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PLENARY SESSIONS

Policies, perceptions, practices: Changing facets of English in multilingual universities

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University stakeholders in different parts of the world perceive and use English in various ways: as a standard language, as a lingua franca, and as part of translingual practices involving other languages. In multilingual university settings, English is filled with and surrounded by tensions, from the bending and renegotiation of language norms to the emotional strain related to its increasing use. My talk zooms in on facets of this tension-filled English through an analytical lens based on Bakhtin's theory of language. The framework I propose offers a novel way of tracing the links between university language policies, stakeholders' perceptions and practices on the ground, and the forces and processes which govern these practices. Drawing on examples from Swedish universities, my analysis will show that the idea of what English is considered acceptable is not static: the same university stakeholders can simultaneously act as regulators enforcing standard language norms, use English as a lingua franca, and engage in translingual practices. Finally, I will discuss pedagogical implications for teachers and students who need to navigate this complex multilingual landscape.

Using Legitimation Code Theory to investigate and improve knowledge-building practices in English Medium Instruction

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The growth of university English Medium Instruction (EMI) has been linked to processes of globalisation, internationalisation, migration, and the fact that we live in a knowledge economy and information society. When seen in terms of these broader socio-economic forces, knowledge tends to be part of the background, we live in a 'knowledge society', it is claimed. However, the precise forms, structures and effects of knowledge are rarely the focus of attention in EMI research. In this talk I argue that Legitimation Code Theory (LCT) as put forward in the work of Karl Maton and colleagues, provides the conceptual toolkit to investigate, and ultimately improve, knowledge-building practices in EMI programmes. LCT is a sociological framework which allows researchers to identify the underlying organizing principles of knowledge practices in different fields. In this talk I present an overview of LCT (particularly its three dimensions of Specialization, Semantics and Autonomy). Using data from an ongoing research project and recently published studies and work-in-progress, I show how each of these dimensions can put knowledge at the centre of the picture to address specific issues in EMI research and practice. The data cover a range of methodological approaches, including Multimodal Conversation Analysis, and more quantitative, corpus-based techniques using text-annotation software. I conclude by outlining how the results achieved so far can be further developed into video-enhanced training and professional development activities for lecturers in EMI programmes.

PARALLEL SESSIONS

English and local languages in disciplinary vocabulary in technology courses

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This study continues from a previous study where three different STEM courses and lecturers were examined—one taught in L1(Catalan), one in L2 (Spanish) and the other through English (L3)—with the aim of unveiling English epistemic monolingualism (Kuteeva 2020). The analysis revealed that STEM lecturers' multilingual practices as regards specialised terminology pervaded in some courses more than others, in the shape of one-or two-word technical terms and acronyms in English, regardless of the language of instruction. It was found that L1 and L2 teachers' accounts justify English multilingualism by pointing to the geographical and chronological origins of the technological discipline. Monolingualism in local languages seemed to be attained if the course is on conventional technology, Englishisation in specialised terms remains invisible in EMI, whereas it turned out that lecturers giving courses on more current, cutting-edge technology viewed the constant use of English as inevitable in their L1 or L2 classes. To complement this result, several presentations on current technology, (Artificial Intelligence) given by master students were observed and further analysed to identify their multilingual practices. Corroborating the findings in the previous study, English terminology was found to be consistently embedded in both students' oral output discourse and written slides in spite of being delivered in the local language. Findings shed light on the increasing embeddedness of English in current topics like Artificial Intelligence, with implications for the ensuing domain loss of specialised terminology in local and minority languages. Findings also point to an English epistemic monolingualism that is transmitted from lecturer to student as an inherent part of disciplinary content learning.

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Towards a taxonomy for analyzing lecturers' discourse in English-Medium of Instruction

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"The implementation of English Medium of Instruction (EMI) programs has grown exponentially in higher education (HE) institutions worldwide, although it is not exempt from challenges. Within an EMI context, students find themselves immersed in a teaching environment where the working language is not their mother tongue, which can lead to difficulties in their understanding and participation (Rose, 2021). On top of that, EMI lecturers do not always seem to be aware of the potential linguistic limitations of students (Querol-Julián and Crawford-Camiciottoli 2019; Author, 2022), or may even be reluctant to focus on language (Airey, 2012). While the foreign language component can be challenging, there are manifold communication strategies that lecturers can employ to ease the path for understanding a lecture taught in a foreign language.

