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Universitat Autònoma de Barcelona

DOCTORAL THESIS

Learning and Assessment of Content and
Language in EMI in Higher Education: Is
Integration Possible? **Multiple Case Study**

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2022

Acknowledgements

This thesis is the product of a long journey and I am grateful to many people who provided me with encouragement and support.

First, I would like to express my deepest appreciation and gratitude to my supervisor Dr Cristina Escobar Urmeneta for her guidance, insightful feedback, devotion and patience. Without her, this thesis would not have been possible, and I feel privileged to be given the opportunity to work and develop my knowledge under her supervision.

My sincere gratitude goes to my colleagues from the LED research group, I cherish and value the immense support and feedback they have provided me with.

I would also like to thank my informants, without them, there would be no thesis. The EMI instructors at three universities were generous, kind and willing to share their expertise gained from years of teaching through English.

I am blessed with an amazing circle of friends who have listened, supported, fed, consoled and encouraged me throughout. Heartfelt thanks go to Mary who looked after our daughter and who provided our family with an immense support. My thanks, too, to the dearest neighbour Soledad for her help and support.

Special thanks go to my dear friend Edwin for listening to my progress reports and for the encouraging emotional support through the ups and downs. I am also grateful to my teacher Matthew for his guidance, support and encouragement.

I would also love to express my gratitude to my dear family in Serbia, my brother, and my mother, for their continuous support, and encouragement

Finally, and most importantly, my sweet and loving thanks to my husband and my daughter. To my husband Wenceslao, for his understanding and sacrifice of time we spent separated. My daughter Mila was the shining light of this endeavour, and she also had to go through a lot while I was away and busy with my studies. I owe them both immensely, for surrounding me with their love. Wishing to compensate them in the years to come, and looking forward to the next chapter in our lives.

I am honoured to dedicate this PhD to my little Mila.

Thank you all for existing,

Sonja

To Mila and Lazar

Abstract

The previous few decades have brought many changes in higher education. In Europe, for example, both the Bologna Process and the Erasmus inter-university exchange programme have expanded educational opportunities and created a different perspective on the profile of the university for the 21st century. One of the trends taking place in non-English-speaking countries in both Europe and elsewhere, which promotes cultural and international diversity, is the offering of degree programmes either partly or wholly in English. The reasons for this trend are varied and range from a concern with university rankings and the enrichment deriving from international exchanges of both students and university professors to a desire to provide students with foreign language skills to better prepare them for the labour market. English Medium Instruction (EMI) refers to the use of English to deliver academic subjects in countries where English is not spoken as an L1. In the case of Spain and several other non-English speaking countries, EMI has been adopted by policy makers by many universities, the goal being to develop students' command of English as an additional language (EAL). This plurilingual educational approach is often referred to as 'Integrating Content and Language in Higher Education' (ICLHE). Yet, the ability of this approach to foster the learning of language and content in equal measure is debatable, as the literature available reports that subject-matter specialists consistently refuse to take into account their students' language development into their teaching duties.

The focus of this exploratory study is EMI primary teacher education degree (PTED) programmes, the goal being to shed light on the specific approaches taken in these programmes to educating future primary teachers, and most probably future CLIL teachers. In other words, this study sought to provide insights into instructors' teaching and assessment principles and declared practices in EMI teacher-education programmes. In particular, this study aimed at exploring the EMI instructors' perceptions of the role the additional language plays in the process of teaching and assessment, as well as the impact of the language component on their students' outcomes.

A qualitative methodology was chosen to approach the issue. Six informants, none of them native English speakers, from three different PTED programmes in Catalonia were selected on the basis of their experience in teaching their academic courses in English. Their insights

were collected by means of in-depth, semi-structured interviews with open-ended questions, assessment evidence such as students' exam papers, and institutional documents. After the interviews were transcribed, patterns or themes were identified within the discourse and interpreted following the analytical steps suggested by Miles and Huberman (1994).

Among other results, the analysis initially appeared to show that, on the one hand, no explicit language-related goals or expected outcomes were stipulated for these EMI courses, and, on the other, a majority of the instructors rejected being considered "English teachers" and explicitly refused to act as such. However, after reflecting on some of their specific practices, the instructors admitted that the quality of their students' English did play a role in the EMI courses they taught. This paradoxical stance and the instructors' reluctance to accept any responsibility for their students' language learning seem to be related to their professional identity. However, there is evidence that the integrated teaching of content and language does play a prominent role in the EMI contexts under research, even if not a priority one. From the analysis, it is also clear that separating content from language is in many cases difficult if not impossible. Assessment is the one context where this becomes particularly evident. Finally, there are strong indications that content specialists might benefit from the assistance of experts in plurilingual education to help them orient their decision-making in relation to the adjustment of teaching strategies and assessment criteria to EMI contexts.

Key words: EMI (English Medium Instruction), ICLHE (Integrating Content and Language in Higher Education), EAL (English as an Additional Language), Higher Education (HE), Integration, Assessment.

Resumen

Las últimas décadas han traído muchos cambios en la educación superior. En Europa, por ejemplo, tanto el Proceso de Bolonia, como el programa de intercambio interuniversitario “Erasmus”, han ampliado las oportunidades educativas y han creado una perspectiva diferente sobre el perfil de la universidad para el siglo XXI.

Una de las tendencias que tienen lugar en los países de habla no inglesa tanto en Europa como en otras partes, es la oferta de programas de grado en inglés, en su totalidad o de forma parcial, que promueven la diversidad cultural e internacional. Las razones de esta tendencia son variadas, y van desde la preocupación por los rankings universitarios o el crecimiento derivado de los intercambios internacionales del estudiantado y profesorado universitario, hasta el deseo de contribuir al desarrollo de habilidades en idiomas extranjeros de los estudiantes, preparándolos mejor para el mercado laboral.

La DUI (Docencia Universitaria en Inglés), hace referencia al inglés como lengua vehicular en asignaturas académicas en los países donde el inglés no se habla como idioma principal. En el caso de España, y otros países de habla no inglesa, la DUI ha sido adoptada por los responsables de numerosas universidades con el objetivo de contribuir al dominio de dicho idioma como lengua adicional (ILA) por parte de los estudiantes. Este enfoque educativo plurilingüe es también conocido por el término "Integración de contenidos y lengua en la educación superior" (ICLES). Sin embargo, la utilidad de este enfoque en el fomento del aprendizaje del idioma y el contenido en está discutida, ya que, la bibliografía disponible informa de que los especialistas en las materias rechazan de forma sistemática incorporar el desarrollo lingüístico de sus estudiantes como una de sus responsabilidades docentes.

Este estudio exploratorio se centra en los programas de Grado de Educación Primaria-Docencia en Inglés (GEP-DUI), con el objetivo de arrojar luz sobre los enfoques específicos adoptados en estos programas de formación de futuros docentes de primaria y, muy probablemente, de los docentes AICLE del futuro próximo. En otras palabras, este estudio pretende proporcionar información sobre los principios pedagógicos de los docentes sobre la enseñanza, la evaluación DUI, así como sus prácticas declaradas en dicho tipo de programas. En particular, este estudio tiene como objetivo explorar las percepciones del profesorado DUI

sobre el papel que juega la lengua adicional en el proceso de enseñanza y evaluación, así como el impacto del componente del idioma en los resultados de los estudiantes.

Para el abordaje del tema se optó por una metodología cualitativa. Se seleccionaron seis informantes no nativos de inglés, de tres programas GEP-DUI diferentes de Cataluña, en función de su experiencia en la enseñanza de sus asignaturas en inglés. Sus percepciones se recopilaron por medio de entrevistas semiestructuradas en profundidad con preguntas abiertas, evidencias de evaluación, tales como exámenes completados por los estudiantes, y documentos institucionales. Tras la transcripción de las entrevistas, se identificaron e interpretaron patrones o temas dentro del discurso docente, siguiendo el procedimiento sugerido por Miles y Huberman (1994).

Entre otros resultados, el análisis inicial sugiere que en las asignaturas DUI no se estipularon ni objetivos ni resultados explícitos relacionados con el aprendizaje del inglés. Por otra parte, la mayoría del profesorado entrevistado rechazó ser considerada "docente de inglés", y declinó explícitamente actuar como tal. Sin embargo, tras reflexionar sobre algunas de sus prácticas específicas, los docentes admitieron que la calidad del inglés de sus alumnos jugó un papel relevante en las asignaturas DUI que ellos impartieron. Este posicionamiento paradójico, junto con la reticencia del profesorado a aceptar responsabilidades en el aprendizaje de idiomas de sus alumnos parecen estar relacionadas con su identidad profesional.

No obstante, se aprecian evidencias de que la enseñanza integrada de contenidos y lengua efectivamente juegan un papel destacado en los contextos DUI estudiados, aunque la integración no sea una prioridad docente. Del análisis también se infiere que disociar lengua y contenido es difícil, si no imposible. La evaluación es el contexto preciso donde esta realidad emerge de forma particularmente evidente. Por último, existen claros indicios de que los especialistas en contenidos podrían beneficiarse de la ayuda de expertos en educación plurilingüe, que contribuya a orientarlos en su toma de decisiones en relación con la adaptación de estrategias docentes y criterios de evaluación a los contextos de DUI.

Palabras clave: DUI (Docencia Universitaria en Inglés; ICLES (Integración de Contenidos y Lengua en la Educación Superior); ILA (Inglés como Lengua Adicional); Educación Superior; Integración; Evaluación.

Сажетак

Претходних неколико деценија обележене су многим променама у сфери високог образовања. У Европи, на пример, и Болоњски процес и Еразмус програм међууниверзитетске размене проширили су образовне могућности и створили другачију перспективу о профилу универзитета за 21. век. Један од трендова који се дешавају у земљама у којима се не говори енглески, како у Европи тако и другде, а који промовише културну и међународну разноликост, је понуда основних академских студија, делимично или у потпуности на енглеском. Разлози за овај тренд су различити и крећу се од забринутости за позиционирање универзитета на међународним ранг листама и зараду која произилази из међународне размене студената и универзитетских професора до жеље да се студентима пружи могућност да усаврше вештине страних језика како би се боље припремили за тржиште рада. Коришћење енглеског као језика наставе (енгл. ЕМІ) се односи на употребу енглеског за извођење академских предмета у земљама у којима се енглески не говори као први језик. У случају Шпаније и неколико других земаља у којима се не говори енглески, коришћење енглеског као језика наставе прихваћено је од стране креатора универзитетске политике на многим универзитетима са циљем да се код ученика развије познавање енглеског као додатног језика (енгл. ЕАЛ). Овај вишејезични образовни приступ се често назива 'интегрисање садржаја и језика у високом образовању' (енгл. ICLHE). Ипак, способност овог приступа да подстакне учење језика и садржаја у једнакој мери је дискутабилна, јер доступна литература наводи да специјалисти за предметне теме у својим наставним обавезама одбијају да узму у обзир развој језичких способности својих ученика.

Фокус ове истраживачке студије су програми за образовање учитеља у којима се користи енглески као језик наставе, а са циљем да се расветле специфични приступи који се примењују у овим програмима за образовање будућих учитеља основних школа, а највероватније и будућих учитеља који ће спроводити наставу на страном језику (енгл. CLIL). Другим речима, ова студија је настојала да пружи увид у принципе наставе и оцењивања инструктора и декларисане праксе у програмима у којима се користи енглески као језик наставе за образовање учитеља. Конкретно, ова студија је имала за циљ да истражи ставове инструктора, који користе енглески као језик наставе,

о улози коју додатни језик игра у процесу наставе и оцењивања, као и утицај језичке компоненте на исходе њихових ученика.

За приступ овом питању одабрана је квалитативна методологија. Шест учесника, од којих ниједан није изворни говорник енглеског језика, са три различита учитељска факултета у Каталонији одабрани су на основу њиховог искуства у предавању академских курсева на енглеском језику. Њихови увиди су прикупљени помоћу дубинских, полуструктурираних интервјуа са отвореним питањима, доказима о процени знања, као што су испитни радови студената и институционална документа. Након што су интервјуи транскрибовани, обрасци или теме су идентификовани унутар дискурса и интерпретирани пратећи аналитичке кораке које су предложили Милес и Хуберман (1994).

Између осталих резултата, у почетку се чинило да, с једне стране, за курсеве у којима се користи енглески као језик наставе нису предвиђени никакви експлицитни језички циљеви или очекивани исходи, а са друге стране, већина инструктора одбија да се сматра „наставницима енглеског језика” изричито негодујући да поступају као такви. Међутим, након разматрања њихових специфичних пракси, инструктори су признали да је квалитет енглеског језика њихових ученика играо улогу у курсевима у којима се користи енглески као језик наставе, а које су они предавали. Овај парадоксалан став и неспремност инструктора да прихвате било какву одговорност за учење језика својих ученика изгледа да су повезани са њиховим професионалним идентитетом. Међутим, постоје докази да интегрисана настава садржаја и језика игра истакнуту улогу у контексту који се овде истражује, чак и ако није приоритетан. Из анализе је такође јасно да је одвајање садржаја од језика у многим случајевима тешко, ако не и немогуће. Оцењивање је онај контекст у коме ово постаје посебно евидентно. Коначно, постоје јаке индикације да би стручњаци за садржај могли имати користи од помоћи стручњака у вишејезичном образовању како би им помогли да оријентишу своје доношење одлука у вези са прилагођавањем наставних стратегија и критеријума оцењивања контексту у ком се користи енглески као језик наставе.

Кључне речи: Енглески као језик наставе, Интегрисање садржаја и језика у високом образовању, Енглески као додатни језик, Високо образовање (ВО), интеграција, оцењивање.

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LIST OF ABBREVIATIONS

AL	Additional Language
AfL	Assessment for Learning
AoL	Assessment of Learning
CDF	Cognitive Discourse Function
CEFR	Common European Framework of Reference for Languages
CLIL	Content and Language Integrated Learning
CF	Corrective Feedback
CS	Communicative Strategy
EAL	English as an additional language
EC	European Commission
ECTS	European Credit Transfer System
EFL	English foreign language
EHEA	European Higher Education Area
EMI	English-medium instruction
EMI-TED	English-medium instruction Teacher Education Degree
EU	European Union
FLA	Foreign language anxiety
HE	Higher Education
ICLHE	Integrated Content and Language in Higher Education
ICT	Information Communication Technologies
L1	Language 1, i.e., the first language
L2	Language 2, i.e., a second language
LP	Language policy
LOA	Learner-oriented assessment
MOI	Medium of Instruction
NS	Native Speakers
NNS	Non-native Speakers
OECD	the Organisation for Economic Co-operation and Development
PTED	Primary Teacher Education Degrees
SLA	Second Language Acquisition
TA	Thematic (content) analysis
TE	Teacher Education
TL	Target Language
WCF	Written Corrective Feedback

TRANSCRIPTION CONVENTIONS

[...] = text has been deleted

[text] = added information, clarifications when a sentence is incomplete

... = pause or trailing off of speech

TEXT = louder voice used by speaker

Notes

* All participants' names are pseudonyms

INTRODUCTION

The previous few decades have brought many changes in the field of higher education (henceforth HE). One of the tendencies that promote cultural and international diversity is offering courses and study programmes in English. Over half of the world's international students are being taught in English and the number of university courses offered in English is increasing constantly (Graddol, 2006).

