

Teacher Training for English–Medium Instruction in Higher Education

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A volume in the Advances in Higher Education
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Chapter 10

Researching English as a Medium of Instruction in University Lecturers' Teaching Methodology: A Proposal for In-Service Training

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ABSTRACT

There has recently been an increase in English as a medium of instruction (EMI) in higher education (HE). The growth of EMI has led to a proliferation of descriptive research on teachers' linguistic competence, learners' and teachers' perceptions of and attitudes toward EMI, the methodology implemented in English as a medium of instruction, and the support and training provided to EMI teaching staff. However, to date, this rise in EMI has not been accompanied by a plethora of research on pedagogical and linguistic considerations. This chapter sheds light on some of these factors, with a focus on lecturers' teaching methodology. Focus group interviews and case study analyses were conducted involving EMI lecturers from a university in southern Spain. The data obtained in this study have been used to establish a pedagogical proposal for in-service EMI teacher training.

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INTRODUCTION

This chapter opens with a review of English as a Medium of Instruction (EMI). A definition of EMI is given, followed by the rationale that drives its inclusion in higher education, the challenges faced by EMI at tertiary level and, finally, current research into EMI in HE and, in particular, into EMI pedagogy.

The chapter then presents a study on EMI university lecturers' teaching methodology. After stating the research questions and describing the methodology behind the study (this includes the context, participants, and research tools), the results are presented and discussed. This section ends with the study's limitations.

Both the theoretical account and the study itself pave the way for two practical implications, which are addressed in the final part: the authors' proposal for EMI teaching methodologies and a scheme to be implemented in the EMI classroom.

To the authors' knowledge, this chapter represents one of a handful of studies in the existing literature to offer specific recommendations for EMI training syllabus development based on empirical data and driven by data provided by EMI instructors themselves.

TOWARD A DEFINITION OF ENGLISH AS A MEDIUM OF INSTRUCTION

The number of educational settings that adopt a language which is not the learners' mother tongue for teaching content has increased over the last two decades (Dafouz & Sanchez, 2013; Shohami, 2012). These settings range from preschool and primary education to high-school and tertiary levels. Broadly speaking, there are several terms which refer to this type of instruction, including CLIL (Content and Language Integrated Learning), CBI (Content-based Instruction), ICLHE (Integrating Content and Language in Higher Education), and EMI (English Medium Instruction). The differences between these terms are not always clear, and they are sometimes used as synonyms (Macaro, Curle, Pun & Dearde, 2017). However, it is possible to identify some distinctive features. The first two terms, CLIL and CBI, are umbrella terms used to refer to non-higher education (HE) levels, and they also encompass the dual focus of teaching content and language. CLIL was coined and used in Europe, whereas CBI is associated with North America (Macaro et al., 2017). Unlike CLIL and CBI, the third term, ICLHE, corresponds to tertiary levels, but like the aforementioned terms it also integrates both content and language.

The fourth term, EMI, is also linked to HE, yet it only focuses on content learning via another language, usually English (Dreaden & Macaro, 2016), although "labels given to the phenomenon of EMI and their definition are inconsistent and problematic" (Macaro et al., 2017, p. 46). Generally, EMI involves learning academic subjects through the medium of English without reference to explicit language teaching. In other words, there is a focus on subject content mastery through English but no focus on the language itself (Smit & Dafouz, 2012).

MOTIVATIONS FOR INTRODUCING EMI

It is apparent that a growing number of universities are choosing to incorporate EMI, and this significant increase in EMI programs has been taking place since the start of the millennium. According to Doiz, Lasagabaster and Sierra (2012), around 800 EMI programs were offered in Europe alone as early as

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and multiple format exams may contain viable options. Unintentionally, an increase in evaluation tests used should not translate into an additional intrusion to the evaluation time, at the cost of learners' or teachers' time.

Against this backdrop, a study was conducted to look into EMI lecturers' teaching methodology and their perceived teaching needs. This study is presented in the following section.

A STUDY ON EMI UNIVERSITY LECTURERS' TEACHING METHODOLOGY

Research Questions

This study addresses the following research questions:

1. What are the main methodological aspects and teaching techniques used by EMI lecturers in their lessons?
2. What kind of training needs, if any, do lecturers consider they have which fit in with EMI methodology?