The present study presents the design of a taxonomy that identifies and labels different discourse strategies used by EMI lecturers. For this purpose, a 12-hour corpus of video recordings was compiled, gathering EMI lectures in the fields of Business and Engineering in a Spanish university. Then, a mixed-approach methodology was adopted, including the systematic review of previous literature (e.g. Vraciu & Curell, 2019; Morell et al., 2022; Doiz & Lasagabaster, 2021), together with the data-driven identification of additional key discourse features. The developed taxonomy provides a valuable tool for both researchers and practitioners to study EMI lecturers' discourse from the viewpoint of students. The content-driven approach ensures the relevance and applicability of the taxonomy, which can be used as a tool to provide feedback to EMI lecturers, to design effective teacher training programs, or as a self-assessment instrument. The ultimate goal seeks to enhance the integration of content and language, while ensuring the quality of EMI in HE.

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Teaching note-taking in EMI: An experimental study in Economics and Business Administration

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Introduction

Note-taking is thought to be an essential skill for university students (Kobayashi 2006). In EMI contexts, it may be particularly challenging for students to take effective notes, yet training is rarely provided (Barbier et al. 2006). EAP teachers and course designers have tended to see note-taking as an aspect of listening, but as Siegel (2018) points out, note-taking is not just a matter of understanding the lecture: it is important to encourage students to acquire appropriate techniques. Research from the L1 classroom suggests that use of specific graphic formats, symbols and abbreviations should be promoted, and students should focus on content words (Crawford 2016, Siegel 2020a). Studies from EAP classrooms suggest that L2 users benefit from explicit notetaking instruction, leading to production of more satisfactory notes. In controlled interventions, Sakurai (2018) reported small gains for Japanese students in terms of the quality of their notes, while Siegel (2020b) found that Swedish EAP students also benefited, with higher gains among the more advanced learners. However, these previous studies are mainly set in the EAP classroom. In European contexts, many EMI students are not offered any EAP support.

Study design

Our study was designed to investigate the effect of teaching note-taking skills to EMI students within their usual course setting, in order to test a model that could be applied widely for students receiving no EAP training. We conducted a pre-test, intervention and post-test on 35 students taking a first-year obligatory Business Strategy in English at a Spanish university.

Results

A series of paired samples t-tests shows that students used significantly more symbols (p=0.03) and abbreviations (p<.0001) on the post-test. The mean value of symbols per total words rose from 25.9% to 30.3%, and abbreviations per total words increased from a mean value of 1.1% on the pre-test to 6.5% on the post-test. Students also used a significantly higher ratio of content words (p<.0001) and a significantly lower ratio of function words (p<.0001) on the post-test. Questionnaires also provided positive feedback suggesting that students valued help with note-taking.

Conclusions

EMI students appear to benefit from support at developing note-taking skills. Further research is needed to identify the optimum length and content of interventions, the best delivery mode (e.g. online or in the classroom setting), and the long-term effects of such support.

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Exploring student views of disciplinary literacies and internationalization in English-medium higher education: A comparison of two European settings

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In the last two decades, research on English-medium education (EME) has grown exponentially connected to more general internationalisation and globalisation drives (Hultgren et al., 2015). Many studies in this period focused on content lecturers and on the linguistic and pedagogical challenges they face in this teaching scenario (e.g., Lasagabaster, 2015; Aguilar, 2018). In contrast, and despite being key participants in the process of internationalisation (Dafouz & Smit, 2022), much less attention has been paid to student language learning experiences and uses in these EME settings, or to their views of such internationalised programmes. Specifically, the exploration of how students develop disciplinary literacies (DLs) (defined as "the use of reading, reasoning, investigating, speaking and writing required to learn and form complex knowledge appropriate to a particular discipline") seems particularly relevant, as in most cases EME students have a double challenge: that of acquiring disciplinary knowledge and doing it in English as an additional language.