What is more, almost every university in the world is currently offering at least a part of a course in English. Reasons for implementation of English Medium Instruction (EMI) courses are various, and they range from university rankings, international exchanges of both students and teachers to providing students with necessary skills and preparing them for the labour market. EMI in HE means that the English language is used as a tool to deliver academic subjects in countries where English is not spoken as a first language (Macaro, 2018).

To begin with, the process of globalisation has had a huge impact on HE, inducing changes on the basis of internationalisation, marketisation, competition and standardisation (Guruz, 2008; Hazelkorn, 2011). In this new HE marketplace, institutions were forced to bid for their position in university rankings and start implementing EMI programmes in order to attract specific target groups of international students and teachers (Dafouz & Smit, 2016; Lasagabaster, 2018; Wilkinson & Walsh, 2015). Globalisation and English as a main global language (Crystal, 2003) have become indispensable descriptors in the field of today's higher education (Smit, 2010). Crystal (2003) defines a global language as the language that develops a special role recognized in every country. He further highlights two main reasons why English has become a global language. Firstly, due to the period of British colonial expansion when it was used in trade, and also imposed as an official language in many colonized countries. Secondly, with the USA becoming a leading economic power, English gained its dominance in many spheres such as entertainment, music, fashion, cinema, advertising, politics, science and education. For Melchers and Shaw (2003) global language develops due to the activities of its speakers over time, i.e., speakers in different countries have accepted the language and used it and in this way, it became globally recognized.

As such, English has been dominant in Africa and Asia for a long time since the former colonies experienced education through the medium of English. However, in Europe the importance of English arrived relatively recently, overtaking the role that used to belong to the French language. The interest in English increased with its emergence as a medium of international communication i.e., a tool for performing cross-cultural communication.

Finally, the implementation of EMI in Europe was initiated in 1999 with the ratification of the Bologna Declaration and the creation of a European Higher Education Area (EHEA). The primary aim of the Bologna Process was to standardise university degrees and promote student and staff mobility and credit transfer within EHEA (Dimova et al., 2015; Kirkpatrick 2014). The European Union encouraged European HE institutions to promote internationalisation by various measures, for example, encouraging cooperation between universities, promoting student and staff mobility, improving the visibility and attractiveness of the EHEA as well as creating programmes that offer labour market-driven competence. These events led to the restructuring of university programmes and curricula and the widening of the medium of instruction spectrum by introducing English for teaching and learning along with the national and dominant language(s) (Smit & Dafouz, 2012).

However, this rapidly spreading trend and the enthusiasm following EMI resulted in unrealistic expectations and promises of its positive effects (Byun et al., 2011). EMI, per se, does not imply any pedagogical changes, simply the change in the language of instruction. In other words, there is no explicit pedagogy that needs to be applied in programmes and courses offered in English. Also, EMI varies from university to university and from course to course. What is similar to all of these programmes and courses is that the majority of students are non-native speakers (NNS) of English and that the majority of the teaching staff also belongs to this NNS category.

Previous research reports on the number of problems observed in the process of implementing EMI in the tertiary level of education. For many university lecturers, the shift from L1-medium instruction to EMI is limited to the vehicle of communication and they do not take into account that it usually requires the adaptation of the teaching methodology. For example, EMI instructors tend to separate language and content due to their imperfect communicative competence in English or due to the lack of training in language teaching (Dafouz, 2011). Consequently, there is a need for more awareness regarding the implementation of English medium programmes on both organisational and pedagogical levels and there are urges for

curriculum planners and programme designers to reconsider the role of language teaching in such programmes. Finally, more research evidence is required regarding the EMI policy and programme design as well as on how to embed discipline-specific language teaching into EMI curricula (Utenberger, 2012, 2014).

The rationale and motivation for this study are that, firstly, there are scarce data regarding the EMI pedagogy reflected in instructors' teaching and assessment practices leading to students' successful communication and consequently assessment performance. Secondly, there is very little research on how EMI teaching and assessment are approached by teacher educators in Primary Teacher Education Degrees (henceforth PTED). This thesis strives to contribute to filling the research gap by exploring and describing specific aspects of three Catalan EMI-PTED programmes that not only facilitate content learning but also help the development of students' communication skills. Knowing more about language development and acquisition in this setting can contribute to a better understanding of what kind of language support is needed for students' educated through an additional language (AL). In order to address the issue of facilitating students' successful communication and their assessment performance through an AL, the researcher decided to draw on the theories underlying the Integrated Content and Learning (ICL) approach. The analysis of ICL principles will foreground the issues that need to be considered in order to achieve full optimisation of EMI courses.

The intention is to describe and examine language policies and practices in relation to the if and how of teaching and assessment, and thus their possible consequences reflected in students' assessment performance and assessment outcomes. Participants' individual concerns and attitudes towards the EMI approach will also be considered. A focus is placed on the EMI courses in three Catalan EMI-PTED. Although there are many studies concerning the EMP, the research in EMI-PTED remains limited. The participants are six instructors, non-native speakers (NNS) of English who use English regularly in their professional life for teaching and research purposes.

In order to capture the instances of content and language integration in teaching and assessment practices of teacher educators this qualitative case study explores the phenomenon at various layers. It combines semi-structured in-depth interviews with six participants teaching their academic subjects through English at three Catalan universities.

The overarching goal of this study is to gain understanding on EMI instructors' teaching and assessment practices. It was further attempted to find out whether certain findings could be

attributed specifically to the particular type of institution. This goal has been narrowed down into the following research questions: RQ1: *How does the language switch from L1 to L2-medium instruction affect EMI instructors' teaching practices?*, and RQ2: *How does the language switch from L1 to L2-medium instruction affect EMI instructors' assessment practices?*

The research questions imply a mix of institutional policies, instructors' self-reported principles and their actual practises as expressed in semi-structured interviews, and analysis of assessment samples. Instructors teaching strategies were wide more visible when observed and approached through their assessment tasks and tools.

Regardless of the clear limitation of the study reflected in the limited number of participants, the combination of interview findings and complementing institutional documents and artefacts enabled the development of a fairly comprehensive picture. The results may not only be useful for EMI-PTED in Catalonia, but indicative of the general situation at such programmes in Spain. This thesis managed to shed some more light on the effect language-switch had on teacher educators' teaching and assessment practices.

Chapter 1 of this thesis will establish the conceptual basis of the study by synthesising previous research and literature on the processes that resulted in the rapid spread of EMI courses at universities around the world. This chapter will also introduce, define and characterise different pedagogical approaches in multilingual education in general and in HE in particular. It will consider different pedagogical decisions in L2-medium instruction teaching and assessment. Then, it will focus on the issues specific to L2-medium instruction in HE. The chapter will finish with the contextual background- the Spanish setting, providing an outline of the Spanish EMI higher educational context. A brief outline of the multilingual situation introduces this section. Perspectives on the internationalisation of teacher education are discussed before concluding with a systematic description of features in relation to EMI teacher education degrees in Catalonia. Chapter 2 presents the overarching objective and the research questions of this dissertation.

The construction of the frame sets the scene for the presentation of the study's research design in Chapter 3. Chapter 3 will discuss the research methodology that was employed to achieve the purpose of analysing EMI instructors' teaching and assessment practices. This chapter exposes the design of the study reflecting the location, participants, instruments of data collection and analytical procedures used to gather and approach the data. By discussing the

methods used in data collection and analysis, this section strives to illustrate how the three data sets are intertwined with each other.

The four following chapters report the findings. Chapters 4-6 take the form of narrative accounts and provide three individual stories/profiles of three participants coming from three different HE institutions. The following chapter- Chapter 7 presents the analysis across participants and comprises data from all six participants in the study. This chapter provides a discussion drawn from the results and its qualitative analysis.

The concluding chapter will synthesise the most important findings derived from the three data sets and outline the study's significance and limitations, before providing suggestions for future research.

CHAPTER 1: LITERATURE REVIEW

This chapter first presents the background against which the present study developed. It then reviews the literature on EMI to depict the international atmosphere in higher education, after which it situates the study in European setting and education policies from the viewpoint of language ideologies. Next, it defines L2-medium of instruction pedagogy and strategies related to effective teaching and assessment, then, it highlights some key research relevant to adopting such practices.

1. Trends and Policies

Section 1 will deal with trends and policies that shaped contemporary higher education panorama. In the first place the implications of globalisation, Englishisation and internationalisation for higher education will be discussed. Then I will move onto a general discussion of policies in favour of multilingual education. The section concludes with an overview of language policies in tertiary education.

1.1 From globalisation and Englishisation to internationalisation and EMI

The constant growth of EMI is stimulated by different drivers ranging from globalisation, Englishisation, internationalisation, political economies and a variety of agendas (supranational, national and institutional) that all trickle down and blend in higher education institutions (Dafouz, 2018). In an attempt to illustrate how these drivers, merge and stimulate the proliferation of EMI, Hultgren, Jensen and Dimova (2015) provided a framework illustrating different levels that promote EMI. The authors further reflect on the necessity of acknowledging the causal relationship between five different levels- global, European, national, institutional and classroom that indicate the sequence of events and decisions leading to adaptation and spread of EMI (see Table 1.1).

Table 1. 1*Different levels of EMI drivers (adapted from Hultgren, Jensen and Dimova, 2015, p.6)*

1.	Global	• General Agreement on Trade in Services
2.	European	• Bologna Declaration
3.	National	• Internationalisation strategies
4.	Institutional	• Targets to recruit international staff and students
5.	Classroom	• Presence of non-local language speakers

With this in mind, the following sections will focus on exploring these forces in more detail. The first subsection provides an outline of three interrelated phenomena that have influenced the implementation and expansion of EMI at universities: a) globalisation b) Englishisation and c) internationalisation and even though many scholars have invested effort in an attempt to unpack and define these processes, it can be concluded that the ways they are linked still remain somewhat unclear (Fumasoli, 2019).

a) Globalisation

The term ‘globalisation’ was established in the second half of the twentieth century, but it dates back much earlier than that period. The noun ‘globe’ appeared in the fifteenth century to denote a spherical representation of the earth (Robertson, 2001). The adjective ‘global’ was introduced in the late seventeenth century and its reference to the ‘world scale’ entered use only in the late nineteenth century. The verb ‘globalise’, however, appeared in the 1940s, along with the term ‘globalism’ (Reiser & Davies, 1944), and the word ‘globalisation’, as a process appeared in the English language in 1959 and entered a dictionary two years later (Schreiter, 1997; Webster, 1961).

Globalisation can be characterised as a rather complex phenomenon and as Lechner & Boli (2020) noted, there is a plethora of definitions and explications describing it ‘globalisation is flows of goods, capital, people, and information (Held et al., 1999), or it is the decrease in geographic constraints on interaction (Waters, 2001), or it is the rise of a global, information-based network society (Castells, 1996), or, from a more critical and politically engaged standpoint, it is economic liberalisation, neoliberalism, and the expansion of corporate capitalism (McMichael, 2005)’ (p.321). When it comes to the sphere of HE Altbach &

Knight, (2007) refer to globalisation as the ‘economic, political, and societal forces pushing 21st century higher education toward greater international involvement’ (p. 290).

Globalisation is most frequently associated with neo-liberalism and technocratic solutions to economic reforms (Apple, 2004; Zajda, 2018). According to Gupta (2015), the term was initially introduced to describe the interrelatedness between countries and the removal of barriers between national economies, and Hallack (1999) categorised the driving forces of globalisation as ideological, economical and political i.e., market, capital and leadership respectively. Albrow (1990), however, defines globalisation as ‘those processes by which the peoples of the world are incorporated into a single world society, a global society’ (p. 9).

Rapid advances in Information Communication Technologies (ICT) of the global economy and the higher rate of mobility at all levels of society have paved the way for globalisation in education and initiated education reforms (Zajda, 2018). Over time, universities have started to compete in the global academic market, aiming to attract the best students and teachers and profit from their success. The fact that university rankings reflect both their competitive position and the degree of internationalisation indicates that there is a tight relationship between the two processes. Consequently, in order to achieve their goals universities have had to increase their EMI programme offerings.

Here, it is important to mention that language is regarded as one of the main tools for globalisation. Increased transnational economic dependencies and the dominant position of the United States has brought about an increase in the market value of English and strengthened its position as the universal lingua franca (Graddol, 2006; Van Parijs, 2011). In the field of education, as mentioned above, English has increasingly been adopted as a medium of instruction for internationalisation and marketisation of HE (Björkman, 2011; Doiz et al., 2013; Wilkinson, 2005), and as Brumfit (2004) observes, ‘for the first time in recorded history all the known world has a shared second language of advanced education’ (p.166).

Focusing on European HE in the 21st century, it can be said that there has been a variety of opposing internal and external agendas that have forced universities to diversify in response to ongoing processes of globalisation, internationalisation and Englishisation. Knight (2008) identified five elements of globalisation that had a high impact on HE, namely, knowledge society, information and communication technologies, market economy, trade liberalisation and governance. These are believed to have led to the commercialisation of HE and made

universities ‘become more responsive to market demands’ (Knight, 2008, p. 6). Consequently, there have been changes in many aspects of HE, for example, the adaption of curricula or the implementation of national and regional policies regarding quality assurance, accreditation and student mobility (Leask, 2011). Finally, linguaculturally heterogeneous groups of learners have become a norm in classrooms throughout Europe which is highly reflected in the greater focus on inter- and transcultural learning since the 1990s (Byram, 1997; Gnutzmann, 1999; Sercu et al., 2005).

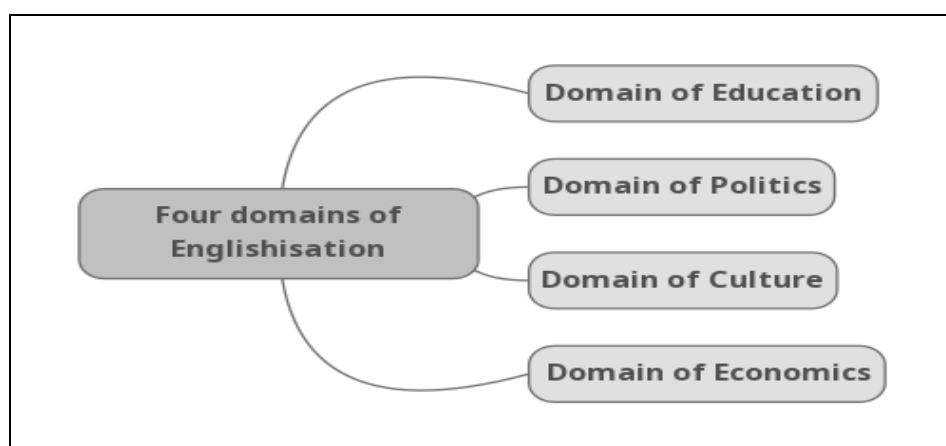
b) Englishisation

Wilkinson and Gabriëls (2021) define Englishisation as ‘the process in which the English language is increasingly gaining ground in domains where another language was previously used.’ (p.14). The authors distinguish six different aspects of Englishisation 1) the domains where English is displacing another language; 2) the stakeholders in the process; 3) the language policy of a country, public, institution, or company; 4) legislation that relates closely to language policy but should be distinguished from it; 5) the material resources used in various domains; 6) the normative dimension of Englishisation (see Table 1.2).

In addition, Englishisation is regarded as a rather complex process across all levels of society. As Wilkinson and Gabriëls (2021) noted, the first aspect of Englishisation refers to the domains where English ‘gains ground’ where another language was previously used. They make a distinction between four domains, namely: education, politics, culture and economics (see Figure 1.1).

