators in charge of implementing language policies with a multilingual perspective.

Our poster presentation is conceived as a complement to another session on three real experiences in teaching content courses in English conducted by UPF professors Drs. Antoni Luna, Baldomero Oliva, and Esther Oliveras, and to a session on the linguistic benefits obtained by students taking such courses conducted by Dr. Carmen Pérez Vidal, leading researcher of a project investigating CLIL as a language acquisition context.

Vallín, Mónica

Escola Sant Miquel dels Sants (Vic)

SmartMe

The digital identity has become a hot issue, especially now that there is a generalized use of multiple social media services. Every time we visit a website, we make comments, or we upload photos, we leave track of our personality. All the traces, which we willingly, but not always consciously, leave in electronic environments, define our digital identity. The way we manage all this data can affect us for the good, resulting, for instance, in the enrichment of our personal learning networking; but also for the bad, causing great harm to our reputation, or even ending in the loss of a job or an opportunity. This matter is of great importance when we deal with teenagers, since they are actively participating in social media without, often, understanding the particularities of the medium and the implications that may result from misuse. Adolescents should be aware of the importance of knowing how to manage properly their own digital identity and privacy.

As it is necessary youngsters learn to live networking smartly, I propose to display a few activities using first a video (Digitalfoot intro) and then a few case-stories that make vivid the dangers of using online photo-sharing service unconsciously. All these cases intend to provoke reflexion on how these virtual places we inhabit can not be separated from our real world, and ultimately, make students apprehend that what we perform online affects our analogue lives. The final aim of this activity is to give teenagers strategies to build an effective and positive digital identity.

The activities can be structured in three sixty-minute sessions, and the resources (video, photos and stories) used are found on the web.

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