Given the fact that little research has investigated disciplinary differences in relation to English-medium instruction in Europe (Kuteeva & Airey, 2014), the present study aimed to explore how university students conceptualized internationalisation and DLs across two European EME settings. Participants were first-year students enrolled in Business Studies in Spain (n=99) and Austria (n=77). Data were collected through a novel survey specifically designed to capture students' views about internationalisation and DLs developed in English and their first languages. Our analyses indicated that, in general terms, our participants shared their views on internationalisation and on disciplinary practices in English. In contrast, their answers concerning disciplinary uses of their L1s significantly differed, with participants based in Austria consistently reporting relying less on their

mother tongues than students in Spain. These data will be discussed in relation to their implications for pedagogy and language policy in EME programmes.

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Adopting a Multimodal Discourse Analysis perspective to translanguaging in EMI lectures

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Since the introduction of EMI, there has been an increasing interest in translanguaging, which refers to how people "move freely across language boundaries to make meaning" (Sahan and Rose, 2021:348). In other words, it implies using individuals' linguistic repertoire to make sense of what is uttered. Nevertheless, "meaning-making is never the result of language alone, but the interplay between language and other meaning-making resources such as visual and gestural semiotics during communication" (He and Lin, 2020:58). This is especially the case of EMI lectures, where students must understand disciplinary content in an additional language. As a result, teachers must look for diverse strategies to make such specific content more accessible and comprehensible for students. In order to understand how disciplinary content is conveyed by EMI lecturers, this paper aims to analyse one EMI lecturer's teaching disciplinary discourse from a Multimodal Discourse Analysis approach (MDA). With this aim in mind, I look into how the lecturer combines verbal and non-verbal resources to make disciplinary meaning, paying special attention to the use and role of translanguaging. The data collected included two EMI video-recorded lectures, which were transcribed for the purpose of this research. Following Sahan and Rose's taxonomy (2021) and from a quantitative approach, I aim at analysing the cases where translanguaging was employed. After that, I look closer at the multimodal nature of these translanguaging cases by employing the Multimodal Analysis Video software. Results show that translanguaging has a clear pedagogical function since the teacher employs the L1 to check students' comprehension, explain or clarify

presented content, translate technical vocabulary, and provide feedback. Moreover, depending on the aforementioned functions, the teacher resorts to specific multimodal ensembles, which definitely contribute to transmitting disciplinary content and making meaning.

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Modes 4EMI project: EMI lecturers' linguistic and multimodal teaching strategies in internationalised classrooms in Catalonia

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Within the European context, the increasing demand for EMI is reflected in higher rates of international students in classes and raises questions about the idealisation of 'native-like' English level to be a competent EMI lecturer. Most of EMI research focuses on non-native English-speaking lecturers' (NNLs) linguistic competence (including discourse modifications), and occasionally multimodal competence (use of multimodal or semiotic resources, such as gesture, gaze, circumlocutions, material objects) (e.g., Clua & Evnitskaya, 2023; Morell, 2018; Zhang & Lo, 2021) when teaching EMI courses. However, no study to our knowledge has examined these competencies in English-speaking native lecturers (NLs) in internationalised HE classroom settings in Catalonia, Spain, and particularly from discursive and multimodal perspectives.

This paper will present the Modes4EMI project which aims to fill this research gap by (1) examining EMI lecturers (=novice and experienced NNLs and NLs) linguistic and multimodal teaching strategies in internationalised HE classrooms in Catalonia and (2) designing and piloting an evidence-based, culturally-specific EMI teacher training program on inclusivity and multimodal strategies. The participants will be EMI lecturers (N=24) teaching undergraduate courses in several private and public universities, and local and international non-native students (N=50) from some of the observed classes. The data will be collected through classroom recordings, and interviews and focus groups with lecturers and students. The project will adopt a strongly qualitative and exploratory emic approach to data collection and data analysis (Multimodal Conversation Analysis, Qualitative Content Analysis, and Thematic Analysis), which will be additionally complemented with quantitative methods.

