

English is used throughout the world as the medium for instruction in contexts where English is not the primary national language or even an official language. What does this mean for the experience of teachers and students alike? Does everyone feel equally enfranchised by this arrangement? Is the experience equally positive across all disciplines/levels of study? What does this mean for the development of the national and local policies on English as a medium of university-level instruction? Does it have an impact on student recruitment?

English as a challenge for global Higher Education has perhaps been most thoroughly investigated in the context of northern Europe, where it is widely extended. The objective of this Forum is to investigate these issues from the perspective of Southern European countries and, in particular, in the context of the experiences of A4U universities for which the promotion of English taught degrees is a primary objective, at the core of their internationalization policies.

The EMI Forum provides an excellent opportunity to share knowledge and experience from the perspectives of the institution, degree coordinators, lecturers, trainers and students. It is our objective to include this initiative as an A4U Erasmus+ Staff week and extend an invitation to participants from universities in the YERUN network.

### Programme

<b>Monday 20th June 2016</b>		
10h30 – 11h45	Presentation of the A4U and the A4U objective regarding EMI in Higher Education. - UAM: Amaya Mendikoetxea (Pro Vice Chancellor for International Relations) / Esmé Prentice (Head of the Language Service). - UAB: Marta Estella (Head of the Language Service). - UC3M: Patricia López Navarro (Head of the Undergraduate Office). - UPF: Mireia Calm (Coordinator for Multilingualism Management).	Salón de Grados Ángel Rivière. Psychology Faculty
11h45	Coffee break	Terraza Psychology Faculty
12h15 – 13h15	‘EMI Global challenges, local solutions’ by Ernesto Macaró, Professor of Applied Linguistics at the University of Oxford.	Salón de Grados Ángel Rivière. Psychology Faculty
13h30	Lunch break	

15h00 – 17h00	<p>Presentation of experiences of Project coordinators from the A4U chaired by Ana Llinares (Universidad Autónoma de Madrid).</p> <p>Presentations by:</p> <ul style="list-style-type: none"> <li>- UAB: Cristina Escobar (Coordinadora del Grado de Maestro en Educación Primaria).</li> <li>- UAM: Juan Luis Pan (Coordinador del Grado de Estudios Internacionales).</li> <li>- UC3M: Daniel Segovia Vargas (Director de la Escuela Politécnica Superior).</li> <li>- Fina Alemany i Costa (Directora de la Unidad de Apoyo a la Calidad e Innovación Docente en la Facultad de Ciencias Económicas y Empresariales de la UPF).</li> </ul> <p>Trainer, teacher and student perspectives:</p> <ul style="list-style-type: none"> <li>- Margarita Billón (lecturer at Faculty of Economics at UAM).</li> <li>- Matthew Banks (EMI trainer).</li> <li>- Paul Rollinson (EMI trainer).</li> <li>- Ignacio Luque (UAM student).</li> </ul>	Salón de Grados Ángel Rivière. Psychology Faculty
17h00 – 17h30	Diploma award ceremony for the accredited lecturers from the first cohort of the 'Plan Doing' UAM.	Salón de Grados Ángel Rivière. Psychology Faculty
21h00	Dinner	Hotel Regina Calle de Alcalá, 19, 28014 Madrid
<b>Tuesday 21st June 2016</b>		
9h45 – 10h50	<p>Parallel poster session:</p> <p>'A road to EMI' Ángela Llanos, Universidad de Coruña.</p> <p>'EMI quality assurance: testing lecturers' linguistic competences' Dolores González, Universidad de Vigo.</p> <p>'INTER-R-LICA project' Cristina Campo, Universidad Complutense de Madrid.</p> <p>'Blended Learning' Elodie Barrois, Universidad Savoie Mont Blanc.</p> <p>'What is Intercultural Development?' Anjouli Janzon, Universidad Autónoma de Madrid.</p>	Hall in front of the Salón de Grados Ángel Rivière. Psychology Faculty
11h00 – 12h00	'English-medium instruction in higher education: The view from the Spanish context' by Emma Dafouz, Associate Professor at Universidad Complutense de Madrid.	Salón de Grados Ángel Rivière. Psychology Faculty
12h00	Coffee break	

12h30 – 14h30	Workshop 'From 'Covering Content' to 'Uncovering the Subject': Strategies for University EMI Instructors' by Diane Tedick, Professor at the University of Minnesota	Seminario A11 Edificio Anexo de Psicología.
	Workshop 'Intercultural Development'. by Anjouli Janzon, coordinator of the Study Abroad at UAM program at the Universidad Autónoma de Madrid.	Seminario A13 Edificio Anexo de Psicología.

## Abstracts and guest speakers:

### EMI Global challenges, local solutions. By Ernesto Macaro (University of Oxford).

English Medium Instruction (EMI) worldwide is developing so quickly that it is difficult for researchers in the field to keep track of what is going on and the challenges which it poses. In this talk I will first present briefly research carried out by our EMI Oxford Centre at the global level in order to try to get an overall picture of how EMI is developing and the challenges which it poses. I will also provide an overview of a large systematic review of research in EMI that we have carried out. I will argue that: a) there is insufficient comparative research available that can provide global indications of how to meet EMI's challenges and b) that we need more research projects involving interventions into EMI. I will then give an in-depth account of a project involving collaboration between English Language Specialists and EMI teachers.

**Ernesto Macaro** is Professor of Applied Linguistics at the University of Oxford, Department of Education where he is *Director of the Centre for Research and Development in English Medium Instruction*. Ernesto teaches on the Masters in Applied Linguistics and on the Teacher Education Program. His research focuses on second language learning strategies and on the interaction between teachers and learners in second language classrooms or in classrooms where English is the Medium of Instruction.