Figure 1. 1

Domains of Englishisation; Source: Researcher’s design, from Wilkinson and Gabriëls (2021)



The domain loss in education refers to English becoming the vernacular language which can further imply consequences for the maintenance of culture (Soler & Rozenvalde, 2021). The surge in EMI programmes worldwide has made the tension between monolingualism and multilingualism more pronounced. For example, many European countries have switched to a bi-/multilingual curriculum which has brought about many disagreements (Tsou & Kao, 2017; Wilkinson and Gabriëls, 2021). In the same vein, Kuteeva et al. (2020) drew attention to the recent political events- the Brexit referendum and EU parliamentary elections, and more pronounced national oriented politics which all resulted in more frequent questioning regarding the use of English as a lingua franca and repositioning national languages in the new sociolinguistic landscape.

Talking about the current situation in European HE, Kuteeva et al. (2020) equate Englishisation with internationalisation. They explain that in their efforts to position well on the ranking lists, universities aim to attract and recruit high-quality teachers and students, and excel internationally in the domain of research. The authors point out that in terms of language, process of Englishisation stands in conflict with national language policies and practices. In other words, the majority of universities are funded by taxpayers, thus national languages should be regarded as a priority.

The second domain of Englishisation refers to the sphere of politics. Wilkinson and Gabriëls (2021) illustrated it through the example of the European Union (EU) and the dominance of English over French. Even though French was accepted as the language of communication among politicians and civil servants when the EU was established in the 1950s, English soon prevailed and began to dominate in line with the EU's expansion in 1973.

In the domain of culture, Englishisation is reflected in the higher presence of English-language cinematography, literature and music in comparison to the native language or a language other than English.

The Englishisation of economics is closely related to economic globalisation and refers to the use of English as a medium of communication in companies and economic transactions (Boussebaa et al., 2014) According to Wilkinson and Gabriëls (2021), the aspect of stakeholders can be observed in relation to the Englishisation of HE and it concerns both direct participants like students, teachers, and administrative workers and also indirect participants - shopkeepers and citizens who live and work in the university area. Unlike the former category, indirect participants may face the fear of losing their 'language-bound'

cultural identity due to English. Language policy specified in the official policy documents of a country, public institution or company has direct power over the process of Englishisation - it can stimulate it or impose restrictions on its spread. Likewise, legislation can permit Englishisation or suppress it on the national level through national legislation or even broader, for example, on the level of Europe, through European legislation. Placing a lower value on products of other cultures is regarded as part of the Englishisation of material resources. For example, in the setting of HE where EMI programmes are widespread, there is a question of the use of relevant resources available in languages other than English. Finally, the normative dimension of Englishisation is frequently observed in terms of linguistic justice (Van Parijs, 2011). The term is characterised as evaluative-descriptive and when it comes to stakeholders it usually generates negative connotations (Rivlina, 2013).

It is important to mention that even though some scholars put an equal mark between the two processes (Kuteva et al., 2020) there are others who claim that internationalisation and Englishisation are not to be regarded as two sides of the same coin but rather two different processes, and that it is possible to have internationalisation without Englishisation (Wilkinson and Gabriëls, 2021).

Table 1. 2

Overview of the aspects of Englishisation; Adapted from Wilkinson and Gabriëls (2021)

1.	The domains where English is displacing another language	<ul style="list-style-type: none"> • Domain of education • Domain of politics • Domain of culture • Domain of economics
2.	The stakeholders in the process	<ul style="list-style-type: none"> • Students • Administrative personnel • Teachers • Researchers • Citizens
3.	The language policy of a country, public institution, or company	<ul style="list-style-type: none"> • Language policy can stimulate or restrict Englishisation
4.	Legislation that relates closely to language policy but should be distinguished from it	<ul style="list-style-type: none"> • In Europe, Englishisation is not only about national legislation, but also about European legislation that offers both possibilities and restrictions
5.	The material resources used in various domains	<ul style="list-style-type: none"> • Englishisation also means dominant use of Anglophone sources which may downgrade products of other cultures.
6.	The normative dimension of Englishisation	<ul style="list-style-type: none"> • It is an evaluative-descriptive term • It is not a neutral concept • Acquires negative connotations for various stakeholders • Normative dimension can be addressed in terms of linguistic justice

c) Internationalisation

The word internationalisation, as reported by Bowles & Murphy (2020), was registered by the Oxford Dictionary in 1860, and defined as ‘an action or process of making something international in character, composition or scope’ (p.3). Before gaining popularity in the field of HE, this term has been extensively used in political science and governmental relations. The use of ‘internationalisation’ in relation to higher education can be traced in publications back to the 1970s. Yet, it is only in the 1990s that the term ‘internationalisation’ evolved to refer to what is today known as ‘the process of integrating an international, intercultural and/or global dimension into the purpose, functions (teaching, research and service) and delivery of higher education’ (Knight, 2004 in Knight, 2006, p. 13). Both Knight (2014) and de Wit (2019) suggest that internationalisation in HE has become a central component of HE policy which is reflected in university strategic plans, national policy statements, international declarations and academic articles all aiming at the promotion of internationalisation. In Europe, this shift was stimulated by research and mobility programmes, in particular ERASMUS, supported by the European Commission.

At the beginning of the new millennium, HE urgently needed to internationalise its institutions in order to respond to the new tendencies dictated by the ongoing processes of globalisation, digitalisation and marketisation (Byun, et al., 2011; Doiz et al., 2013). Knight (2008), identified five elements of globalisation, namely, Knowledge Society, Information and Communication Technologies, Market Economy, Trade Liberalisation and Governance, that led to the commercialisation of HE and made universities ‘become more responsive to market demands’ (p.6). As a result, HE institutions started with curricula adaptations, and implementation of national and supranational policies on quality insurance, accreditation and student mobility (Dafouz, 2017; Untenberger, 2014). Doiz et al. (2013) refer to the education authorities as to the main promoters of internationalisation and describe the process as a typical top-down approach. Likewise, Dafouz (2017), explains that the process of internationalisation of HE represents a combination of supranational, national and institutional agendas that merge in Higher Education Institutions (HEIs). In the same vein, de Wit (2019) suggests that the internationalisation of HE needs to be observed as a concept or strategy driven by an active interaction of ‘political, economic, socio-cultural and academic rationales and stakeholders’ (p. 32).

In order to better understand such a viewpoint, it is necessary to assume that the vast majority of universities, especially in Europe, are state institutions, and those which do not operate within a regulatory framework set by governments (Wächter, 2000). In other words, the degree of freedom universities have is highly determined by the state, and this applies to both HE policy and internationalisation policies. Finally, governments have twofold influence—through legislative and regulatory acts and via funding mechanisms. The complexity of the interrelationship between different levels is illustrated by Dimova et al. (2015), who suggest that national policies to internationalise will influence institutional policies to do the same.

All in all, it can be assumed that universities felt additional pressure to excel in their research internationally, recruit the best staff and students (domestic and international) and compete for their position in the international ranking lists (Kuteeva et al., 2020). Many scholars see mobility (student, staff, academic, knowledge, etc.) and competition as key factors in internationalisation (de Wit, 2019; Knight, 2014). The OECD (2017) report on higher education showed that the number of transnational students reached 3.3 million i.e., 5.6% of all HE students in OECD countries in 2015. Furthermore, Hughes (2008) predicted that the number of students educated out of their home countries would reach 6 million by 2020. Rankings are an important indicator for universities in determining their competitive position. Since the degree of internationalisation represents one of the indicators in the rankings, universities strive to attract as many international students as possible.

As a result, education is more frequently seen as a tradable commodity while students are seen as ‘consumers’, ‘customers’ or ‘clients’ rather than learners (Maringe, 2011). The commodification of education and research, better expressed as the ‘new knowledge economy’ (Peterson et al., 2000, p.1), represents the most dominant characteristic of entrepreneurial universities (Radder, 2010). They are regarded as degree providers, while the expertise and skills gained from the degree programmes have lost their value (Nordensvärd, 2011).

In reference to the opening line of this subsection and the complexity of the relationship between globalisation, internationalisation and Englishisation, it is important to mention that although we currently lack a full understanding of all the issues involved, significant headway has been made.

Knight (2014) makes a distinction between the traditional notion of internationalisation of HE institutions aiming at ‘partnership, collaboration, mutual benefit and exchange’ (p. 77), and

more recent tendencies reflected in ‘status building initiatives to gain world-class recognition and higher rankings’ (p.78). She remarked that the priorities and strategies of internationalisation have deviated from the original idea behind the very term, making it hardly distinguishable from the process of globalisation. This, according to Knight (2014) raises a doubt whether internationalisation should be observed as an ‘agent or a reactor’ of globalisation (p. 77). Also, de Wit (2019) highlights three factors that according to him have made an important impact on current HE and which may shed more light on the internationalisation of HE. Namely, massification, the global knowledge economy and emphasis on reputation and rankings

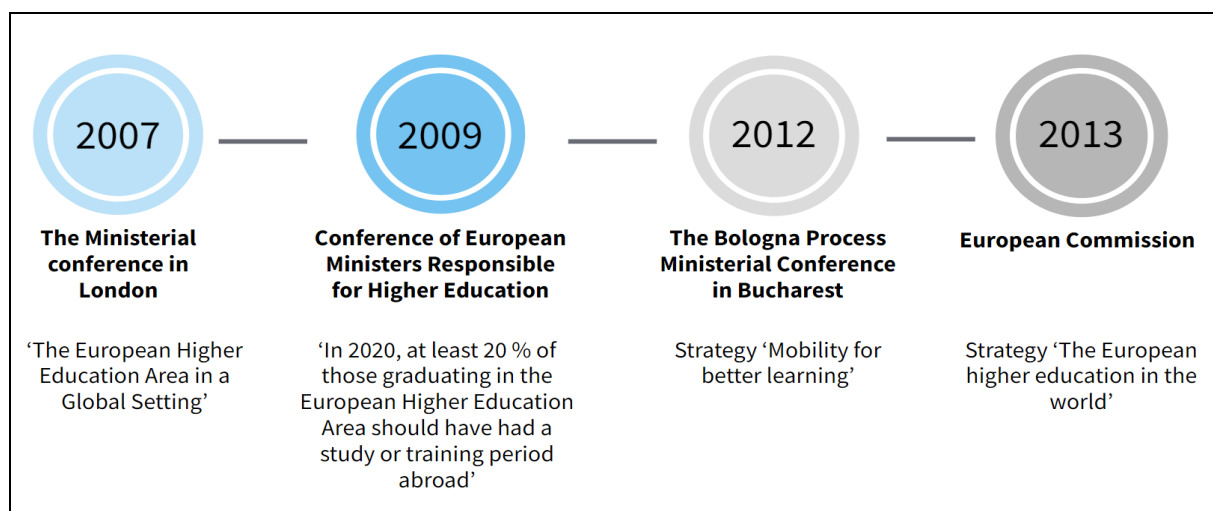
European governments consider the internationalisation of higher education as one of the key elements leading to improvement, development, modernisation and strengthening of their university systems. The process of internationalisation of European higher education started in 1999 when 29 European educational ministers signed the Bologna Declaration and agreed on creating the European Higher Education Area (EHEA) and removing systematic boundaries within this region. Even though the declaration comprises just four pages- slightly less than a thousand words, it was immensely influential in initiating the greatest change European universities have gone through in the last few decades. Importantly, the university systems of European countries differed significantly considering the degree structures, length of study and quality assurance mechanisms (Zgaga, 2009). However, the European decision to create EHEA aimed at promoting intra-European mobility and international partnerships led to a decision on adopting similar and comparable degree structures, consisting of two main cycles- undergraduate (a minimum of three years) and graduate (MA and PhD levels) and the recognition of degrees through the European Credit Transfer System (ECTS) (Carrió-Pastor, 2020; Dimova et al., 2015). Finally, this ‘harmonisation’ of Europe’s higher education has increased the mobility of students, researchers and teaching staff within the European Higher Education Area (EHEA) (Knight, 2008) and also led to an increase in the implementation of English-taught degree programmes (Wächter & Maiworm, 2008).

The Lisbon Strategy of 2000 like the Bologna Declaration of 1999 focused on cooperation and competition. Both processes stood out as promoters of the European area for higher education and research- ‘A Europe of Knowledge’. Importantly, this cooperation was designed in order to challenge the competition from the United States, Japan, China and other emerging economies. Both processes (Bologna and Lisbon) were based on wide objectives

consciously adopted and explicitly stated. They were both designed as projects where generic timelines, special instruments and tools were created in order to achieve the set objectives (Matei, 2015).

Figure 1. 2

European policy narrative (2007-2013)



As shown in Figure 1.2, the European policy narrative following the Bologna Declaration aimed at fostering student mobility and building the framework for the international dimension of HE thus strengthening the competitiveness and attractiveness of the European HE (de Wit et al., 2015).

In 2007 at the Ministerial Conference held in London, the strategy 'The European Higher Education Area in a Global Setting' was adopted and it was agreed on a list of the following priorities:

- improving information on the European Higher Education Area,
- promoting European Higher Education to enhance its worldwide attractiveness and competitiveness,
- intensifying policy dialogue,
- strengthening cooperation based on partnership and furthering the recognition of qualifications

(London Communiqué Bologna Process, 2007)

Soon afterwards, at the Ministerial Conference of 2009, a goal was set that by 2020 ‘at least 20 % of those graduating in the European Higher Education Area should have had a study or training period abroad.’ (Communiqué of the Conference of European Ministers Responsible for Higher Education, 2009). Then, three years later, in 2012 at the Bologna Process Ministerial Conference in Bucharest, a strategy ‘Mobility for better learning’ was adopted and it was agreed that each member state would develop and carry out separate internationalisation and mobility strategies contributing to the fulfilment of the EHEA objectives. In relation to this document, the European Commission (2013) implemented a strategy ‘The European higher education in the world’, aiming at the promotion of mobility and cooperation between the member states and the non-EU countries. Also, de Wit et al. (2015) noted that through this document ‘the importance of internationalisation of the curriculum and learning outcomes for all students, received a central place next to mobility, in the European policies for internationalisation of higher education’ (p. 4).

When it comes to the HE in Spain, the previous decade has brought significant changes, especially regarding the use of a foreign language. There has been observed an increase in the number of EMI programmes, and it has also been noted that many Spanish university students very frequently regard their graduate studies in EMI as a natural continuation of their education (Dafouz, 2018; Pérez-Encinas et al., 2017). As stated in the Bologna Process Implementation Report from 2015, Spain is listed as one of the 16 countries (out of the 48 EHEA states) that have a formal internationalisation strategy (European Commission/EACEA/Eurydice, 2015).

The Internationalisation Strategy (Ministerio de Educación, Cultura y Deporte, 2016) comprises a variety of different aspects such as promoting student mobility, signing international agreements, internationalisation of university curricula, brain circulation, the internationalisation of research, international joint qualifications, internationalisation at home, transnational campuses, quality assurance, accreditation and evaluation systems, competition to attract the best students, university rankings, international alumni associations, employability and entrepreneurship, interest in Spanish-language higher education, etc. (Delgado, 2017). Also, the government’s national strategy for the internationalisation of the Spanish HE system predicted that by 2020 one-third of all degree programmes will be offered in English (MECD, 2014). According to Servicio Español Para la Internacionalización de la Educación (2015), there are 283 undergraduate programs offering 30% of their subjects in

English, 164 with at least 50% and 80 undergraduate programs that are taught completely in English. Considering the postgraduate programs, 322 of them are completely taught in English. In Spain, the language policy framework for the internationalisation of the Spanish university system of the Conference of Rectors of Spanish Universities (CRUE, 2017) established a series of steps for language training and the accreditation of language competence for students, teaching staff and administrative staff (Carrió-Pastor, 2020).