We expect to produce results that will put the spotlight on cultural aspects of EMI, by showing the rich multicultural and plurilingual environment created in international classrooms in Catalan

universities, identifying best classroom practices from a multimodal and social semiotic perspective. The results of the Modes4EMI project will also aim to level the playing field for NNLs, and equip (novice) NLs with effective pedagogical strategies derived from experienced NLs and NNLs, thereby creating inclusive environments in Catalan HE contexts.

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Reflective feedback on the CLIL@unizar program: Where are we now, where are we going and how are we going?

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The teaching of varied subject through the medium of English or what we call Integrated content and language in Higher Education (ICLHE) is a rapidly growing global phenomenon (Dearden, 2014), It is being fostered by universities across the world to promote their internationalization with more and more courses taught through English both at graduate and postgraduate level. Specifically in our own institution, Universidad de Zaragoza, ICLHE is a reality in a full degree in Business studies, several Masters degrees in Science and partly as the curriculum for a number of other subjects offered currently. However, for years, training courses geared to support the teaching staff of our university had been given on a timely and one-off basis, focused on various aspects related to the use of English for research and teaching purposes. An intentional, specific and continuous training plan was missing for those teachers who were currently, or would be in the future, teaching through the medium of English. At the end of 2018, the Office of the Vice-Rector for Internationalization and Cooperation created a Working Group for the design, implementation and evaluation of a ICLHE teacher training plan. The objective of the plan and its itinerary has been to offer learning opportunities that lead teachers to develop not only specific communication skills in the academic field in general and in their disciplinary field in particular, but also methodological skills and strategies to bring about more effective learning.

In this presentation it is our intention to describe and evaluate the plan designed by said group by showing the structure of the itinerary with different phases and courses within it. Some aspects related to the methodology and the elaboration of materials and resources will be discussed as well. Finally, based on data regarding participation in, completion of courses and perceptions gathered from ICLHE lecturers, we will point out what have been to date the main strengths in its design and implementation and the challenges we have encountered and on which we are continuing to work.

In and out of the strategies to foster teaching in English at the University of Cantabria

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This paper aims to present the plans and strategies developed at the University of Cantabria in order to support the teaching of subjects in English at an institutional level. These plans and strategies are managed, together with other units, by the Area of Internationalisation at Home, which embodies a section on language policy at the Vice-Rectorate for Internationalisation and Global Engagement.

The promotion of the teaching in English is built around two axes: learning and teaching. The first axis is concerned with research and teaching staff training actions in matters related to methodology as well as language training, since teachers must prove a C1 level of proficiency according to the Common European Framework of Reference to teach subjects in English. This staff may take part in an Erasmus+ programme which offers language training courses related to Content and Language Integrated Learning and English Medium Instruction; they may also participate in English language training courses which are part of the University of Cantabria teacher training plan (managed by the Vice-Rectorate for Academic Organization and Faculty); and, lastly, there are also English regular courses taught by the Language Centre of the University of Cantabria ("Hold on to your English!"; "English Day by Day" and "Among Teachers") during one semester or the entire academic year at different time frames so that they can meet the demands of the research and teaching staff. On the other hand, the second axis is related to teaching actions such as Virtual Exchanges or Collaborative Online International Learning, which allow intercultural and linguistic exchange in a more inclusive way, that is, without having to resort to physical mobility.

All in all, the University of Cantabria aims at promoting actions to encourage the teaching in a second language from an international and inclusive standpoint, that is, in and out of the campus.