Methods

Context and Participants

This study was conducted at the University of Jaén (UJA, Spain). At present, this institution offers three master's programs taught entirely in English: two undergraduate degrees taught over 45% in English, and several master's and undergraduate degrees taught between 20% and 65% in English. Courses corresponding to different degrees are available in English for a small number of students (25–80); in the parallel context taught in Spanish, there is usually a larger number of registered students. For several years, this university has given all lecturers the opportunity to participate in the FATE programme (Programme of Attention and Support to International Students in a Foreign Language) in any one of these three levels: Level 1, teaching a particular course in Spanish, although materials, material and exams are accessible in the L2; Level 2, which includes these components plus seminars conducted in the L2 (levels 1 and 2 are exclusively posed toward international students); and Level 3, meaning that 100% of the course is offered in English using the L2. Lecturers choose the implementation level—1, 2 or 3—and the L2, which is mainly English, although French and German are also possible. There are currently 77 courses from 34 degree programmes at UJA (B1 Level 1). In 2018–2019, the University of Jaén and, in particular, its Center for Advanced Studies in Modern Languages (CSALM), introduced "EMI 2019", a training course for EMI lecturers, which derived from a needs analysis carried out at the institution. The requirement for enrollment is to hold a B2 certificate, although many teachers already have a C1 or C2 certificate.

The target population of this study was UJA EMI lecturers from departments other than English Philology. Ten of these lecturers, all of whom are native speakers of Spanish and teach mostly undergraduate courses, participated in this research (see the procedures for selection). Interview profiles are summarized in the table below:

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Table 1. EMI lecturer profiles

Code	Sex	Language profile (L1/L2)	Level 1	Level 2	EMI training experience	Number of students in the course	Percentage of international students
01	Female	Spanish/English	English Engineering	1	2,000	20	40%
02	Female	Spanish/English	English Engineering	1	2,000	20	40%
03	Female	Spanish/English	English Engineering	1	2,000	20	40%
04	Male	Spanish/English	English Engineering	1	2	20	40%
05	Male	Spanish/English	English Engineering	1	2	20	40%
06	Female	Spanish/English	English Engineering	1	2	20	40%
07	Female	Spanish/English	English Engineering	1	2	20	40%
08	Male	Spanish/English	English Engineering	1	2	20	40%
09	Male	Spanish/English	English Engineering	1	2	20	40%
10	Male	Spanish/English	English Engineering	1	2	20	40%
11	Female	Spanish/English	English Engineering	1	2	20	40%
12	Male	Spanish/English	English Engineering	1	2	20	40%
13	Male	Spanish/English	English Engineering	1	2	20	40%
14	Male	Spanish/English	English Engineering	1	2	20	40%
15	Male	Spanish/English	English Engineering	1	2	20	40%
16	Male	Spanish/English	English Engineering	1	2	20	40%

Research Tools

The present study is embedded in a larger-scale research project. To identify the main methodological aspects of EMI in tertiary education, the authors gathered data on EMI at the university using two different methods.

The first was a two-case study of two experienced lecturers, the only EMI lecturers who presented and built on their teaching methodology as "EMI 2019" for Case Study 1; the first author attended a session led by an experienced EMI lecturer in Biology (7th floor), as an example of "best practice". The information provided by the EMI lecturer triggered further discussion on EMI teaching methodology and techniques implemented by other course participants. Non-taking on this lecture and the subsequent whole-group discussion were employed as initial research tools. Case Study 2 represented a second instance in which an EMI teacher took over (TO, Computer Engineering). Again, non-taking was used to gather data.

The second method involved drawing on a corpus of 7 semi-structured focus-group interviews, each involving 3 teachers. Interviews were intended to confirm or refute data gathered through non-taking and to expand on lecturers' EMI methodology and teaching techniques. The use of this course participants attended the interviews, including TV and T3B.

and multiple-format exams may constitute viable options. Undoubtedly, an increase in evaluation tasks used should not translate into an additional extension in the evaluation time at the end of lecturers' or teachers' time.

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The target population of this study was UJA EMI lecturers from departments other than English Philology. Ten of these lecturers, all of whom are native speakers of Spanish and teach mostly undergraduate courses, participated in this research (see the procedures for selection). Interview profiles are summarized in the table below:

Table 1. EMI lecturer profiles

ID	Gender	Type	Language spoken in the classroom in Spanish	Course	Years of EMI	University affiliation	Research job	Number of students in the course	Percentage of international students
T1	Female	CP	Spanish	Lab.	Depends on self-learning				
T2	Female	CP	Spanish	Industrial Engineering	3	UJA	1	35	30%
T3	Female	CP	Spanish	Business Administration	3	UJA	1	35	5%
T4	Male	CP	Spanish	Chemistry	3	UJA	1	40	40%
T5	Male	CP	Spanish	Chemical Engineering	3	UJA	1	40	40%
T6	Female	CP	Spanish	Chemistry	3	UJA	1	40	40%
T7	Female	CP	Spanish	Business Administration	3	UJA	1	40	40%
T8	Male	CP	Spanish	Chemical Engineering	3	UJA	1	40	40%
T9	Male	CP	Spanish	Chemical Engineering	3	UJA	1	40	40%
T10	Male	CP	Spanish	Chemical Engineering	3	UJA	1	40	40%

Research Tools

The present study is embedded in a large-scale research project. To identify the main methodological aspects of EMI at tertiary education, the authors gathered data on EMI at the university using two different methods.