Considering that Spain is a multilingual country that lacks foreign language learning tradition it is not surprising that EMI has awakened social, political, educational, and linguistic tensions (Lasagabaster, 2021). Namely, three languages (Basque, Catalan and Galician) hold co-official status with Spanish in six out of the 17 autonomous communities that make up Spain. These six communities are Catalonia, Galicia, the Balearic Islands, Navarre, the Basque Autonomous Community (BAC), and the Valencian Community. One of the main objectives of the Statutes of Autonomy passed in the 1980s was to guarantee that these co-official languages are taught at all educational levels- from kindergarten to tertiary education.

As noted by Orduna Nocito & Obernyer (2020), there is a need for defining the language policy of each HE institution elaborating on different aspects, for example, language certification systems, levels required by community members, mechanisms to improve the command of foreign languages, the need to initiate training programs on methodologies and evaluating systems for professors using English as a medium of instruction (EMI), etc. The authors also reported that Spanish universities find it quite difficult to achieve coherence in language policy while language centres within universities struggle to have the necessary tools to supervise and coordinate the ongoing bilingual degree programmes. However, for the time being, EMI instructors are required to have a B2 or C2 level of English language competence as described by the Common European Framework of Reference for Languages (CRUE, 2016).

1.1.2 Internationalisation at Home

Even though student mobility still remains the most dominant component in the internationalisation policies around the world, the previous decade has been marked by a significant development of phenomenon reflected in the increase of the programmes promoting internationalisation at home (IaH) (Nilsson, 2003) and internationalisation of the curriculum (Leask, 2009). Some scholars regard the internationalisation of the curriculum as one of the aspects comprising the internationalisation at home justifying it by a diversity of

activities IaH assumes. For example, curriculum and programmes, teaching/learning processes, extra-curricular activities, research and scholarly activity etc. (Knight, 2008).

Internationalisation at Home (IaH) is defined as ‘a way to embrace all the ideas about and measures to be taken to give all students an international dimension during their time at the university’ (Nilsson, 2003, p.31). This phenomenon emerged in Europe at the end of the 1990s, as a reaction to the very small number of students participating in the European ERASMUS programme (less than 10%). The intention behind IaH was to provide international and intercultural learning outcomes for those students who for different reasons could not move away from their home countries (de Wit, 2019; Escobar Urmeneta, 2020). Over time, it grew to become a global movement supporting ‘international’ educational opportunities for all degree-seeking students.

However, a definition of internationalisation of the curriculum (IoC) indicates slight differences from IaH. According to Leask (2009), IoC refers to ‘the incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study’ (p.209). The focus here is on providing ‘internationalised’ opportunities for local students and university staff by incorporating international goals and learning outcomes in the curriculum. Recently, it can be observed that some scholars adopt a fusion of the two terms ‘internationalisation of the curriculum at home’ (de Wit & Leask, 2019; Leask et al., 2018).

The present thesis draws on the definition proposed by Knight (2008), which is broader than the original concept of IaH provided by Nilsson (2003) ‘a term developed to bring attention to those aspects of internationalisation which would happen on the home campus. They include the intercultural and international dimension in the teaching-learning process and research, extracurricular activities, and relationships with local cultural and ethnic community groups, as well as the integration of foreign students and scholars into campus life and activities. The emergence of this concept can perhaps be seen as a way to counteract the increased emphasis on academic mobility whether it is people, programs, providers, or projects moving across borders.’ (p.23)

Moreover, Knight (2014) suggests that IaH and ‘crossborder education’ need to be observed as two pillars of the process of internationalisation. She warns that the term ‘crossborder education’ is frequently used as a synonym to internationalisation thus excluding ‘at home’ components. Leaning on this premise, Beelen (2011) observed that the university success in

‘making the two streams meet to enhance the learning experience of students depends to a large extent on which learning experiences are assessed and how this is done’ (p. 251).

1.1.3 Policies in favour of multilingual education

This section opens with a focus on difference between traditional notion of multilingualism and ‘contemporary multilingualism.’ It then continues with an overview of European supranational strategies aimed at multilingualism in order to get a clearer and richer picture of how multilingualism is promoted in Europe and it sets the scene for the more concrete policies that are closely related to the context of tertiary education and that will be discussed in Section 1.1.4.

Although multiple languages have existed from the earliest years of humankind, recent geopolitical events have created the need to investigate multilingualism in a new light. Considering that the current sociolinguistic global situation has substantially changed, research suggests the need to make a distinction between ‘contemporary multilingualism’ and ‘historical multilingualism’ (Aronin et al., 2013). The same authors explain that ‘the crucial difference between current and historical multilingualism lies in the degree to which multilingualism is or was integral to the construction of a specific social reality’ (p.4). The end of World War Two is regarded as a borderline where ‘contemporary’ times start. The subsequent period is also referred to as the globalisation era, and it is marked by the rise of the neoliberal economy and expansion of market capitals. However, when it comes to education, these processes are thought to have influenced and weakened the connection between the language and territory and led to schools operating under the control of nation-state ideologies (García & Lin, 2017).

All in all, multilingual communication stands out as a key concept of modern society and language is seen as one of the main characteristics of identity. Nowadays, when our ‘contemporary world’ is marked by a high rate of mobility, language patterns have changed and studies report that sets of languages, rather than single languages, serve the purpose of communication, cognition and identity (Aronin, 2005).

The changes regarding the interaction between language and society influenced the emergence of the term ‘new linguistic order’ (Aronin et al., 2013; Fishman, 1998; Maurais, 2003) which points to the status of the English language as the main global language in spheres of economy, politics, high society and education but at the same time highlights the progress regional languages make due to the new social interaction and support received from

their governments (Fishman, 1998). Consequently, these changes have made scholars reconsider the traditional understandings of multilingual education. According to García & Lin (2017), the term multilingual education is frequently used in relation to the presence of more than two languages in education but also to the teaching of two or more languages in order to make students at least trilingual (Cenoz, 2008). In addition, the authors draw attention to Cummins's (2017) interpretation of multilingual education reflected in the presence and use of different languages in today's classroom, usually those of minoritised students, with the purpose of making the subject matter comprehensible and supporting the development of a dominant language.

Multilingualism stands 'at the very heart of European identity' (Eurydice, 2006, p.4). The range of languages that are spoken and recognised as official languages in the European Union (EU) includes 24 languages in 28 member states. In addition, over 60 indigenous, regional or minority languages, including languages of immigrant populations are spoken by 40 million people. Since languages represent an important asset for the EU it 'intends to become a model for pluralistic language policy development' (Aronin et al., 2013, p. 45). However, linguistic diversity and language learning have been on the EU agenda since 1954 and many of its policies show strong advocacy of plurilingualism and interculturalism. Citizens of the EU are encouraged to learn other European languages, and in an attempt to boost multilingualism in the European school system, the European Union and the Council of Europe initiated language and education policies for member states. For example, the Maastricht Treaty (Treaty, 1992) specified that EU policies will stimulate language learning in the sphere of education. Later on, in 1995 the White Paper on Education and Training further promoted bilingualism and multilingualism and stated that every European citizen should 'develop proficiency in three European languages' (EU, 1995, p. I). In 2000, the Lisbon Treaty, also known as the Lisbon Strategy, aimed at improving the competence of the European economy through its knowledge-based system, recognized the significance of language learning and included it as one of its thirteen objectives. Soon after that, the Summit of Heads of State Europe in Barcelona in 2002 announced a more active promotion of multilingualism. Building on this foundation, the European Commission (EC) published an initiative for promoting multilingualism- A New Framework Strategy for Multilingualism (2005a). Within this supranational language policy, member states proceed to develop their own educational policies while the EU guides and supervises the progress of language teaching and learning. That is to say, national governments of member states stand out as

principal decision-makers considering language policies, and students are required to learn foreign languages as part of their general education.

The proposal of the EC for the European benchmark for language competence set specific goals, namely that by 2020 at least 50% of 15-year-olds become independent users of a first foreign language (42% in 2017) and that at least 75% of lower secondary school students study at least two foreign languages (61% in 2017) (Dendrinis, 2019). The Eurydice report in 2017 noted that the number of students learning languages had significantly increased, thus making the 2020 goals achievable (European Commission, 2017).

In the light of promoting multilingualism and language learning by the EC, it would be interesting to mention that the Common European Framework of Reference for Languages (CEFR) where language descriptors and levels for learning, teaching and assessment of languages are listed, introduces a distinction between multilingualism and plurilingualism. According to the CEFR (2001) 'the plurilingual approach emphasises the fact that as an individual person's experience of language in its cultural contexts expands (...) he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact' (p.123). In other words, plurilingualism would mean a rather flexible use of previous knowledge and experience of languages that would let them interrelate and interact.

Additionally, it seems that this definition of plurilingualism and the plurilingual approach fits well with how some researchers perceive multilingual universities and their aims. Furthermore, Europe is seen as the place of origin of such multilingual universities. For example, Van der Walt (2013) defines multilingual universities as 'sites where bilingual or multilingual education, whether official or unofficial, partial or comprehensive, pedagogically explicit or implicit, may be represented' (p.12). Later on, in 2018 Madiba pointed at a distinction between the narrow and broad perspectives of multilingual universities. Talking about a narrow perspective, he supported his explanation with the previous work of Dafouz and Smit (2014) indicating a notion based on fixed or ordered multilingualism i.e., parallel monolingual programmes that aim at 'multilingual speakers who are equally proficient in two or more languages' (p.504). His explanation of broad multilingualism, however, finds support in the previous work of Van der Walt (2013) and promotes an organic understanding of the

multilingual university where ‘students, using the languages they know and those they are getting to know, are enabled to succeed’ (Van der Walt, 2013 in Madiba, 2018, p.504).

Previous research indicates that the internationalisation of European education and rapid increase in EMI is closely related to the EU plans for multilingualism and the promotion of the 2+1 model. Teaching content through an additional language became highly adopted at all levels of education. While Content and Language Integrated Learning (CLIL) has been mostly practised at the primary and secondary school levels, EMI is typically used in the tertiary education settings (Dafouz, 2018).

In order to get a clearer and richer picture of how multilingualism is promoted in Europe, especially in the field of education, the following section will provide an overview of different policies and strategies related to the EU plans for multilingualism.

1.1.4 Language Policies in Tertiary Education

In this section, a general notion of language policy will be provided and then how language policies operate in tertiary education and the spread of EMI programmes.

According to Shohamy (2007) language policy (LP) assumes ‘decisions made about languages and their uses in society’ whereas language education policy (LEP) ‘refers to such decisions in the specific contexts of schools and universities in relation to home languages, foreign, and second languages’ (p. 119). The author also explains that these decisions may include the selection of language(s) to be taught, students’ starting age, the length of the learning process (hours of study and years of study), teacher qualifications, teaching methodology, materials to be used, curriculum etc., and they are usually specified through official documents such as national laws, declarations, ‘official’ national language standards, curricula and tests. Shohamy (2007) also points out that sometimes LPs can be ‘hidden’ from the public eye and not explicitly stated but they can be deduced through language practices.

Spolsky (2009), however, defines language policy as ‘language choices made by individual speakers on the basis of rule-governed patterns recognized by the speech community (or communities) of which they are members’ (p. 1). He also acknowledges a distinction between language management, language beliefs and language practises and confirms that these three components sometimes stand in competition reflecting opposing interests of different societal groups (Spolsky, 2004, 2012). Language management, planning or intervention is defined as ‘the formulation and proclamation of an explicit plan or policy, usually not necessarily written

in a formal document, about language use' (Spolsky, 2004, p. 11) and it reflects efforts of some members of the speech community, for example, higher education institution, on making decisions regarding which languages to use, teach and publish. Language practice represents selected linguistic choices varying according to the communicative situation, and translated to the university level, it reflects the use of different languages depending on the academic situation. Language beliefs or ideology refer to speakers' language attitudes, or better say, the value that the members of the speech community ascribe to each variety of language.

As already mentioned, even though these three components are interrelated they might be in disagreement or even stand in conflict (Dafouz & Smit, 2014; Shohamy, 2007). For example, the changes in the nation-state relationship, development of regional and global institutions, high rate of migrations across the world all result in conflicts between multilingual and multiethnic groups demanding recognition and special linguistic rights on one side, and central authorities and state authorities on the other. Within these conflicts, language policies play the central role 'as the control of languages and linguistic rights facilitates or hinders access to resources in various societal domains such as the workplace, education, or government, and enhances or deny status in society as language is associated with power' (Shohamy, 2007, p.119).

When it comes to European tertiary education, previous research considers the 'Bologna process' as the initiator of educational and language policies that led to the reshaping of university programmes and curricula thus making English-medium teaching and learning a reality (Smit & Dafouz, 2012). The need for new language measures arose from the surging tendency of the European universities to introduce English for teaching and learning purposes. That is to say, European universities, regardless of the region or educational tradition, started introducing English into their teaching and learning repertoire together with their national and/or dominant language(s). The same authors point at language policy as one of the biggest concerns in today's tertiary education due to the high level of 'marketisation' and institutional autonomy. They question decisions considering language use, motives for making those decisions and also the ways they are put into practice.

However, it is evident that LP assumes a complex and multilayered understanding that extends outside policy statements and includes other components such as language choices and local specificities.

In short, language education policy dictates the choice of medium of instruction specifying what language(s) are to be learned, the length of the process etc. (Tollefson, 2008). The selection of the medium of instruction is regarded as a key decision since it touches on the main issues of acquisition planning, for example, targeted students, the teachers and their training, the syllabus and curriculum, the methods and materials, the economic resources and finally assessment and evaluation (Kaplan & Baldauf, 1997). Many countries foster bi-/multilingualism by adopting English as the medium of instruction which is often referred to as EMI or CLIL.

In Spain, both the Spanish Ministry of Education (2015) and the Conference of Rectors of Spanish Universities (2016) (Bazo et al., 2017) agreed on the importance of promoting bi-/multilingual programmes. Using English as a medium of instruction in higher education is seen as a measure to attract international students and faculty members, foster more publications in English, improve local students' English proficiency and their career prospects (Lasagabaster, 2021). However, it has been observed that in multilingual contexts, language education policies at the institutional level very frequently differ from language practices inside the classroom (Cenoz, 2013). This discrepancy between language policy and language practice is very relevant for this thesis. In the intention to explore and describe the EMI teaching and assessment practises of teacher educators, and thus answer the overarching question of how teaching and assessment are being approached in the EMI PEBD setting, policy statements will be contrasted with EMI instructors' rationale and their practices.

1.2 The issue of integration

This section will start with an overview of the notion of language in EMI programmes in HE settings, then it will provide a brief discussion on the role of academic language. The following subsection will focus on the approaches striving to address the crucial issue of L2-medium instruction programmes- integration of content and language. Even though many of programmes claim to take an integrative approach, previous research and evidence from practice have indicated that they tend to focus separately on content and language.