An analysis of how semantic codes support digital literacy when integrating content and language in EMI lectures

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The construct of digital literacy serves to examine the set of skills required by faculty and students to function effectively and safely in digitally mediated environments, in relation to both the macrocontext of education policy and the microcontext of practice initiatives. Legitimation Code

Theory (LCT) offers a multidimensional conceptual toolkit to examine digital information literacy from an academic content perspective (Maton 2013). LCT introduces the concept of 'semantic waves' as an effective means to analyse teaching and learning practices in relation to recurrent movements between simpler and more complex, and concrete and abstract forms of academic content and information (Maton, 2013). These movements are conceptualized as semantic codes, comprising strengths of semantic gravity (SG) and semantic density (SD). SG refers to the degree to which the meaning relates to a context. The more meaning relies on its local reference, the stronger it is. The more decontextualised and universal the meaning, the weaker it becomes. SD refers to the complexity of meaning. Stronger SD conveys more complex, condensed meaning. Weaker SD implies more general, less complex, less condensed meaning (Maton, 2013). Although several studies (e.g., Clarence, 2017; Macnaught, 2020; Mouton, 2020) have explored this concept within academic content and information literacy, few studies have extended this approach to digital content and information literacy (DCIL) at university level. This study uses Maton's scale to examine semantic codes in DCIL and interaction during EMI lectures at the University of Oviedo. 36 lectures are examined qualitatively from nine undergraduate subjects across four disciplines. Preliminary results show that the degree of semantic gravity and density varies across disciplines, and how these trends extend to students' summative assessment grades. Last but not least, some pedagogical implications based on these results will be drawn.

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Academic written needs in students learning disciplinary content through EME

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The objective of this research is to identify academic language needs in student's written assignments in content classes taught through EME, specifically in Humanities. Particularly, this study looks into its use at the Tecnológico de Monterrey institution in the Spanish-speaking context of Mexico, considered the second best university in Mexico according to the QS World University Rankings of 2023.

The inability to manipulate academic literacy and discourse in general terms is directly linked to students' poor success in higher education and prevents learners from progressing with their education (Hirvela, 2011). Therefore, it is of high importance for researchers and educators to learn and investigate more about undergraduates' academic literacy development.

The growing interest in EME can be understood by examining the practice in nowadays education. Globalization and the forces of economic and social convergence have had a significant impact on who learns which language, at what stage in their development, and in which way. The driving forces for language learning differ according to country and region, but they share the objective of wanting to achieve the best possible results in the shortest time (Coyle et al., 2010).

In order for institutions to design programmes based on the actual needs students have when facing writing in English, it is key to identify them in assignments and to directly ask learners and professors involved in this process for their point of view. Thus, this study has led to undertake research on 100 writing practices in undergraduate students at Humanities subjects taught through EME, 117 answers of a survey conducted to students of these subjects and 113 answers of a survey for professors. Once results were collected and analysed, they were compared between them in order to see what needs should be address on the correct implementation of EME.

This is a quantitative and qualitative research in which three different methods with two groups of participants took part. The methodology followed a triangulation approach of students' assignments and surveys addressed to professors and students.

It is the intention of this research that by learning more about academic language needs in written assignments from three different perspectives, a better understanding of the writing situation will be obtained. In addition to this, the study of all these features will be highly helpful for professors' training and improvement in their careers, as well as for other universities involved in the same or similar processes.

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Students' experiences in English-Medium Instruction: motivation, anxiety and classroom interaction

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As universities worldwide compete to attract international students, become more visible globally, and climb the ladder of rankings of higher education (Dafouz & Smit, 2020; Dimova et al., 2015), English-Medium Instruction (EMI) has thrived in most European countries. Nevertheless, in some contexts, EMI courses have become a requirement to graduate (Kojima, 2021), raising concerns about local students' classroom-related anxiety and motivation in such courses. Although motivation is of paramount importance in second language (L2) learning (Lamb, 2017), studies analysing the impact of English-taught programmes on the affective factors of university students are still scarce (Lasagabaster & Doiz, 2021). How students and teachers interact in these environments should be borne in mind, as the interplay between students' motivation, anxiety and classroom interaction in EMI has not yet been explored. Hence, the purpose of the present study, which forms part of a larger project, is to analyse the perceptions of university students regarding their motivation and anxiety in EMI courses, in order to shed light on the driving forces to engage in EMI programmes at tertiary level and assessing to what extent affective factors might play a role in such engagement.