The first was a 100-case study of two experienced lecturers, the only EMI lecturers who presented and built on their teaching methodology in "EMI 2019". For Case Study 1, the first author attended a lecture led by an experienced EMI lecturer in Biology (T10 above), as an example of "best practices". The information provided by the EMI lecturers triggered further discussion on EMI teaching methodology and techniques implemented by other course participants. Note-taking on this lecture and the subsequent whole-group discussion were employed as initial research tools. Case Study 2 was a second instance in which an EMI teacher took over (T9, Computer Engineering). Again, note-taking was used to gather data.

The second method involved drawing on a corpus of 2 semi-structured focus-group interviews, each averaging 5 minutes. Interviews were intended to confirm or to challenge gathered through note-taking and to expand on lecturers' EMI methodology and teaching techniques. Ten out of thirty course participants attended the interviews, including T9 and T10.

When a case studies allow for a "multidimensional view of a single example" (Hyland, 2006, p.220), focus-group interviews provide exceptional data to help lecturers' perceptions of their teaching practices. Research underscores the significance of investigating lecturers' perceptions, as their beliefs have been shown to shape teachers' instructional behavior (Kawachi & Elia-Reynolds, 1991; Polans, 1992). Focus-group interviews are versatile tools that allow interviewers to seek clarification and interviewees to share insights on issues not necessarily prompted by researchers. Throughout the process, participants knowledges, interrelated, and expand on their ideas (Oliver, 2006), thus generating abundant data.

The interviews were prompted by the guiding questions below:

- Why did you decide to teach through EMI?
- What are the main teaching techniques you use when teaching through EMI? Please think about subjects such as initiating, giving, and concluding a lesson.
- Which specific techniques do you use to improve students' comprehension and content processing? Please reflect on non-academic/scientific language, verbal/non-verbal communication, visual or audiovisual elements.
- To what extent have you refined these techniques over the years?
- Do you use English exclusively or do you switch to Spanish in your lessons?
- Which methodological aspects do you think you need training or support for?

Procedure and Data Analysis

The authors first contacted the Vice-Chancellor's Office for Internationalization and, through this Office, some EMI lecturers. The study was presented during the "EMI 2019" course concurrently, so that the thirty course participants expressed interest in sharing their views in the focus-group interviews, which were held in the lecturers' L1, Spanish.

Lecturers were informed about and invited to choose from two possible interview dates. Interviews were video and audio-recorded. After an introduction to the study, initial content and verification questions were formulated, followed by concluding questions. Results were validated by double-checking relevant data obtained during the EMI course sessions; data obtained in the first focus-group interview was also verified in the second interview.

Data were transcribed in full. Data were then coded and analyzed thematically by the authors, then individually and then comparing each other's analysis to ensure inter-rater reliability.

Results

The case study results are presented first, followed by the search for needs.

Case Studies

Case Study 1 (CS1) corresponds to a Biology expert (T10), who agrees that the lecturer's mission is not to provide information but to teach students how to manage it, a pedagogical approach which adheres to the "4 C's": critical thinking, creativity, collaboration, and communication. These methodological principles govern the layout of his course, as shown in the structure of its four-session module: three

Figure 1. CS1. Theory class: a student-centered proposal



initial content, lab sessions, think bigger/think better, collaborative research, questions from chapters, and other content and links.

Figure 1 below summarizes the structure of the theory class, where discussion is prompted and/or supported by self-referential and visual input.

The lab sessions aim to set the course in a wider context. Designed with a view toward internationalization, they include links to other resources addressing similar practical content.

Figure 2 outlines the steps followed for the remaining relevant areas of T10's course.

As the foregoing data reveal, T10's methodology involves students in all stages of the learning and, increasingly, assessment processes. For example, for the examination, the lecturer constructs 15 questions out of the pool of questions put forward by students so that proficiency does not affect the results of the evaluated content.

Additionally, to ascertain whether content covered in the EMI course compares with its parallel Spanish version, the Spanish course lecturer agrees to write the course in Spanish to assure both groups of students.

Regarding Case Study 2, T9 is an expert in Computer Engineering and implements flipped classroom techniques. Figure 3 illustrates the two main stages for the theory sessions.

CS2 encapsulates some of the key features of student-centered and scaffolding approaches. The results of the online tests completed by the students—and subsequently checked by the lecturer before each session—determine the structure of the theory class, the content analyzed, and the main topics to be defined, such that tailored to meet the students' needs.