Many applied linguists consider the role of language to be highly important for EMI contexts (Doiz et al., 2013; Doiz & Lasagabaster, 2020; Macaro, 2020), highlighting the integration of content and language as 'an indispensable feature of effective EMI programmes' (Lasagabaster & Doiz, 2021). In other words, the connection between language and content is

seen as a key pedagogical asset when teaching through a foreign language (Cammarata & Ó Ceallaigh, 2018; Farrell, 2020; Macaro, 2020; Morton, 2016).

However, when it comes to practice, literature reports on the evident lack of explicit language goals, usually related to the idea that language learning will occur implicitly- due to the students' increased exposure to English (Arnó-Maciá & Mancho-Barés, 2015; Lasagabaster & Doiz, 2021; Lo, 201; Weinberg & Symon, 2017). As Lasagabaster and Doiz (2021) noted, language learning is usually taken for granted. Moreover, there is a frequently reported reluctance of content teachers to take responsibility for teaching language in their EMI classes claiming the lack of legitimacy to teach and correct English (Doiz et al., 2019). Yet, many stakeholders regard language development as an expected outcome or as put by Pecorari and Malmström (2018) 'English is not taught but is nonetheless expected to be learned' (p. 511).

However, in the settings where learning takes place using a language other than the students' first language, language does play a key role in the acquisition of knowledge. Thus, it is important to explain the wider implications of teaching and learning content in a foreign language. The ways teachers and students do it depends on the methodology that is applied in the classroom. Hence the methodology suggested for and actual classroom practices in the L2-medium of instruction will be provided. The following subsections will discuss different conceptual frameworks and pedagogical approaches that emerged in response to the L2-medium instruction implementation challenges entailing different forms of language support and development (Dalton-Puffer, 2013; Dalton-Puffer et al., 2018; Escobar Urmenta & Walsh, 2017; Lyster, 2007; Macaro, 2018; Meyer & Coyle, 2017; Schmidt-Unterberger, 2018).

1.2.1 The role of language in EMI

For a vast majority of the European universities seeking to internationalise their courses and programmes, English-Medium Instruction (EMI) has become a well-accepted strategy aiming at attracting both international and national students (Coleman, 2006; Kling Soren, 2013). As O'Dowd (2018) reports, 'In many circles, the introduction of courses in English has been perceived as an 'everyone wins' scenario where students, lecturers and universities' marketing divisions all benefit from the opening up of classes to greater numbers of international students and the supposed intercultural dimension which teaching in a foreign language brings with it' (p.4). Likewise, one of the most comprehensive European studies which have surveyed the motivations of institutions in 28 EU member states that have

introduced EMI has identified the move as being a deliberate strategy to facilitate recruitment of international students and improve the international competencies of domestic students (Wächter & Maiworm, 2014). Consequently, many lecturers and students have found themselves teaching and learning content courses through an AL (English) in increasingly internationalised classrooms at their home universities, and it was assumed that lecturers had sufficient L2 competence to communicate subject matter to students who are in most cases learners of English. This, undoubtedly, left traces on the teaching and learning environment (Đorđević & Blagojević, 2019). For example, Dearden and Macaro (2016) remarked on the lack of English language proficiency benchmark established for EMI instructors. In case these levels were standardised, instructors' confidence would possibly increase as they would be obliged to have the level required to teach in EMI. The same applies to the EMI case of students, as there is currently no English level requirement for students to take on an EMI course (Vinke, 1995; Moncada-Comas, 2020). Finally, instructors and students are actually the most direct bearers of the process of internationalisation and EMI practices and it is expected from them to develop both pedagogical and linguistic strategies in order to cope with the new classroom setting. In the same vein, Tange (2010), warns that internationalisation can't be brought down to simple classroom encounters since it is a rather complex process that impacts 'pedagogical practices, curriculum development, knowledge flows and the work routines of a growing number of students, administrators and academic staff' (p. 138). She further draws attention to the language of instruction, pointing out that HE institutions entail lecturer ability to communicate expert knowledge through an AL to students who are also non-native speakers (NNS) of that language. Tange (2010) perceives internationalisation as a process of 'organizational change' or 'culture shock' as it affects the practices and lives of the faculty who often feel anxious or uncertain about the very process.

In that line, some previous studies have pointed at the impact of internationalisation on the nature of university courses, e.g., course content, frame of reference and the form instructors teach.

However, there is also an open question of effective language integration in English medium education. Namely, even though the improvement of students' English language skills stands out as a frequent feature of EMI policy-making and marketing, it is not sustained during the EMI courses. That is to say, policymakers expect the improvement in students' English to happen by immersion rather than through specific instruction- language acquisition is

regarded as a consequence of using English as the language of instruction. In addition, HE students are expected to be proficient in L2 as they have been taught English in primary and secondary education (Graham et al., 2018; Saarinen & Nikula, 2013; Schmit-Unterberger, 2018). It is evident that in tertiary education English mostly has a vehicular function (Järvinen, 2008). That is to say, it is regarded as a tool to communicate specialised knowledge, not as a subject itself. Leaning on this premise, Schmit-Unterberger (2018) suggests that EMI programmes predominantly aim at subject knowledge acquisition and hence very rarely assume dual focus (on content and language) as is the case with CLIL (Dalton-Puffer, 2011).

When it comes to the English language in EMI programmes, previous research has generated a need for the creation of a unified university language policy especially since EMI is expanding and becoming mainstream (Airey et al., 2017). In relation to this, scholars report that such a university-wide language policy requires careful handling since disciplines with different knowledge structures have substantially different language policy needs (Airey et al., 2017; Kuteeva & Airey, 2014). As Airey et al. (2017) noted, ‘in the sciences, language is often viewed as a passive bearer of meaning -an unproblematic means for reporting quantitative results. Clearly, this is not the case in the humanities and social sciences where language is conceived as integral to the thoughts and meanings being expressed’ (p. 14). Finally, it is agreed that university language policy is not simply meeting the needs of the disciplines and that it needs to be sensitive to disciplinary differences (Kuteeva and Airey, 2014). Leaning on the previous research of Klaassen (2001) and Suviniitty (2010), Airey et al. (2017) suggest that language policy should be complemented with appropriate didactics in the international classroom. Also, Dafouz and Smit (2014), leaning on Spolsky’s (2004) premises, reflect that ‘when dealing with the language policy of a particular higher educational institution, it is paramount to also consider the actual language practices that teachers and students are engaging in as well as the potentially different and conflicting communicative and academic aims agents might be pursuing’. Finally, Airey et al. (2017), advocate for the introduction of disciplinary literacy alongside traditional learning outcomes. In other words, the development of specific linguistic skills should be cultivated and assessed and related to the overarching goal of developing disciplinary literate graduates.

In her study on the conceptualisation of English-medium teaching in higher education Schmit-Unterberger (2018) intends to identify relevant approaches and their corresponding

terminology, and clarify their appropriateness for higher education. The author draws a distinction between EMI and ICLHE and focuses on language learning aims in these approaches. Firstly, Schmit-Untenberger (2018) advocates for English for special purposes (ESP) and English for academic purposes (EAP) courses to be included in EMI programmes, while building her argument on Lyster's (2017) stance that it is highly unlikely to separate academic language from academic content and on Wilkinson's (2008) viewpoint that EMI students should emerge to become members of the discipline. Secondly, the author focuses on ICLHE implementation and acknowledges a necessity for language specialists to be included in both curriculum design and programme delivery concluding that the implementation of ICLHE is regarded as rather challenging as it would 'entail a vast investment in terms of resources and would probably exceed most universities' budgets' (p.535). Furthermore, Schmit-Untenberger (2018) suggests that a combination of EMI courses and explicit ESP and EAP instruction is the more realistic model for the implementation of English-medium programmes at most higher education institutions since the main aim of degree programmes in tertiary education is usually to equip students with disciplinary expertise. The author finally concludes her study by suggesting a language-conscious approach to EMI education and increased awareness among programme designers and instructors concerning the pedagogical and linguistic implications of EMI.

Dafouz (2018) stands for the language issues in EMI to be taken into account in order to make EMI programmes more effective and reliable, and she builds her argument on previous studies of Hellekjaer (2009) and Ament and Pérez-Vidal (2015), addressed at measuring the linguistic gains of EMI students. Likewise, Doiz & Lasagabaster (2020), report on the importance of academic language proficiency in an EMI setting and urge the teachers to help EMI students with the vocabulary, syntax and discourse features of their disciplines. It has been observed that EMI instructors tend to focus on specialised vocabulary while neglecting grammar and discourse features (Basturkmen and Shackleford, 2015; Costa, 2012).

Widdowson (2007) defines discourse as 'the meaning that one person intends to express in producing a text, and that a second person interprets from the text' (p. 129). Recently, Escobar Urmeneta (2020), elaborated on this definition and explained that the term 'text' stands for language while 'meaning' represents 'content' adding that very frequently interpretation of meaning is influenced by the conventions of the discourse community i.e. specialists in different academic fields who use language in specific ways and purposes.

Doiz & Lasagabaster (2020) explain that in EMI teacher training and accreditation programmes CLIL methodology tend to be overlooked, leaving EMI instructors insufficiently equipped to linguistically scaffold their lectures and thus help their EMI students to successfully cope with subject-specific vocabulary, technical terms and specialized discourse.

Clearly, even though EMI has grown to become a global phenomenon and despite its rapid spread, there is an enormous lack of pedagogical guidelines on how to implement effective courses. In a study comprising participants from 55 countries, Dearden (2015) found out that only 27% of the respondents reported on the existence of some sort of written guidelines on how to teach through EMI. In this line, previous research has questioned the ways in which teaching content through L2 in a university setting affects EMI instructors' classroom practices and structuring of the subject content and materials (O'Dowd, 2018). That is to say, EMI practice specifically, has encountered a number of implementation challenges ranging from the lack of teacher development programmes (Aguilar & Rodríguez, 2012; Ball & Lindsay, 2013; Dafouz, 2011; Dearden, 2015; Đorđević & Blagojević, 2019; Lasagabaster, 2018), pedagogical principles of organizing effective teaching/learning process (Banks, 2018; Cots, 2013; Dafouz et al., 2014; Moncada-Comas & Block, 2019), outdated traditional models of teaching (Chapple, 2015; Dearden & Macaro, 2016; Johnson & Picciuolo, 2020), students with mixed language abilities (Ball & Lindsay, 2013; Dafouz, 2017; Pecorari, 2020) and also instructors' lack of legitimacy regarding English language teaching (Block & Moncada-Comas, 2019; Dimova, 2020).

As a response to these challenges, some authors point at the need for an adequate level of language proficiency accompanied by teaching competences (Klaassen & Räsänen, 2006; Vinke, 1995), others suggest adopting CLIL-like methodological procedures and principles with a focus on student-centred approaches and scaffolding of materials (Mehisto et al., 2008). In a study with 70 content teachers and 85 undergraduate students conducted at a Spanish university, Dafouz et al. (2007) report the need for more interactive classes and consequently smaller student groups. The authors draw attention to the teachers who need to improve their competence in L2 and work out methodological adjustments while universities need to provide development training considering the corresponding methodological changes. Importantly, Dafouz et al. (2007) argue for the dual-focused approach based on the CLIL principles.

Similarly, Cots (2013) noted that EMI methodology should entail a ‘process of decentering of the focus of pedagogic action from the instructor to the students, giving the latter a much more predominant space during the class’ (p 117), i.e., lecturers should change the way they perceive their role, and move away from the approach of knowledge transmission towards helping students to construct knowledge by themselves (ibid.). In the same line, Dearden (2015) points to the need for EMI methodology reconsideration ‘We may ask how students are supposed to understand lectures and classes if the EMI teacher does not help with their knowledge of English by paraphrasing, by teaching subject-specific vocabulary and technical terms’ (p.28).

A survey conducted by O’Dowd (2018) which included 79 European universities demonstrated that 30% of the respondents did not consider training courses for teaching staff to be important for their institutions. In addition to this, 30% of the universities did not provide any training for their EMI instructors. The author argues that universities committed to offering EMI courses should provide development courses for the instructors given that teaching through English does not only require a high level of communicative competence. O’Dowd’s survey also revealed that approximately 50% of the institutions that do provide development courses for their instructors overlook CLIL methodology. Leaning on the previous research of Cots (2013) and Dafouz et al. (2007), the author highlights that a change in the medium of instruction does not simply assume translating class content into an L2 and that the instructors should not be expected to resolve the challenges, imposed by the language shift, intuitively. Finally, O’Dowd concluded that EMI requires a significant shift in the methodology which involves ‘shifting the focus of classes from the transfer of information to greater student participation and supporting the construction of understanding by students with the help of resources and scaffolding by the teacher’ (p.9). All in all, even though a proficient level in English is essential for instructors in order to transmit content, pedagogical awareness is even more important for EMI to be successful (Ball & Lindsay, 2013; Cots, 2013; Klaassen & de Graaff, 2001).

1.2.2 Academic language

Cummins (2000) defines academic language as: ‘the sum of the vocabulary, grammatical constructions, and language functions that students will encounter and be required to demonstrate mastery of during their school years. This will include the literature and expository texts that students are expected to read and discuss in both oral and written modes.

(...) [I]n order to develop students' access to and mastery of academic registers, instruction must focus on meaning, language and use. It assumes that for optimal progress to occur, cognitive challenge, intrinsic motivation, and promotion of critical literacy must be infused into the interactions between teachers and students (p.541). L2-medium instruction programmes striving at the integration of content and language cater for the development of students' academic skills together with the development of their content knowledge. Cummins (1998), acknowledged two dimensions of academic proficiency- Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Linguistic Proficiency (CALP). BICS is the language people use in their everyday conversation. In a sociolinguistic environment where the L2 is dominant, this language is developed in about two years. The abundant contact with the language and the fact that its use is highly context-embedded facilitates acquisition. However, CALP is more abstract language that is context reduced and it is estimated that it takes 5-7 years for CALP to develop (see Table 1.3).

Table 1. 3

Dimensions of Academic Proficiency; Source: Adapted from Cummins (2000)

Basic Interpersonal Communication Skills (BICS)	<ul style="list-style-type: none"> • Language people use in their everyday conversation • Language that is easier to use and acquire • Context-embedded • takes around 1 to 2 years to develop
Cognitive Academic Linguistic Proficiency (CALP).	<ul style="list-style-type: none"> • more abstract language • Context-reduced • Takes 5 to 7 years to develop

All L2-medium instruction contexts assume that 'academic' educational content is taught through an AL. In such settings, a more pronounced emphasis on meaning can be noted as opposed to form. Also, in these settings, AL is used in relation to the academic content and knowledge which makes content-based classes different from foreign language classes that focus on the development of communicative competence for everyday use. Cummins (1979) made a distinction between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). In line with this distinction, L2-medium instruction programmes place an emphasis on CALP since cognition and language use are driven by content. Knowledge and understanding are achieved through a process involving 'content cognitive language processing' (Ting, 2010, p. 6).

All in all, BICS is defined as language that people use in their everyday conversations and it is easier to use and acquire since it is context embedded. CALP, however, is context-reduced, language is more abstract with fewer clues to the meaning (Lin, 2016). As shown in Table 1.3, Cummins reflected that BICS require about 1 to 2 years to develop while CALP takes around 5 to 7 years. This approximation resulted from the research on language proficiency in immersion programmes.