To this aim, 31 undergraduate students from several degrees: Chemistry, Computer Science, Electrical and Mechanical Engineering, and History, enrolled in EMI courses in two Spanish universities were interviewed. The investigation takes a qualitative approach using focus groups to collect and analyse the data. The findings of the study underline the importance of students' vision as speakers of English interacting fluently in all spheres of their future lives. Our participants referred to the positive learning experience in EMI courses, which was backed by a general anxiety-free atmosphere. This, in turn might foster student motivation and their engagement in classroom interaction.

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English-medium instruction (EMI) from the perspective of local students at a Catalan university

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Higher Education institutions across Spain are internationalizing the curriculum (Lasagabaster, 2021). One of the results is the emergence of English-medium instruction (EMI) courses and programmes. Within EMI research, lecturers –as key agents in the implementation of EMI– have received more attention (Dafouz & Smit, 2022). The, the experiences and needs of students, also central EMI participants, merit recognition through research (Kojima, 2021; Moncada-Comas, 2022).

This study aims to explore local EMI students' perspectives and experiences at a Catalan university enrolled in the subject "Strategic Marketing". Data was collected qualitatively from 17 local students through both focus groups and individual interviews that were examined following thematic analysis (Moncada-Comas, 2022; Saldaña, 2013). This paper aims to answer the question: How do students describe their experiences and perceptions with the EMI course under analysis?

Preliminary findings indicate that students have a positive view about the EMI subject and teacher, and about the Englishization process of the Higher Education institution. Additionally, data shows a tendency towards an understanding of EMI as a space for content learning, but it was unclear the role English plays in this setting, as there is a contradicting discourse: although the majority of students reported that EMI helped them to "refresh" their English level, to acquire technical vocabulary, and to improve spontaneity and improvisation in the oral language, they did not see the course as a language learning/development site. This study contributes to a growing body of research on the experiences of students in EMI courses, and emphasizes the importance of considering their perspectives in the implementation of EMI policies and practices.

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Apoyos formativos institucionales y perspectivas de profesorado EMI en la UCLM: de la teoría a la práctica

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El fenómeno global del inglés como medio de instrucción (EMI), en el marco de los procesos de internacionalización de las universidades (Dearden, 2014), ha desembocado en una mayor necesidad de formación de profesorado EMI ante la creciente implementación de programas bilingües en la Educación Superior. En concreto, en la Universidad de Castilla-La Mancha (UCLM) existen diversos cursos de grado y posgrado bilingües, entre los que se encuentran los programas "Erasmus Mundus", de carácter transnacional y de reciente implementación. En el actual contexto del "English-medium paradigm" (Schmidt-Unterberger, 2018), la UCLM ha llevado a cabo la planificación y gestión de cursos de formación de profesorado EMI en colaboración con el profesorado del área de inglés del Departamento de Filología Moderna en sus distintos campus. Una de estas iniciativas es la primera edición del "Taller de Competencias Comunicativas Orales para la docencia en inglés" (2022-23), basado en la promoción de estrategias, técnicas y recursos pedagógicos que faciliten las prácticas docentes y repercutan en una mayor calidad del proceso de enseñanza-aprendizaje. Ante este escenario, la presente contribución pretende describir, analizar y reflexionar sobre las razones subyacentes a la elección mayoritaria de este curso de formación con respecto a otros ofertados, así como las mayores demandas que manifiesta el profesorado participante en dicho taller, siendo la competencia oral la que más atención requiere en comparación con la metodología, según estos docentes. En este sentido, el profesorado tiende a encontrar dificultades tanto en el dominio del discurso del aula como en el uso de expresiones propias del inglés instrumental y académico para una comunicación más efectiva en las materias de contenido (Urmeneta, 2020). Paralelamente, este estudio pone de manifiesto las carencias del apoyo institucional y la necesidad de implementar estrategias políticas que regulen las distintas acciones de formación de profesorado de forma sistematizada y homogénea en todos los centros tanto a nivel lingüístico como metodológico.