For the practical sessions, another detailed outline is made available, with codes and exercises to be read and conceptualized at home. In class, students complete an additional exercise, the core components of the pre-class materials are condensed into this new one. The mark that the students get in this exercise for each session goes toward their ongoing assessment. Like CS1, CS2 evaluation adheres to the EMI mission of employing dynamic assessment formats not directly influenced by lecturers' linguistic skills.

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Figure 3.30. Thinking, collaborating, and exploring content



Figure 3.32. Theory class: flipped classroom



After two years of implementing the flipped classroom approach, T9 observes a slight decline in the number of students who decide not to sit for the exam, an increase in practical session attendance and, even more revealing, an improvement in students' grades.

Focus Group Interviews

The results of the focus group interviews are broken down into five key categories: reasons for shifting methodology, scaffolding of input, techniques and materials, managing, assessment and practical teaching needs.

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Reasons for Shifting Methodology

For some lecturers, the decision to sign up to EMI is made on academic or organisational grounds: a field of study where information is widely available in English (T1, T2); departmental agreement (T4, T6); incentives such as reducing the teaching load (T7, T18); and priority given to EMI lecturers when choosing teaching centres (T9).

Other lecturers highlight personal reasons; for example, an interest in languages (T3) and EMI as a challenge they want to fully embrace (T6).

Third, some lecturers report the drive to tackle the stiffness of years of unchanged teaching methods (T9), and the urge to reinvent themselves as teaching professionals (T5), which opens up new opportunities for producing other perspectives that go beyond the mere translation of materials (T7).

I have not seen that teaching through English was not only a matter of translating the material. (T7)

Methodologically speaking, EMI implies a constant updating of teaching practice (T9), and encourages methodological additional changes (T6). An interest in shifting methodology incentivises lecturers (T10) to define new pedagogical publications that can help them depart from traditional university lectures and implement learner-based approaches (T10).

This drive is also conveyed in their active participation in teaching innovation projects (T4, T8, T9). One example is T9's collaboration with a Polish colleague to record videos, available to their students online. Rather than emphasise the worth of the materials produced, the lecturers' language initiatives and self-commitment come to the fore:

Unfortunately, we are not native speakers, but at least students are able to see that a Polish and a Spanish/are able to understand each other using English. (T9)

This self-commitment seems to be an influential factor in EMI pedagogy. T14—who acknowledges feeling insecure using English and helping confidence in EMI classes—finds time to edit videos to warn the students up. Not only do they learn about the content in an engaging way, but they also gain exposure to native speaker usage and pronunciation. This allows for an engaging interactive class and group discussion about the video's content. In contrast, T5 plays videos at the end of the lessons to check comprehension and help students process information.

Via another teaching innovation project, T9 implements alternative pedagogical models, such as the flipped classroom approach, ensuring that the same content (which he translates into English for the EMI students), similar methodology and examinations apply to both L1 and EMI classes.

This shift away from traditional methodology (T8) affects the class structure (T3, T7), not only to meet EMI requirements but also to meet the demands of teaching in an ever-growing international environment.

Class structure and class interaction change. (T3)

It's a change to conform to the type of students I have, a combination of Spanish and Erasmus students. (T7)

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I adopted my whole way of teaching to the EMI groups. (T10)

In particular, a move toward learner-based approaches, which demands constant active student participation, is observed in some cases (T1).

However, an opposite perception of EMI is also reported. For some lecturers, who still give traditional university lectures (T2, T4, T5, T6, T8), no significant changes to methodology are required, as the students know English. EMI itself does not change lecturers' approaches to teaching (T2, T4, T5, T9), rather the small EMI group size promotes more dynamic and interactive sessions (i.e., more students can complete tasks on the board, T3) and prioritises group work (T2, T3).

What I do in English is not determined by the language but by the number of students. (T2)

Moreover, through interaction, EMI lessons are also reported to create a positive learning atmosphere (T1) and foster the development of learners' skills. T3's EMI learner-based approach aims to build students' learning-to-learn skills:

I have noticed that it is more enjoyable for students and makes them work harder at home. (T3)

The data above reveal a gradual shift from teacher-based information transfer to learner-based approaches, with the incorporation of media such as video to ignite content analysis through class discussion (T10) and techniques like flipped classrooms to boost learners' class preparation time (T3, T9).

Scaffolding of Input, Techniques and Materials

Regarding the interviews, and irrespective of whether lecturers intend signficant or minor methodological changes, evidence points to scaffolding by means of texts (T2, T8), designed using Socratic (T9) or Kaitani (T2), to motivate students and check their understanding.