1.2.3 Linguaging

Linguaging has been defined as ‘the process of making meaning and shaping knowledge and experience through language’ (Swain, 2006, p. 89). Furthermore, linguaging is thought to represent a form of verbalization that is used to bring about the answer(s) to complex problems and tasks and it is perceived as a part of the process of learning (Swain et al., 2009).

When it comes to L2-medium instruction programmes, the compatibility of EMI and CLIL, for example, can be supported by Halliday’s (2016) advocacy of the inseparability of language development and learning (Belskaya, 2021). Namely, Halliday (2016) argues that ‘learning—all learning—is itself linguistic activity’ and states “whatever you learn, you are engaged in language; learning involves ‘linguaging’” (p.1). Halliday (2016) further distinguishes among the three most general functions of language and refers to them as ‘metafunctions’ drawing attention to the ideational and interpersonal motifs (language to think with and language to act with) as fundamental organizing concepts around which the whole of language has evolved. His notion of ‘learning through language’ implies a distinction between (1) learning a language and (2) using that language in order to learn. The author further argues that language does not passively reflect experience but creates or ‘construes’ experience, i.e., ‘language is an active participant in the semiotic cycle. It is a language that enables us to order and interpret the flux of events in which we find ourselves’ (p.5). Halliday finally highlights the wide accepted confirmation that every teacher is a teacher of language and translates it to ‘all learning is a linguistic process’ (p. 90) arguing that all teachers should know something about the nature of language and its use in their own discipline and also as the teaching/learning medium.

Halliday’s (1993) stance “that a general theory of learning interpreted as ‘learning through language’, should be grounded in whatever is known about ‘learning language’” (p. 113) may be a useful starting point when addressing EMI language concerns.

Before proceeding to present and explain different conceptual frameworks and pedagogical approaches it might also be necessary to mention Lemke's (1985) stance on student implicit learning 'To a greater degree than we may realize, thematic systems are learnt in much the same way that we learn the semantic system of our own native language: implicitly, by hearing, speaking, being corrected, but mostly by shaping our speech to conform to what we hear around us, inferring patterns of meaning relations between terms and longer expressions from their use in context ' (in Halliday, 2016, p.86).

1.2.4 Key concepts in favour of content and language integration

The following subsection will explore different key concepts applied in multilingual education settings that are conducive to the construction of knowledge.

Table 1. 4

Authors and Conceptual frameworks in favour of ICL; Source: elaborated by the researcher

Authors	KEY CONCEPTS
Walsh (2011); Escobar Urmeneta & Walsh (2017)	The Classroom Interactional Competence (CIC)
Escobar Urmeneta & Walsh (2017) ; Long (2000); Ellis et al. (2002); Lyster, (2015)	Shaping learner's language and FoF
Evnitskaya (2018)	Face-Saving repair strategies
Cammarata (2016)	Scaffolding formulas: KCA (Knowledge targeted, Cognitive complexity, and Activities) and LTO (Literacy skills, Texts, and Outcome).
Dalton-Puffer (2013)	Cognitive Discourse Functions (CDFs)

➤ Classroom Interactional Competence (CIC)

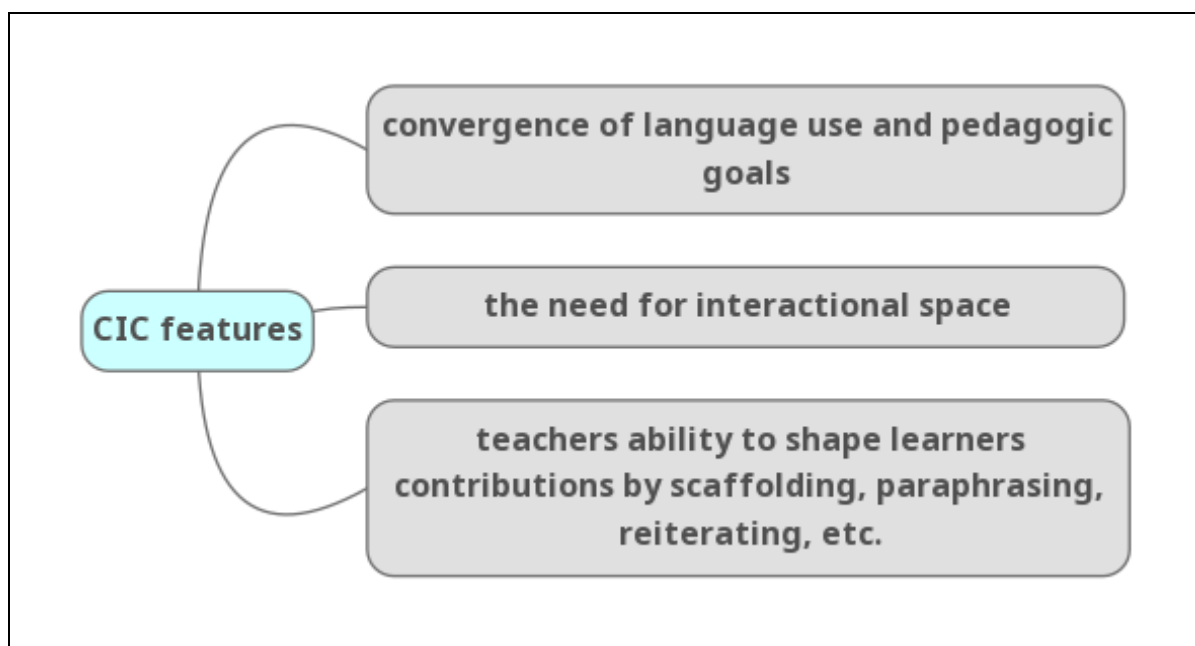
In his study, Walsh (2011) addressed classroom discourse with the emphasis on the complex relationship between language, interaction and learning. The author reflects that any intention towards the improvement of teaching and learning should start from classroom interaction. He further relates classroom discourse to effective teaching and considers it as a central feature of all classroom activities. Walsh also explains that in classroom communication language that is

being used may simultaneously perform several functions (seeking information, checking learning, offering advice, etc.) since all classroom activities require the use of language.

Langue in interaction provides access to new knowledge, development of new skills, identifying problems of understanding, help communication breakdowns to restore, etc. Based on these premises Walsh (2006) created a construct ‘Classroom Interactional Competence’ (CIC), defining it as “‘teachers’ and learners’ ability to use interaction as a tool for mediating and assisting learning” (p.132). CIC refers to a range of appropriate interactional and linguistic resources that teachers and students need to use in order to promote active, engaged learning. Namely, teachers can influence learning through their choice of language and their interactional decision-making. Important to mention that the participants’ roles (teacher and learners) take unequal positions i.e., one party holds a position of power/authority and thus controls the patterns of communication, directs and manages the interaction. Walsh argues that if teachers and learners improve their classroom interactional competence, they can highly increase opportunities for learning.

Figure 1.3

Three most important features of CIC; author’s own produce



As shown in Figure 1.3, there are three most important features of CIC comprising (1) convergence of language and pedagogic goals; (2) the need for interactional space and (3) teachers’ ability to shape learner contributions by scaffolding, paraphrasing, reiterating, etc.

The first characteristic refers to a teacher who understands the interactional strategies and ‘uses language that is both convergent to the pedagogic goal of the moment and that is appropriate to the learners’ (Walsh, 2011, p. 166).

The second feature refers to interactional space- students’ space for discourse participation, and contribution to classroom conversations but also space for receiving feedback on their input. Increased wait-time, reduction of teacher echo, the extension of learner turns and introduction of planning time all add up to maximising the interactional space. In other words, students are provided with better opportunities to contribute to the co-construction of meaning which is crucial when learning through interaction.

The third feature refers to the teacher's ability to shape learner contributions, i.e., ‘taking a learner response and doing something with it rather than simply accepting it’ (Walsh, 2011, p. 168). It assumes scaffolding, paraphrasing, reiterating, recasting etc., and it occurs by seeking clarification, scaffolding, modelling, or repairing learner input. Shaping learner contributions and helping learners to express what they mean places teachers in the centre of interaction while student-centred- decentralised approach to teaching is maintained.

A study by Escobar Urmeneta & Walsh (2017) aimed at exploring and conceptualising the ways in which Classroom Interactional Competence (CIC) is enacted by the direct participants in the context of teaching/learning through an additional language.

The findings of this study indicate the usefulness of CIC for analysis of teacher-class, and group work interaction in L2 medium of instruction settings. According to the authors, CIC adds to understanding the ways in which social actions, interactional, linguistic and other semiotic resources combine to create micro-contexts in which comprehension and learning can occur.

It, however, offers a different but complementary view of learning through interaction in comparison to the CA-for-SLA analytic perspective (Evnitskaya and Jakonen, 2017) and is found to be useful for in-service and pre-service teacher education for CLIL/ L2- medium of instruction (Escobar Urmeneta, 2013). Escobar Urmeneta and Walsh (2017) consider that CIC’s main strength lies in a well-defined structure which helps teachers analyse their own performance within their own classrooms, as well as identify relevant areas for improvement within their own means. Finally, CIC can be a solution for the lack of an adequate model of EMI teacher education since it brings about more teacher awareness of the complex interplay of language, interaction and learning.

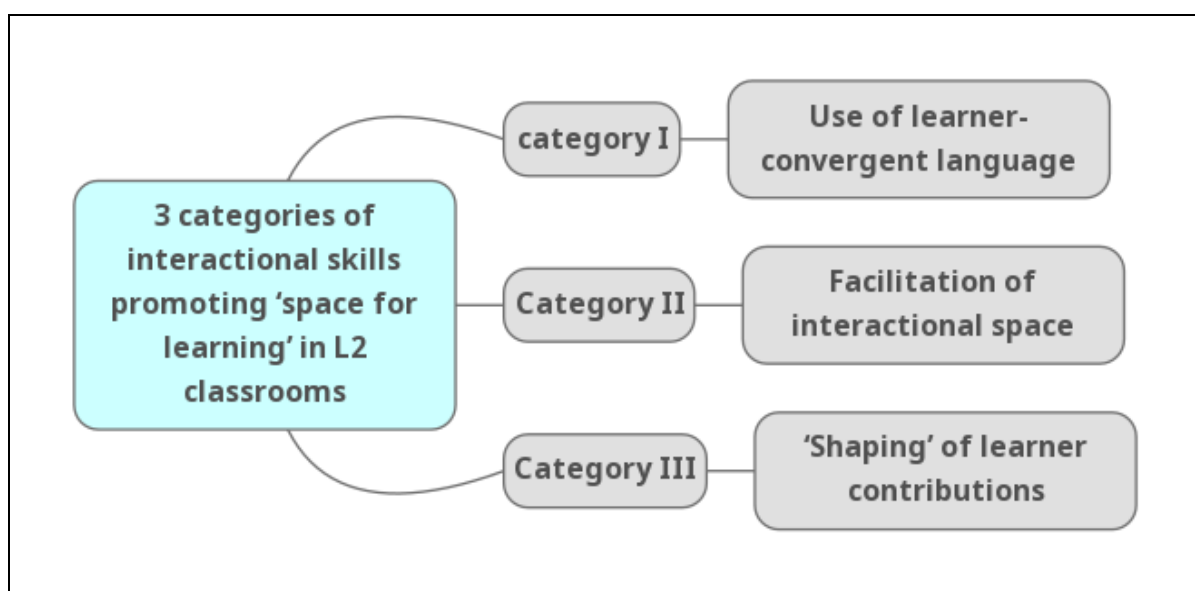
In the same vein, Evnitskaya (2018) provided a comprehensive overview of the key aspects of classroom interaction in L2 and CLIL contexts reflecting on the effects on students' academic and language development in such educational settings. Evnitskaya argues that understanding the structure and functions of interaction in teacher-student relations can lead to a better understanding of how the processes such as teaching, learning, knowledge construction and meaning-making are actually practised (Nikula et al., 2013). In her article, Evnitskaya provides a detailed overview of Interactional Scaffolding and L2 Classroom Interactional Competence in a CLIL environment, and also of shaping learner talk in effective ways and Face-Saving repair strategies leaning on the work of Escobar Urmeneta & Evnitskaya (2013) and Escobar Urmeneta & Walsh (2017).

Face-Saving strategies refer to the teacher creating a safe environment where students can develop a positive self-image through their interactions and receive emotional support in the classroom. Teachers can provide emotional support to the students by providing positive feedback and avoiding too frequent, too direct and too intensive corrective feedback.

When it comes to CIC in L2 teaching/learning environment, Evnitskaya highlights the importance of interactional scaffolding and delves deeper into categories of teachers' interactional skills (Walsh, 2006) aimed at promoting 'space for learning' in such classrooms.

Figure 1.4

Categories of teachers' interactional skills promoting 'space for learning' in L2 classrooms; adapted from Evnitskaya (2018)



As shown in Figure 1.4, the first category refers to the use of learner-convergent language. According to Evnitskaya, the examples of the teachers' interactional scaffolding skills within this category comprise different types of 'comprehension checks', use of synonyms, paraphrasing, examples from everyday life, non-verbal (gesture, gaze, body, etc.) and material resources (blackboard, visuals, lab instruments, classroom objects, etc.) applied in order to facilitate unknown vocabulary items, complex concepts and/or new content. The author further argues that within the first CIC category 'space for learning' is facilitated through linguistic support and interactional scaffolding which help student comprehension. The second category aims at creating 'space for learning' by increasing student talking time and reducing teacher talking time and it is reflected in the reduction of teacher echo, and teacher formulating questions in a way so as to promote critical thinking and reasoning. The third category, however, refers to the use of interactional strategies which involve 'shaping' learner output, i.e., helping students to say what they mean by using the most appropriate language. Evnitskaya also mentioned that this CIC category substantially contributes to opening 'space for learning' and it is reflected in providing students with longer and more complex participation turns.

The author concludes that CIC refers to the teacher's ability to select and apply adequate interactional strategy and thus create 'space for learning' i.e., ability to engage students in the 'negotiation of meanings and the co-construction of subject-specific knowledge in the target language' (p.13). Also, she makes reference to the previous study of Escobar Urmeneta and Evnitskaya (2013) and points out that CLIL teachers need to know when and how to respond to students' contributions and how to 'project them at more advanced levels of development' (p.13).

Only after having experienced supported participation in meaningful interactions on several occasions will the CLIL student be able to perform independently from the CLIL teacher.

➤ **Shaping learner language**

According to Evnitskaya (2018), teachers' reactions to students' contributions can lead to the improvement of students' linguistic competence i.e., students can gradually start to produce more 'appropriate output in terms of subject-specific content as well as construct more precise and complex utterances in the L2' (p.14). She further lists a number of strategies that can be employed by teachers in order to shape learner language, for example, focus on form, corrective feedback, sequence of the negotiation of meaning and student uptake (see Table 1.5).