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El uso de *thinking routines* en docencia en ICLHE: Experiencia en el Grado en Administración y Dirección de Empresas en inglés (ADEi)

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El Grado de Administración y Dirección de Empresas en inglés (ADEi) ha cumplido 10 años en la Facultad de Economía y Empresa de Zaragoza. En esta breve presentación, se pretende hacer un repaso de diferentes estrategias, técnicas y recursos que se han llevado a cabo en el aula para promover y facilitar el proceso de enseñanza-aprendizaje. En concreto, se hablará de la experiencia en la implementación de las denominadas rutinas de pensamiento, o *thinking routines*, dentro de la metodología *Visible Thinking*, y que pueden definirse como actividades dirigidas a fomentar el pensamiento por parte de los alumnos de una manera activa, ordenada y creativa. Estas rutinas se han llevado a cabo en asignaturas del área de marketing del grado en ADEi. En este sentido, se tratará de poner en valor el uso de estas herramientas en diferentes momentos de las sesiones en el aula, para fomentar la activación del pensamiento, la visión crítica, la reflexión, o la evaluación del auto-aprendizaje por parte del estudiante. Asimismo, se destacarán las oportunidades de gamificación que ofrecen estos recursos. Además de exponer la experiencia como docente en el uso de estas actividades, basadas en un uso intensivo de TIC, se destacarán los aspectos más positivos y las limitaciones detectadas, con la finalidad de realizar una puesta en común y debatir sobre la conveniencia de utilizar *thinking routines* en la docencia universitaria.

EMI students' attitudes towards their own and their lecturers' pronunciation

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While several studies have investigated students' attitudes to various aspects of their experience in English Medium Instruction (EMI) (e.g., Macaro & Akincioglu, 2018; Toledo et al., 2012; Tsui & Ngo, 2017), hardly any research has focused on their conceptualisation of pronunciation, or their attitudes towards their lecturers' pronunciation. Intelligible pronunciation is nonetheless key for successful teaching and learning in an EMI context. Moreover, evidence from research on EFL indicates that pronunciation may be an anxiety factor for students, which may prevent them from actively participating in their classes (Baran-Łucarz, 2014). To find out to what extent pronunciation anxiety is an issue for EMI students, and to know more about their attitudes to their own and their lecturers' pronunciation, the present study surveyed 126 EMI students at a Spanish Faculty of Engineering. These EMI learners conceptualized pronunciation as a communication tool rather than a subject to be learned. At the same time, they expressed the wish to sound like native speakers of English. Regarding their lecturers' pronunciation, they stated that it did not prevent them from understanding the lessons, but they also expected their lecturers' pronunciation to be adequate and precise. Finally, they showed more pronunciation anxiety if the interlocutor was the lecturer or L1-English speakers than if it was local peers or L2-English speakers. Based on these findings, it may be useful to provide extra training on pronunciation, both for EMI students and lecturers. Such training

sessions could be used to discuss attitudes to pronunciation and accent and to raise awareness of issues such as intelligibility versus nativeness. Moreover, lecturers can be made aware of the problem of pronunciation anxiety and they can receive guidelines on how to help their students lower their anxiety in order to participate successfully in the EMI classroom.

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Using H5P activities in an economics EMI context: the students' uptake

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The use of audiovisual material to support the teacher's explanation has become very common in university lectures. Most of the available materials on the Internet are in English, and therefore a certain level of this language is necessary to understand their content. Video materials have been reported to be useful as a teaching resource to communicate course content (Miner & Stefaniak, 2018) and to complement the lecturer's explanation (Ruiz-Garrido, Paván & Fortanet-Gómez, 2022). Our concern in this presentation is to find out the students' uptake of the use of video-based H5P activities in an EMI Macroeconomics class. Those activities have been created with the collaboration between an EMI lecturer of "Macroeconomic theory" in the Degree in Economics, and two English language instructors. Their aim was to turn certain online videos, previously used as complementary materials, into essential elements for the introduction of new concepts and terminology. We aim at detecting how effective, useful, and satisfactory the H5P tool from Moodle can be to students to learn new knowledge by means of web-based video materials. To do that, the content teacher selected four short videos from the Internet and, together with the language teachers, prepared some activities related to their content and language. After working with each activity, students had to complete an anonymous questionnaire so that the difficulty of the activities and their usefulness in terms of content and language could be assessed. The answers obtained, as well as interviews with four students showed that the H5P activity not only helped them understand the video in English but also

enhanced the new terminology they had to learn. Students ranked both the video and the H5P activity very highly as innovative learning tools.