Additionally, lecturers frequently scaffold materials with audio and/or visual elements like the blackboard (T1, T10), PowerPoint (T2, T5), and video (T3, T4, T5, T8, T10), although sometimes the material used is simply a printed translation of the previously proposed L1 or visual material (T2, T9). T10 is emphatic about the need to adapt content and create new material:

I adapted content [...] In fact, I did not use a single slide or content of the material I had previously prepared for the Spanish group. (T10)

Among the factors that facilitate and enhance EMI is the plethora of sources available to obtain and present information, both printed (papers) and visual (videos) (T3, T4, T10). Websites in English can only become sources of information (T7), but they also help develop students' information-seeking skills (T4) and analytical skills when filtering out content from selected articles or videos (T3).

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Also relevant is the feedback effect of EMI teaching techniques (T3) such as resorting to a wider range of visual and audiovisual material, which lecturers (T4, T6, T7, T9) are incorporating into their Spanish classes (sometimes with subtitles, T4), as T6 and T3 explain:

I have spread this methodology in my classes in Spanish. (T3)

I use more videos or TED talks in my EMI classes. And I have begun to use them in my Spanish classes, too. (T6)

In terms of input scaffolding, a key feature of EMI is the use of specialised vocabulary (T2, T3, T5), which comes with an added difficulty: students translate terms into their own language and continuously resort to dictionaries (T3). To address this vocabulary-related challenge, some lecturers contract vocabulary synonyms in their notebooks (T3). There is no equivalent process for a focus on grammar, which they assume is learned by implicitly reading articles and relevant material in English (T3). Hence, lecturers involuntarily teach in English having gathered language issues from scientific material and videos:

I have taught my classes as best I can, and by intuition. (T10)

We are carried along by intuition. (T6)

The sample does not acknowledge any adjusting or scaffolding of the language used in their lectures, but some focus on how in the EMI class is perceptible in the lecturers' provision of academic English language bibliography for EMI students (T6). As another example, lecturers' rights learned approach to their pronunciation clips aims to be reflective on their importance when it comes to negotiating meaning and creating a related classroom environment:

When I have introduced a word and said "yes" instead of "yes" in the construction, "checking-gate", I have used it to create a more relaxed classroom atmosphere. (T6)

Register and degree of formality are of particular concern. Academic English used in class is eventually formal in nature (T2), but for individual or small group conversations outside of the classroom setting, register poses a problem (T4, T10). Not only does it represent a middle ground between formal academic and informal registers (T3), but in those cases Spanish would be more informal. Nevertheless, some lecturers force exclusively formal language at all times (T7):

A further puzzling aspect is regional variation preferences in terms of appropriateness (T4 depends on "My God", only accepted in some parts of the USA).

Learner registers prove problematic because they require a strong command of English (T6). The culture-specific nature of formal also comes to the fore (T6): the double entendre of an interview and its underlying humorous tone is largely grasped by Spanish students (T9, T10), but it is either lost when translated into English or simply not understood by non-native speakers of Spanish (T4, T6). Although a good command of the language may compensate for this (T9), the issue is more stress how difficult it is to joke in English (T6, T7), acknowledging that they only feel comfortable telling anecdotes or sharing personal experiences in the L2 (T7, T8).

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In general, participants report a number of explicit scaffolding techniques aimed at improving comprehension: questions at the beginning of the class to check understanding of previous sessions (T3); end-of-class reviews of the main topics completed (T3); repetition during class time (T1, T3, T9); paraphrasing (T3, T3, T9); simplifying (T3, T9); and asking questions to ensure comprehension and invite participation (T3, T6, T16). T3 argues that the use of these strategies may explain why her theory-based EMI classes tend to be larger than her practice L1 classes, although for other lecturers this may stem from teaching experience (T2) rather than the language of instruction per se (T2 and T4).

A more substantial use of questions for explicit scaffolding involves asking students to discuss a concept in pairs, search for further information on mobile devices/computers, and summarize their peer's understanding of the core concepts (T16).

Tests and surveys are also employed as comprehension strategies (T5 and T9), particularly in flipped classes.

As students have to go through the material and complete a test before each class, I get to find out whether they have understood the concepts or not, so whether I have to explain them in class. (T9)

Non-verbal communication and cues can also play a significant role in input scaffolding. By observing students' facial expressions, lecturers are able to discern when the difficulty lies (T3). Lecturers draw on cues context (T3, T4, T6, T8, T9) as strategic behaviors that encourage student participation (T6). Although gestures like smiling seem to be ineffective (T1), the culture-specific nature of gestures needs to be analyzed: T4 notes the position of the hand to indicate "2", inward or outward depending on the culture, whereas T3 explains hand movements to indicate "yes" or "no", which may cause considerable confusion for some international students.

And you will then start to figure it out, it's not really in this particular way. (T8)

Proximity is used by lecturers to bridge the gap and get closer to students (T8), for example, by signaling non-verbal (T3).