Table 1. 5*Interactional strategies for shaping learners' talk (adapted from Evnitskaya, 2018)*

Focus on form (Ellis, 2006; Nassaji, 2017)	<ul style="list-style-type: none"> switching class attention to a specific grammatical form or lexical item which students will need to carry out the classroom activity 	
Corrective feedback (Lyster, 2007; Lyster & Ranta, 1997)	Explicit	<ul style="list-style-type: none"> teacher clearly indicates that a student's utterance was incorrect and provides the correct form direct type of correction.
	Implicit	<ul style="list-style-type: none"> Recasts: 'the teacher's reformulation of all or part of a student's utterance, minus the error' (Lyster & Ranta, 1997; p. 46) Prompts (elicitation, metalinguistic clues, clarification requests and repetition) - provide clues to prompt students to self-repair Paraphrasing or reformulation of students' utterances and making them more appropriate.
Sequences of the negotiation of meaning	<ul style="list-style-type: none"> confirmation checks clarification requests 	
Student uptake (Lyster & Ranta, 1997)	<ul style="list-style-type: none"> the ways learners responded to the teachers' move containing corrective feedback Student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance (Lyster & Ranta, 1997, p.49) 	

According to Evnitskaya (2018), these strategies serve as initiators of 'space for learning' and strive to maximise learning potential as learners are indicated to reformulate their contributions and enhance them with respect to precision, accuracy and clarity (Dalton-Puffer, Nikula & Smit, 2010).

➤ **Focus on Form**

Long (2000) defines Focus on form (FoF) as 'briefly drawing students' attention to linguistic elements (words, collocations, grammatical structures, pragmatic patterns, and so on), in context, as they arise incidentally in lessons whose overriding focus is on meaning, or communication. the temporary shifts in focal attention being triggered by students' comprehension or production problems' (p. 40). Long further argues that in FoF approach, meaning takes the central position or the primary focus of attention. In other words, meaning-

centred activity and performance of a communicative task induce the shift of attention towards the form. There are two types of FoF instruction 1) planned focus-on-form and 2) incidental focus-on-form. In the case of planned FoF instruction, communicative tasks are designed so as to elicit the use of a specific linguistic form, and it can be said that FoF is pre-determined (Ellis et al., 2002). Incidental focus-on-form involves the use of unfocused tasks, and the forms that are attended to arise naturally out of the performance of the task (ibid). As Ellis et al. (2002) noted, teacher's orientation to the task is regarded as a key element in both FoF types, and they both require the use of a communicative task.

In the context of L2 medium instruction classrooms, Costa (2012) reports on the degree of attention paid to language in the discourse of six university lecturers in three Italian universities. She uses the Focus on Form (FoF) paradigm to illustrate the extent to which the integration of language and content occurs in these settings. According to the author, FoF is understood as the level of attention to language on the part of lecturers of academic subjects taught through English.

The results indicated that all the lecturers in this study did pay attention to the linguistic form and to its teaching even though they claimed to be focusing exclusively on the content. Finally, Costa argues that raising awareness about FoF and its relevance for language learning might lead to the improvement of EMI teaching methodology and that it should be included in EMI teacher development programmes.

The results reveal some degree of linguistic interest and awareness on the part of the lecturers which the author suggests could be further enhanced through the support of the language academic staff and which should be taken into consideration when designing educational courses for the tertiary level.

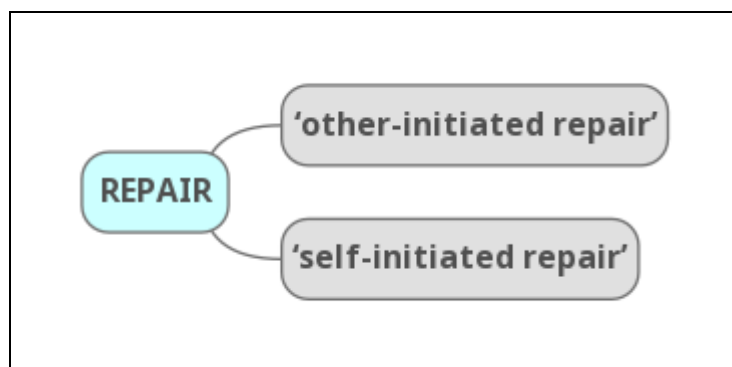
➤ **Face-Saving repair strategies**

Evnitskaya (2018) also argues the importance of creating a safe environment and providing students with emotional support and facilitating their development of positive self-image.

The author continues to explain the difference between the terms repair and correction and their relation to face-work. The term repair is considered to be more acceptable than the term 'correction since its positive connotation to what students can do with the language i.e., it is 'more in line with empowering approaches to language learning' (p. 16).

Figure 1. 5

Two types of repair; Source: Evnitskaya, 2018



As shown in Figure 1.5, repair can be ‘other-initiated’ and ‘self-initiated’. For example, the first one assumes the teacher signalling the problem in the student’s utterance by correcting it while the latter refers to the student becoming aware of his/her own mistake and repairing it without receiving any signals from the teacher. Importantly, both of these forms of repair involve face-work, i.e., one’s public self-image.

In addition, previous research has indicated that face-threat is a part of any interaction including classroom interactions so teachers should be careful when providing students with corrective feedback and align it with the lesson’s pedagogical purpose (ibid.). The author suggests adopting strategies such as providing students with positive feedback, encouraging more active participation, praising students’ achievements (academic and linguistic), using verbal and non-verbal (gestures, gazes, smiles, etc.) resources to establish a positive atmosphere in the classroom.

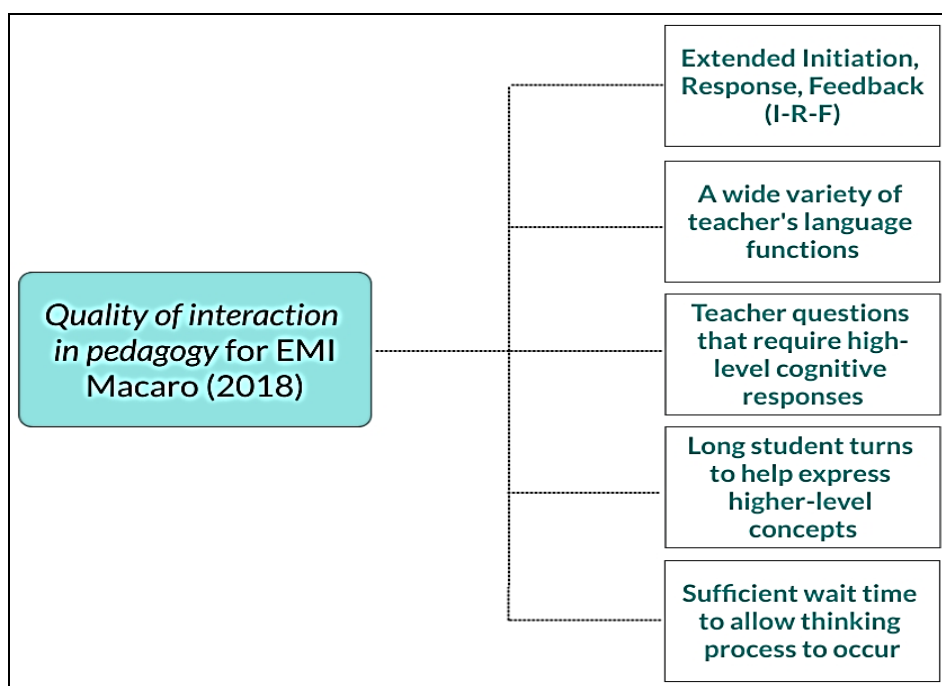
Evnitskaya (2018) concludes her article suggesting that teachers could promote both students’ communicative competence in L2 and integrated learning of content and language by engaging them in ‘meaningful, conceptually and linguistically challenging activities and high-quality classroom conversations in content-rich contexts’ (p.16).

In the same line, Ismailov et al. (2021) point out the advantages of learner-centred EMI pedagogy and refer to previous research of Macaro who had stressed the need for understanding EMI students’ ‘accommodation needs’ and hence ensuring that they are effectively learning the course content. Learner-centred pedagogy takes into consideration students’ needs and abilities and also their individual preferences for constructing content knowledge, i.e., students’ understanding is given the priority to rote mastery of content

subjects. In their attempt to identify the obstacles to implementing learner-centred pedagogy, the authors conducted a systematic thematic synthesis of 40 empirical articles which included 1769 participants in 20 non-Anglophone countries and jurisdictions. Ismailov et al. (2021) argue that a learner-centric approach can potentially increase EMI students' success and satisfaction rates and they highlight Macaro's (2018) notion that interaction in the EMI classroom is the most important pedagogical resource contributing to learning. The authors point to Macaro's 'quality interaction in pedagogy' which is aimed at teachers developing more dialogic and interactive content courses in English.

Figure 1. 6

Quality of interaction in EMI pedagogy (reprinted from Ismailov et al., 2021, p.6)



As noted by the authors, Figure 1.6 reflects 'the key role of a constructivist pedagogy in EMI effectiveness' (p.5) since it shows how students are promoted as active participants in the process of learning of the subject matter.

The conclusions of the synthesis provided by Ismailov et al. (2021) lend support to previous research on challenges to successful EMI implementation that comprise teacher-centred pedagogical approaches, lack of language awareness by lecturers, and students' own unpreparedness to effectively participate in EMI courses.

The findings are consistent with previous studies suggesting the critical role of language and academic skills from the perspective of both students and lecturers (Curle et al., 2020; Macaro et al., 2018; Rose et al., 2019), as well as the need for dialogic, interactive, and multimodal pedagogical approaches in order to ensure the effective implementation of EMI (Ismailov & Ono, 2021; Macaro & Tian, 2020; Morell, 2018).

1.2.5 Cognitive Discourse Functions (CDFs)

In her attempt to resolve the issue of integration which is considered to be a major problem in all forms of multilingual education, Dalton Puffer (2013) developed a construct of cognitive discourse functions (CDFs). She argues that for integration to happen it is important to identify an area of sufficient overlap between the subject matter and language in order to enable them to march together. CDFs are regarded as constituents of a zone of convergence between content and language pedagogies and hence can lead to co-creating knowledge in the classroom. The construct further categorises passages of language according to their overarching communicative intention and comprises seven elements or categories each of which contains a group of actual realisations (see Table 1.6).

Table 1. 6

Cognitive discourse functions and their members (Dalton-Puffer, 2013, p.235)

CDF label	Communicative Intention/ Members
CLASSIFY	I tell you how we can cut up the world according to certain ideas <i>Classify, compare, contrast, match, structure, categorise, subsume</i>
DEFINE	I tell you about the extension of this object of specialist knowledge <i>Define, identify, characterise</i>
DESCRIBE	I tell you details of what can be seen (also metaphorically) <i>Describe, label, identify, name, specify</i>
EVALUATE	I tell you what my position is vis-a-vis X <i>Evaluate, judge, argue, justify, take a stance, critique, recommend, comment, reflect, appreciate</i>
EXPLAIN	I give you reasons for and tell you causes of X <i>Explain, reason, express, cause/effect, draw conclusions, deduce</i>
EXPLORE	I tell you something that is potential <i>Explore, hypothesise, speculate, predict, guess, estimate, simulate, take other perspectives</i>
REPORT	I tell you about something that is external to our immediate context on which I have a legitimate knowledge claim <i>Report, inform, recount, narrate, present, summarise, relate</i>

According to Dalton Puffer (2013) ‘the construct has the potential to accommodate different cultural models tied to the basic cognition-based communicative intention inscribed in each component’ (p.241) and she envisages it as a potential conceptual basis for pedagogical planning.

In their study Breeze and Dafouz (2017) explored the usefulness of the CDF construct in the context of university-level EMI, where students are learning complex subjects through the medium of an L2. They analysed the written exams of 30 students in a business course at a Spanish public university looking for differences in the written production of students learning in L2 English (EMI group) with those learning in L1 (Spanish).

This study demonstrated the practical potential of the CDF construct in university EMI settings. Moreover, the authors consider that the ability to express the integration of the CDFs represents an essential aspect of developing disciplinary competence. Also, this study highlights the importance of language for academic success in EMI settings, where it is often neglected. For example, language factors negatively influenced the exam performance of those students who wrote fewer words in English.

Breeze and Dafouz concluded their study urging the need for university teachers in both EMI and L1 settings to pay greater attention to disciplinary literacies and make the cognitive and discursive requirements of the tasks they set more explicit.

Escobar Urmeneta (2020), reported on the project conducted in EMI- PTED programme at a Catalan university and described a model of teacher development action where EMI instructors were guided towards higher language awareness and consequently integrating content and language in their academic courses. The author departs from the acknowledgement that discourse is the locus of content and language integration and provides an insight into how CDFs were successfully implemented in the design and formulation of the exam tasks of those EMI instructors who participated in the project. She concluded that helping instructors develop an awareness of how the focus on language as discourse might contribute to developing a greater understanding of content-related issues on the part of students.

1.2.6 Cammarata’s model of literacy in CLIL

In content focused instruction programmes specific for blending language and content teaching and learning objectives, one important aspect that needs to be considered is the way

instructors perceive such integration, i.e., the relationship between content and language in their professional practice.

In their study, Cammarata & Tedick (2012) analyse the so-called ‘lived experience’ of immersion teachers who attended a year-long professional development. The authors set their journey from the assumption that immersion teachers tend to focus on the content leaving language unattended. They provided a list of different immersion challenges that had been marked by the previous research and pointed to a need for a curricular approach that sets two types of language objectives- content obligatory and content compatible in order to maximise students’ language learning and use (Snow et al., 1989). In their findings, Cammarata and Tedick (2012) mention that if well-guided, teacher development programmes can bring about reshaping teachers' identity (they would perceive themselves as both content and language teachers), and awakening (they would become conscious of content-language interrelatedness).

When it comes to identity, previous studies indicate that immersion teachers like EMI teachers perceive themselves as content teachers (Fortune et al., 2008; Hoare, 2008; Silver, 2003; Walker & Tedick, 2000) placing themselves at the far end of the CBI continuum- the focus being predominantly on content learning goals. Cammarata and Tedick explain that reshaping of identity means ‘accepting the challenge that reinventing oneself represents and perceiving the journey as a necessary means to better oneself as a (content) teacher. It is seeing one's role as not only a content teacher but also a language teacher and grasping those two dimensions as two sides of the same coin, one not being able to function without the other’ (p. 258).

Awakening according to the authors happens on the go, while intending to balance content and language they become more aware of the interrelatedness (Hoare, 2001). Content teachers according to the authors are prepared for teaching the content but they lack pedagogical content knowledge when it comes to language (Shulman, 1986, 1987).

Finally, Cammarata & Teddick (2012) suggest a pedagogical framework similar to that of Cummins (1998) assuming 1) focus on message; 2) focus on language; 3) focus on (language) use. That is to say, in order to enhance the language learning potential in content-based settings a functional approach to language teaching is needed.

Leaning on these premises, Cammarata (2016) suggests that integration of content and language is essential and inevitable, and he considers curriculum planning to be a key

ingredient for successful teaching. Moreover, Cammarata highlights the necessity to move away from the notion of language as a tool (Kramsch, 1993) and argues that familiarising students with different types of discourse may lead to cognitively authentic language use and hence improve students' ability to make meaning.

With the intention to help immersion teachers bridge the teaching of content, language, and literacy, Cammarata (2016) designed a content-language-literacy curricular framework. In his study, he explains that effective content focused teaching should assume a strategic implementation of multiple instructional objectives, namely, content, language, and literacy, and foregrounds the impotence of adequate teacher preparation. This pedagogical model embraces a stance that academic language, thinking processes, and academic literacy are deeply connected, and implies that they should not be observed separately.