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Looking into translanguaging and trans-semiotizing practices in EMI in a Spanish university

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This exploratory study contributes to our knowledge about how translanguaging (Garcia, 2009) and trans-semiotizing (Lin, 2019; Lin, Wu & Lemke, 2020) define the true nature of EMI teaching and learning practices. Garcia (2014:112) interprets translanguaging as "the ways in which bilingual students and teachers engage in complex and fluid discursive practices that include, at times, the home language practices of students in order to 'make sense' of teaching and learning, to communicate and appropriate subject knowledge, and to develop academic language practices." However, discourse is inherently multimodal and includes language (i.e., verbal) and other semiotic (i.e., non-verbal) resources. Building on Halliday's (2013) "trans-semiotic" view, Lin (2015, 2019) further expands the concept of translanguaging and refers to it as part of a "trans-semiotizing" approach, which includes the multiple meaning making resources (verbal and non-verbal) that convey discourse. This is the case of EMI teacher's discourse, which in most cases lies on concepts that are non-verbal, but 'semiotic hybrids, simultaneously and essentially verbal-typological and mathematical-graphical-operational-topological' (Lemke, 2018: 87). The multimodal approaches to the study of EMI discourse in recent studies (Morell et al., 2022; Ruiz-Madrid and Fortanet-Gómez, 2019; He, Lai, & Lin, 2017; Costa and Mair, 2022) evidence the need to gain more insight into such a translanguaging approach in order to understand the true nature of EMI teaching and learning practices. To this aim, this paper examines the practices of two EMI lecturers in a Spanish university to explore i) how they make meaning through translanguaging and trans-semiotizing in the EMI classroom and ii) how they create spaces of translanguaging and trans-semiotizing in their EMI courses. The data collected in this study include three sources: first, four EMI videorecorded sessions, each recording a 100-minute double-period session; second, the teaching and learning materials employed by teachers in the courses; and third, a 40-minute semi-structured interview. Following a fine-grained multimodal analysis and following a translanguaging and trans-semiotizing approach to meaning making the data obtained are analysed. My final aim is to gain insight into the theoretical and pedagogical implications the translanguaging approach can have concerning EMI teacher professional development.

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Student language development in English-medium instruction: An empirical study

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The number of English-medium instruction (EMI) programs has undergone an unprecedented rise in the last two decades as a result of the internationalization process experienced by higher education institutions worldwide. Despite the lack of provision of explicit language instruction in EMI settings (Pecorari & Malmstrom, 2018), student English language improvement has been reported as a potential benefit when it comes to participating in EMI programmes (Salaberri and Sánchez-

Pérez, 2018; Wächter & Maiworm, 2014). Nevertheless, the dearth of empirical research on language learning outcomes in EMI contexts, and the contradictory data available to date, do not allow confirming the actual effectiveness of EMI for the development of student English language abilities (Macaro et al., 2018). To fill this gap, this study analyses the influence of EMI on student English language development in a Spanish undergraduate context. In particular, it focuses on writing, a language skill that remains underexplored in EMI research at tertiary level. Through a longitudinal pre-post test method, it explores the writing progress of EMI students as compared to the accomplishments of a group of English as a foreign language (EFL) learners, according to different quantitative and qualitative writing measures. Results show a positive impact of EMI on student writing development at the levels of lexical accuracy and vocabulary. However, other writing areas, such as syntax, grammar, organization or fluency, appear unaffected. These findings challenge, to some extent, the widespread assumption that EMI contributes to improve student English language skill proficiency. This study suggests that the sole exposure to the language in EMI contexts does not suffice to improve students' English writing abilities beyond the area of lexicon and vocabulary. Therefore, it argues for the inclusion of language skill support within EMI programs.

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