As for proximal communication, the way in which the message is conveyed may need modulation. T6 describes the tendency for transferring the Spanish way to English utterances, which would seem natural and bring about misunderstandings with international students. Similarly, accents or regional variations in spoken English may lead to breakdowns in communication within international contexts. T6 reports on problems understanding American, Tunisian, and Sub-Saharan students, whereas T8 struggles with German and Ukrainian accents, although Indian accents of English pose the most difficulties.

Making myself understood and understanding Indian students is a real challenge [...] this high English level, I tell them "I'll try to adapt to you, so please try to adapt to me, instead of saying 'I've, please say 'I've'". (T8)

To work up, the data show varied instances of input scaffolding and reveal the markedly challenging nature of non-verbal and proximal communication. However, particular registers, gestures, and the subtleties of proximal communication need further consideration in the light of internationalization, as they have been reported to be a hindrance in EMI classes with a high percentage of international

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students (see, for example, T6's comments and the percentage of international students in his classes as shown in Table 1 above).

Translanguaging

Some lecturers report using English almost 100% of their teaching time (T2, T3, T5), except for explaining technical terms (T2) or when lecturing in Spanish (T3). However, for other lecturers, paraphrasing may be preferred to translation when dealing with difficult concepts and ideas (T5).

Although English represents the only option for international students who do not speak the local language, a lack of international students may lead to a gradual switch to L1 (T6). Indeed, in EMI classes with no foreign intake, the almost 100% English usage by students and lecturers at the start of the term falls as the term progresses (identification and explanation are given in Spanish) and as the common-becomes more difficult.

My students, at the end of the term, ask in Spanish straight away. They do not even try in English. (T6)

After years of EMI experience, some lecturers have developed the communication strategies of responding to their students using the same language in which the questions are posed, or conveying a particularly important message in both languages (T8). They may also come to accept that falling back on the native language is allowed and justified (see T8 below), so they gain awareness that making and providing information in English is considerably more time-consuming and the L1 represents a valuable tool in sense-making (T7).

It is ok if I have to speak in Spanish and if the student has to ask about something in Spanish. (T8)

One lesson is used in processing information and understanding in Spanish [...] some little help in Spanish at a given time is almost welcome. (T7)

To conclude, there is demonstrable evidence that lecturers are familiar with the translanguaging process and acknowledge the intrinsic value of combining L1 and L2 to scaffold content and language as well as maintain comprehension. Our data corroborate that most lecturers using the L1 neither view translanguaging as an indicator of a lack of English competence nor as a means for losing time. On the contrary, the L1 emerges as a powerful ally in negotiating meaning.

Assessment

The previously subsumed methodological changes account for a shift in assessment: For T1, lab work is given priority over examinations, with lab-based tasks performed in groups with an agreed spokesperson (T2). Similarly, in lab practice sessions, T5 aims to collaborative work in order to prepare an oral group presentation, which constitutes the lab exam and assessment.

T3's choice of 15 questions for course assessment selected from the pool of questions designed by the students, and T9's continuous assessment based on the results the students obtained in the additional tasks completed during the practical sessions, strongly evaluate formats which ensure that students' L2 proficiency does not affect the results of the evaluated content.

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T7 summarizes the benefits of EMI: together with group work and classroom procedures, content day-to-day work, and enhanced class interaction, continuous assessment reportedly represents the main innovation behind EMI.

And this is the only innovative everyday class development and a system of continuous evaluation, which are not available in Spanish groups. (T7)

Perceived Training Needs

Regarding EMI lecturers' perceptions of their training needs, key aspects include: examples when reflecting on components of the "EMI 2019" course they have benefited from. One such aspect is the provision of a variety of expressions for conveying the same functions and notions (e.g., responding to "thank you" using constructions other than "you're welcome") (T3) for stylistic variation. The second is a focus on different registers—one just formal academic language—suitable to communicate with international students in small group talks or individual consultations (T6). The third aspect concerns conceptual translations and operational vocabulary for language teaching techniques, tools, and approaches (i.e., "task-based" or "pop-filing") (T6, T9).

As I learnt to teach through experience, without specific pedagogical training. Knowing that I was simply meeting something in my classes and that it is called "task-based" is an eye-opener. This has helped me organize information mentally and know how to deploy my way of teaching. (T6)

Last but not least, some lecturers report the opportunity to gain knowledge about other EMI lecturers' teaching practices (T1, T7).

Getting to know about the others' experiences has been the best. (T7)

In response to the probing question about what methodological aspects lecturers believe they would need training or support for, some lecturers would welcome field-specific vocabulary training (T3). Support is also required for translating materials (T2, T3).

There is a noticeable demand for spoken practice training, a considerably challenging aspect being the regional varieties of English (e.g., American English, T4).