### Presentation of experiences of Project coordinators from the A4U.

This roundtable is designed to present the experiences of the project coordinators from the Alianza 4U universities regarding the implementation of EMI in their programmes and also to present the perspectives of teacher trainers, teachers and students involved in the UAM's 'Plan DOing'.

Time will be devoted to extended discussion in the roundtable where questions and comments will be gathered from the audience, opening up the floor to ask the roundtable participants about specific issues, to share experiences and ultimately as an opportunity to glean practical advice.

The roundtable will be chaired by Ana Llinares (Universidad Autónoma de Madrid) and she will be asking the participants about their viewpoints on EMI issues related to their personal experiences.

**Ana Llinares** is Associate Professor at the English department at the Universidad Autónoma de Madrid. She teaches second language acquisition and content and language integrated learning (CLIL), both at the undergraduate and postgraduate levels. She coordinates the UAM-CLIL research group (<http://www.uam-clil.com>) and has published widely on the topic. She collaborates closely with international researchers working on CLIL at primary and secondary school levels and EMI at university level. She also has ample experience in teacher training and co-coordinates the English strand of the teacher training master for secondary school teachers at the UAM.

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**English-medium instruction in higher education: The view from the Spanish context.  
By Emma Dafouz (University Complutense of Madrid).**

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In this global era Spanish universities, like most Higher Education Institutions in Europe, are experiencing a strong push towards internationalization. While the forces of globalization are seemingly “unalterable” (Altbach and Knight (2007: 291), the spread of internationalization in higher education implies choices. In the Spanish context, a major choice has been the implementation of an Internationalization at home policy. This policy attempts to make internationalization accessible to largely monolingual groups of national students and academic staff through the use of English-medium instruction (EMI) and the incorporation of international goals and learning outcomes in the formal and informal curriculum (Leask, 2013:106).

To problematize and illustrate the view from the Spanish context, this session will draw on two sources, 1) the research carried out by the INTE-R-LICA Project[1], which I coordinate, on the specific challenges that Internationalization and EMI pose on Spanish universities (Dafouz and Smit 2014), and 2) the working document commissioned by the Spanish Rectors’ Conference (CRUE) to unify criteria as regards English language accreditation/certification, teacher education programmes and incentives in the Spanish tertiary setting. In doing so, the session will touch upon a number of issues that, although pervasive in most IaH settings, are often missing from university policies and thus are in need of visibility and reflection.

## References

- Altbach, P.G. & Knight, J. (2007) The Internationalization of Higher Education: Motivations and Realities. *Journal of Studies in International Education* 11/3-4: 290-305.
- Dafouz, E. & Smit, U. (2014). Towards a dynamic conceptual framework for English-Medium Education in Multilingual University Settings. *Applied Linguistics*, doi:10.1093/applin/amu034
- Leask, B. (2013). Internationalizing the Curriculum in the Disciplines—Imagining New Possibilities. *Journal of Studies in International Education* 17(2) 103 –118

[1] The INTER-L-ICA project (The Internationalization of Higher Education: linguistic, cultural and academic challenges) is funded by the Ministry of Economy and Competitiveness (Spain).

REF. FFI2013-41235-R. (see [www.ucm.es/interlica](http://www.ucm.es/interlica))

**Emma Dafouz** is Associate Professor at Universidad Complutense de Madrid, where she teaches courses in ELT methodology, discourse analysis and bilingual education. She has published extensively on the topic of English as a Medium of Instruction in Higher Education and currently coordinates an interdisciplinary research group on EMI funded by MINECO. She is at present Policy Advisor for Curricular Internationalization at UCM.

**Workshop 'From 'Covering Content' to 'Uncovering the Subject': Strategies for University EMI Instructors'. By Diane Tedick (University of Minnesota).**

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Rather than only being concerned with 'covering content' in their courses, university EMI instructors need to learn ways to 'uncover their subjects,' that is, to make the ways of using language and the ways of thinking in specific disciplines explicit to their students (Gibbons, 2009). In this session EMI trainers will be introduced to a number of strategies to help EMI instructors (1) analyze academic texts to reveal their language demands, (2) utilize pedagogical strategies that scaffold for both content and language, and (3) incorporate a range of participant structures to maximize students' use of academic language.

**Diane Tedick** is Professor at the Department of Curriculum and Instruction at the University of Minnesota. Her areas of expertise are Dual language and immersion education, content-based language instruction, language teacher education and development, foreign language education. She is the Coordinator of Certificates in [Advanced Practices in Second Language Teaching](#) and [Dual Language and Immersion Education](#). For a number of years she has directed the CoBaLTT project — Content-Based Language Teaching with Technology — one of several projects funded by the University of Minnesota's National Language Resource Center, which is housed in the [Center for Advanced Research on Language Acquisition \(CARLA\)](#).

**Workshop: 'Intercultural Development'. By Anjouli Janzon (Universidad Autónoma de Madrid).**

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As our campuses are becoming increasingly global, intercultural skills are taking on a central role in our efforts to establish effective communication and our ability to connect, support and engage with our students and peers. In this workshop we begin with fun exercises and activities that stimulate an awareness of self and one's own cultural lens. We continue with vibrant discussions on the impact such cultural lenses have on cross-cultural communication and end with cross-cultural simulations that allow us to gain an appreciation and understanding of different behaviors in a cultural context.

**Anjouli Janzon** currently coordinates the Study Abroad at UAM program at the Universidad Autónoma de Madrid. She earned her Ph.D. at the University of California, Berkeley and directed the New York University in Madrid program for fourteen years. She has taught courses on Spanish Literature and Culture, Cultural Studies, Literary and Cultural Theory, Learning Theories as well as Intercultural Communication. She regularly conducts Intercultural Development Workshops for teachers, professors, students as well as employees of international companies.