I am not referring to writing courses, studying physical texts... What I'm missing is a course devoted to teaching them and, mainly, to speaking. (T4)

Lecturers agree that constant exposure to oral English is important. Because most of them teach their EMI courses over one semester, their English skills seem to wane during the other semester (T5). Offering courses for this period would be an option (T5), although other alternatives, such as meetings and talks, are proposed.

An option is organizing meetings or talks in English so that it becomes a continuous. (T6)

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Further suggested courses of action include motivating international lecturers' steps by asking them to hold informal talks, forums, and debates about a particular topic in an informal setting—the example, meeting up for coffee (T6, T7). T6 comments upon an experience which was himself and his colleagues came together with academy teachers, high-school language teachers, and language students.

We meet Tuesday night at 8 p.m. and we have a drink and speak English. (T6)

Some lecturers value this willingness to be observed by language specialists or other experts while teaching through the medium of English to get feedback on how to improve their EMI classes. This may, in part, be a training course, a teaching mentorship project or shared lesson teaching (T7).

Finally, from a methodological perspective, according to suggestions in developing ongoing pedagogical training through a catalogue of graded courses by difficulty level or other criteria.

A possible aspect is to improve my teaching skills [...] I do not have a pedagogical background or anything that helps me teach my students. (T3)

DISCUSSION

Regarding the first research question, namely the main methodological aspects and teaching techniques employed by EMI lecturers, the data reveal that EMI lecturers use an array of teaching techniques and are familiar with a range of methodological resources. Notably, not only do they implement scaffolding techniques through interactive, collaborative and group work, and scaffold materials through the use of visual/audio/visual material and printed resources, but their scaffolding of techniques and materials to EMI is having a marked effect on lecturers' classes delivered in Spanish.

The data show that the input conveyed is clearly selected and adjusted to match the students' proficiency level. This is done by explicitly introducing a topic at the start of the lecture, giving examples, emphasizing main points, encouraging participation, and concluding the teaching session with a summary of the core content. Input is also enhanced by vocabulary-related linguistic structures (Wilkinson, 2019), although the latter is not as apparent in the sample. Indeed, the results attest to an explicit focus on vocabulary and an implicit focus on grammar and pronunciation.

Similarly, lecturers strive to scaffold their input, mainly although not exclusively by using tools and surveys to check understanding and using questions for a number of purposes—like to probe and determine previous knowledge, ensure comprehension, request student participation, and negotiate meanings (see evidence 1). Furthermore, lecturers rely on non-verbal cues and elements of non-verbal and proximal communication. In particular, they make efforts to control their own and employ non-verbal cues, such as stopping students by making eye contact or observing their facial expressions to maintain comprehension.

As a term, four areas of difficulty have been identified as possible language and the culture-specific nature of humor, to a lesser extent, perceived "difficulty" for not being native speakers of English, registers and levels of formality, and if a struggle to understand regional varieties of English. Broadening the perspective on English is key to connecting some of these difficulty areas. One possibility is to explore the Global English paradigm and how English as a lingua franca has shifted the center of gravity from the native speaker, as "the model" to follow, to the competent speaker able to use the language for international communication and successful business exchange. Another option is to create

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assessments of English as a world language, an ethnicity or an identity drawing on World Englishes Studies, which distinguishes between two main circles: countries where English is spoken as a L1, an outer circle (places like Britain where English is a L2); and an expanding circle, where English is a foreign language. The authors of the double issue of *Journal of English Studies* (2006) also distinguish between an inner circle of English speakers (the first circle) and an outer circle of English speakers (the second circle) as much as identifying an inner variety of English (the first circle), the second is addressed by explicitly focusing on some features of the most widespread varieties of English in each circle, compared with opportunities for creative literary practice in these varieties. Furthermore, attention to world English and the different varieties of English must be crucial in EMI courses as a high percentage of international students

[illegible]

Finally, the data point to an unprecedented level of interest in alternative pedagogies on the part of EMU lecturers, demonstrated by their participation in teaching innovation projects. Shifting methodology is also reflected in dynamic assessment tools such as collaborative presentations and continuous assessment, allowing lecturers that facilitate context assessment, monitor the progress of L2 linguistic skills

Regarding the second research question, EMI lecturers' perceived training needs, the results indicate a need for initiatives to optimize evaluation, a focus on lexical and contextual language acquisition, and the provision of teaching techniques covering specialized terminology. (I) persons are important to be the need for extensive and continuous oral English practice in formal teaching contexts and informal everyday situations. Lastly, there is a pronounced need for controlling in guided EMI courses and for articulating the observation of EMI lecturers' classroom practice.

Limitations

This research employed focus group interviews. One possible shortcoming is that the participants' reported impressions may differ from their actual teaching practice.

Furthermore, the interviewees' opinions are self-reported, much like any other expression of personal accounts, may reflect an overall positive self-image. Participants may experience self-deception, selective memory, or a "halo effect" (Meeus & van, 2012).

Regarding these limitations, the data obtained from interviews need to be compared with direct observation. The present chapter reviews the initial results of an ongoing project, its findings will shortly be analyzed against the results derived from a 12-hour long video recording of three mid-career EMU lecturers' sessions which have recently been filmed at the University of Limerick.

Revisiting English as a Medium of Instruction in University Lectures: Teaching Methodology

Table 2. Current Proposed I

Guiding methodology
Pre-view and discussion of operational procedures to lay learning (working techniques, rules, and approaches)
Methodological and success-oriented goals that depart from traditional outcome-based and teacher-based approaches
Integrating a series of UME learning activities that encourage dialogical learning in different levels
Tasks that stimulate the opposing to UME scenario to their existing practices and approaches
Encouraging the development of UME facilitation and the construction of joint projects
Promoting opportunities to find out the evidence and measure improvement in the self-organizing behavior, discussion and content, as well as

Table 6. Continued Proposed 2

[illegible]

Table 4. Univariate Prognostic Factors

By self-knowledge and methodology: Inter-subjectivity Reflection on intersubjective experience: shared aspects (inter-subjectivity) and how it is not shared Intention of the nature of contextual experiences The nature-specific nature of human Signs for time taking How verbal interaction involves the other: intersubjective communication: intention in the context: intention (shared, hidden, genuine)

Researching Swales as a Measure of Motivation in University Lecturers' Teaching Methodology

Table 3. Procedures for EMU machine

[illegible]

Reconsidering English as a Medium of Instruction in University Lectures: Theoretical Motivations

Because the interview was administered to a selected group of participants, the results cannot be generalized (Dörnyei, 2007). However, the findings provide us with rich and detailed information about how this sample approaches EMI. Given that each EMI context is unique, and resources and factors are context-dependent, a plethora of research into a variety of contexts is needed.

CONTENT PROPOSAL FOR EMI TEACHER TRAINING

In view of the data collected via case studies and focus group interviews, this section suggests a content proposal specifically designed for EMB pre-service and in-service teacher training across three areas, as detailed in the following table.

To conclude, research involving EMI lecturers has allowed authors to identify key content for EMI teacher training in three fields: shifting methodologies, scaffolding, and—beyond language and methodology—mentality, an aspect not often discussed in EMI literature but which holds paramount importance in higher education settings given the intense internationalization that tertiary institutions face at present.

TOWARD A PEDAGOGICAL PROPOSAL FOR EM

In view of the study reported above and current research, this section provides a pedagogical model of procedures specific to the DMJ classroom, as shown in Table 3.

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KEY TERMS AND DEFINITIONS

Focus Group Interview: A tool used in qualitative research where a group of people, rather than individuals in isolation, are selected and invited to discuss their perceptions or opinions in an interactive atmosphere. The discussion is guided by prompts or cues put forward by the interviewee.

Input Tailoring: Simplifying input (in terms of content and/or language) provided by the teacher so it is adapted to students' needs and level.

Learner-Based Approaches: Approaches which depart from traditional teacher-based approaches. Learner-based approaches invite learners to participate and get actively involved across all stages of their learning process.

Negotiation of Meaning: The constant interaction among speakers which ensures that the message is successfully conveyed and understood. Strategies employed when negotiating meaning include asking for clarification, rephrasing, or paraphrasing.

Process-Oriented Assessment: Dynamic assessment that focuses on the ongoing process rather than the final result or output. Some examples are projects, individual, and group presentations.

Scaffolding: A pedagogical technique comprising special transitional support provided by a teacher, classmate, parent, or even computer which enables learners to achieve a complex task, activity, or process they would not be able to do alone.

Translanguaging: Also known as code-switching, translanguaging accepts the use of both languages—the students' L1 and the L2, English—in the classroom. Both languages are valued equally, and they may be used to maximize comprehension and scaffold content and language within the EMI context.

ENDNOTE

- ¹ These are all examples of negotiating meanings, a process that individuals go through to acquire understanding of the content conveyed. The results show that in order to negotiate meanings, participants must employ strategic behaviors or communication strategies to compensate for gaps in knowledge and to come to a common understanding. Assistance and collaboration are part of this negotiation, which includes comprehension checks (i.e., repetitions) and confirmation checks. Output and the negotiation of meanings have not been addressed in this study.

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ABSTRACT

This chapter examines the research lies in the methodologies. Data were collected from a focus group interview on the following: aimed at using English in the classroom, on whether English is a medium of instruction, adaptation of EMI, but also for methodological Potential solution.

INTRODUCTION

In the last years, English as a Medium of Instruction (EMI) has become an educational innovation almost exclusively in the field of research findings. This trend seems to be increasing by UCA each year.
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