According to the author, in curriculum planning, it is of vital importance to identify and categorise clear educational outcomes so as to be able to spot the gap between the intended and actual learning outcomes. For example, in content-focused classrooms, content learning is of primary importance and 'the clearer the content learning objective is, the easier it will be to identify key linguistic and literacy challenges students will face' (Cammarata, 2016, p. 134). With such information in mind, teachers can prepare and provide students with 'the strategic instructional scaffolding' and help them perform well during the process of learning.

Furthermore, Cammarata (2016) proposes two formulas 1) KCA (Knowledge targeted, Cognitive complexity, and Activities) and 2) LTO (Literacy skills, Texts, and Outcome). The author explains that he uses the term formula to refer to the constructs since all three components are needed in order to create a well-written content learning objective. The first formula (KCA) understands teachers 1) reflecting on the academic content to be taught during a given lesson, 2) making decisions regarding the levels of students' cognitive engagement in different activities, and 3) describing activities that will lead towards learning the content described in the first category of this formula (see Table 1.7). Leaning on these premises, Morton (2020) argues that understanding of how content, language and literacy interact in CLIL settings might be the crucial step towards deeper integration of the three types of knowledge.

Table 1. 7

KCA formula for guiding teachers to academic literacy skills objectives; Adapted from Cammarata, 2016

Knowledge targeted (K)	Cognitive complexity (C)	Activities (A)
<ul style="list-style-type: none"> teachers reflect on the academic or cultural content they wish their students to be exposed to during a given lesson. 	<ul style="list-style-type: none"> teachers make decisions on a specific level of cognitive engagement that will be required of learners as they engage in varied activities. helps teachers decide what activities are most suitable for students at varying stages of the learning process. 	<ul style="list-style-type: none"> teachers describe what students will do in order to learn the content identified in the first category of the formula. the nature of the activity has implications in terms of the literacy and language demands it entails and thus requires strategic planning to support learners' efforts.

The second formula (LTO) invites teachers to think about 1) different literacy skills students will need in order to complete the activities, 2) authentic texts that will support content learning, and 3) the products, tasks, and evidence that will demonstrate students' understanding of the targeted content (see Table 1.8).

Table 1. 8

LTO formula for guiding teachers to academic literacy skills objectives; Adapted from Cammarata, 2016

Literacy skills (L)	Texts (T)	Outcome (O)
<ul style="list-style-type: none"> teachers are invited to think about the different literacy skills (L) learners will need to use as they complete the activities For example: receptive modes of communication (listening and reading), productive modes (writing and speaking), academic literacy skills (scanning and skimming reading strategies; familiarity with specific genres or type of texts; reading comprehension strategies etc.) 	<ul style="list-style-type: none"> activities involve the use of authentic texts (T) to support the learning of content For example: newspaper articles, videos, interviews from members of the community belonging to the target culture 	<ul style="list-style-type: none"> the product that learners will be asked to create i.e., evidence of learners' understanding of the content under study For example: written and/or oral task, the creation of texts and thus the use of productive skills (i.e., writing and speaking)

Cammarata finds that elements linked to literacy needs have a direct impact on the type of language that students need to master and practice, hence he suggests that writing specific language objectives is crucial as ‘it can ensure that both discourse development and content development support each other’ (p. 138).

In the same vein, Camarata & Haley (2018) urge the need for teachers to take a ‘reactive’ approach to content-focused teaching (Lyster, 2007). This means that teachers need to master key instructional strategies so as to support students during instruction ‘ensuring that L2 input remains comprehensible (Krashen, 1982) and that output opportunities are maximized’ (Swain, 1985) (Camarata & Haley, 2018, p. 3). In other words, Cammarata & Haley (2018) highlight the unlikelihood for the language to develop just through increased exposure and they advocate for curricula that are designed in a way to ensure that both content knowledge and language skills are taught simultaneously.

1.3 Pedagogical approaches to multilingual education

This section will explore pedagogical approaches to multilingual education. It is compound of three subsections, namely, models of L2-medium instruction teaching and learning, pedagogical approaches to plurilingual education in compulsory education and L2-medium instruction in higher education. Subsection 1.3.1- models of L2-medium instruction teaching and learning will provide an overview of Immersion, Content-Based Instruction (CBI), Content and Language Integrated Learning (CLIL), Integrating Content and Language in Higher Education (ICLHE), and English-Medium Instruction (EMI). Following it, Subsection 1.3.2 will be focusing on more detailed description of pedagogical approaches in compulsory education. Finally, Subsection 1.3.3 will provide an insight into similarities and differences between EMI and ICLHE, specifically in relation to the contexts of HE.

1.3.1 Models of L2-medium instruction teaching and learning

Teaching content through an additional language (AL) engages students in non-language subject teaching and learning through a language medium that is different from their L1. Here, it might be useful to explain the notion of an additional language in contrast to the second language and foreign language.

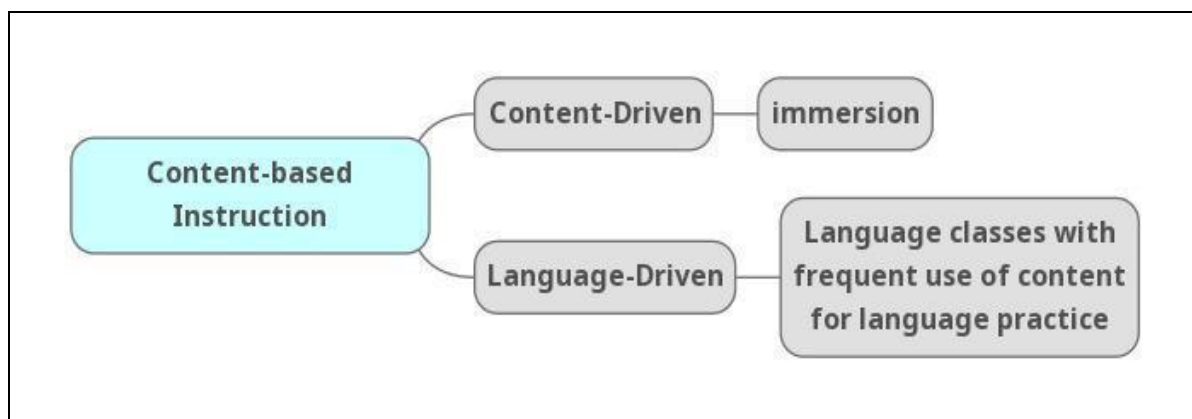
Lowenberg (1991) suggests that ‘English, as used by non-native speakers in countries where it is not the dominant language, has been broadly categorized as English as a second language (ESL) and English as a foreign language (EFL)’ (p. 127). He further explains that ESL is

typical in the contexts of former colonies of Britain or the United States, for example, India or Singapore, where it is still frequently used in everyday conversations of non-native speakers. Yet, there are scholars who make a distinction between second and foreign languages. In that line, Hyltenstam (2004) explains that foreign language is the one that is not needed in everyday communication- outside the classroom, whereas second language is used outside the classroom in the students' close environment. He also suggests that the second language refers to a language learned after an L1 or to a language that has an official status like English in Malta. English as an additional language (EAL) is used to refer to the function of English as a language of instruction (Haneda & Wells, 2008).

There have been many approaches seeking to address content through an AL in multilingual settings and some of them are Content-Based Instruction (CBI), Content and Language Integrated Learning (CLIL), Integrating Content and Language in Higher Education (ICLHE), and English-Medium Instruction (EMI). These are sometimes used interchangeably and at other times they tend to indicate a clear distinction with methodological or pedagogical implications.

Educational models may differ depending on the contexts, purposes and curriculum design (Leung, 2005). Importantly, some scholars regard Content-Based Instruction (CBI) or Content-based Learning (CBL) as an umbrella term that embraces other types of multilingual education programmes, for example, French Immersion (FI) programmes in Canada or Content and Language Integrated Learning (CLIL) in Europe (Cummins, 2004; Lyster & Ballinger, 2011). Yet, there are other scholars who regard CLIL as an umbrella term that 'refers to any educational situation in which an additional language and therefore not the most widely used language of the environment is used for the teaching and learning of subjects other than the language itself' Wolff (2007, p. 16). That is to say, CLIL assumes a variety of practices aiming at teaching content through a language other than students' L1.

When it comes to CBI programmes, Met (1998) suggested that they can be either content-driven (immersion) or language-driven (see Figure 1.7).

Figure 1. 7*Content-Based Instruction models*

In cases when the CBI programme is content-driven, it assumes that both language development and content learning are being taught and assessed (Lyster & Ballinger, 2011), or as explained by Brinton et al. (2003), it assumes a ‘concurrent teaching of an academic subject matter and second language skills’ (p. 2). However, language-driven CBI is defined as ‘an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., maths, social studies) within the context of teaching a second or foreign language’ (Crandall & Tucker, 1990, p.187). That is to say, language classes are centred around specific content which is used for language learning and practising and content learning may occur incidentally or as Met (1998) suggests, ‘content is a useful tool for furthering the aims of the language curriculum’ (p.4). This approach has been also labelled as ‘Content-Rich Language Learning’ (Escobar Urmeneta, 2012).

The literature further shows that there are CBI programmes where only some content subjects are delivered in the target language (TL) and such models of CBI programmes resemble European CLIL programmes. Indeed, some researchers suggest that since they are based on the same principle, CBI and CLIL could be used interchangeably (Cammarata & Tedick, 2012).

CLIL is defined as a ‘methodological approach that involves the teaching of a specific content through a foreign language’ (Costa, 2009, p. 85) and its aim is that students master new knowledge of a content subject while being in contact with and learning a foreign language (European Commission, 2010). This could also be considered as a main difference between the two approaches- the immersion programmes target languages that have official status as second/regional languages, and CLIL focuses on foreign languages (Lasagabaster & Sierra, 2010; Lyster and Ballinger, 2011).

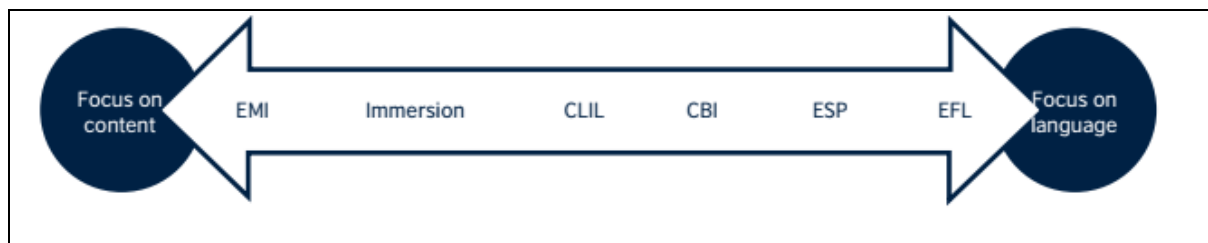
CLIL is also seen as an inclusive term used at all levels of education (Aguilar & Rodriguez, 2012; Dafouz, 2014; Lasagabaster, 2008). There is an assumption that the use of the target language for teaching the subject matter can lead to a natural acquisition of the language used while teaching (Snow & Brinton, 1997; Swain, 1996). The label English Medium Instruction (EMI) is used to refer to the approach when content input is delivered through English (Coleman, 2006; Dafouz et al., 2014) and it is mostly related to the tertiary education setting although it can be implemented at all educational levels- primary to tertiary (Carrió-Pastor, 2021). Furthermore, in the early 2000s, a new term emerged- Integrating Content and Language in Higher Education (ICLHE). ICLHE is largely used in the European higher education context (Wilkinson, 2004; Wilkinson & Zegers, 2008) mainly in the field of research, and it refers to an approach that adopts CLIL-type methodology. In this vein, these two approaches, CLIL and ICLHE, assume clear goals and instructional practices supporting both content and language learning.

Even though there are many distinctions among pedagogical approaches presented in this section, all of them share one thing in common and that is students engage in some way with content using a non-native language.

The extent of integration of content and language learning in these approaches can be best considered as a continuum (see Figure 1.8) with content learning and language learning placed at the extremes (Thompson & McKinley, 2018).

Figure 1. 8

Continuum of EMI in practice (reprinted from Rose, McKinley, Xu, & Zhou, 2020, p.4)



As shown in Figure 1.8, immersion and CLIL may be considered predominantly content oriented in their approach while CBI can be characterised as a more language-oriented approach i.e., content is integrated into language teaching and regarded across programs as a support for content teaching. When it comes to EMI, Rose et al. (2020) argue that EMI as a policy should be placed at the far left, while EMI in practice, depending on the programme, can be located anywhere along the centre to the left part of this continuum.

1.3.2 Pedagogical approaches to plurilingual education in compulsory education

This section will provide an overview of the pedagogical approaches that were adopted and practised in compulsory education. Firstly, some considerations non-European content-based programmes - Canadian French immersion programmes and CBI programmes in the US will be described followed by their European counterparts- CLIL and EMI.

a) Immersion

Immersion is defined as ‘a form of bilingual education that aims for additive bilingualism by providing students with a sheltered classroom environment in which they receive at least half of their subject matter instruction through the medium of a language that they are learning as a second, foreign, heritage, or indigenous language. In addition, they receive some instruction through the medium of a shared primary language, which normally has majority status in the community’ (Lyster, 2007, p. 8).

The immersion programmes were established in Canada in the 1960s, and they were introduced for teaching French to kindergarten and primary school students whose L1 was English. Also, they were the first programmes designed to combine language and content. Lyster and Ballinger (2011) report that the language immersion programmes assume that around 50% of elementary school subject matter is provided through an additional language.

In years to come, a large number of studies were published showing the success of these programmes (Johnson & Swain, 1997; Swain, 1996; Swain & Lapkin, 1982, 2005) demonstrating that these students, native speakers of English, could become fluent users of French, and perform well in content subjects.

Originally, immersion was designed in a way to provide support for students’ L1 by including English (French immersion in Canada) in the curriculum. Leaning on this premise, Swain and Lapkin (2005) observed that in ethnically and linguistically diverse societies with students’ various L1s not all of these L1s are supported by the curriculum. However, Pecorari (2020) suggests that immersion is by intent supportive of bilingualism, while Swain and Lapkin (2005) point out that the objective of additive bilingualism could be regarded as its most defining characteristic. Besides French immersion in Canada (Lazuruk, 2007) there are also, Swedish immersion in Finland (Södergård, 2008), Catalan immersion in Spain (Escobar Urmeneta & Unamuno, 2008), Basque immersion in Spain (Cenoz, 2008), and Irish immersion in Ireland (Baoill, 2007).

b) Content-based Instruction (CBI)

Content-based instruction originated in the United States in the 1970s and was built on the premises of French immersion programmes. Lyster and Ballinger (2011) define CBI or CBLT (Content-based Language teaching) as ‘an instructional approach in which non-linguistic curricular content such as geography or science is taught to students through the medium of a language that they are concurrently learning as an additional language’ (p.279). These programmes are present at almost all educational levels- elementary, secondary and post-secondary.

c) Content and Language Integrated Learning (CLIL)

CLIL is a European pedagogical approach that was established in the 1980s. At the time, it represented a significant educational reform supported by both the EU and governmental policies (Carrió Pastor, 2021; Coyle, 2006; Marsh et al., 2001). The Action Plan (2004) is regarded as one of the most important European developments since it established that all European citizens should master two other languages in addition to their mother tongue and thus become multilingual citizens (Pérez-Vidal, 2009). The Action Plan further suggested that learning an L2 should start as early as possible and continue until the end of compulsory education, i.e., from nursery to secondary school levels. CLIL gained popularity very quickly and by 2004 around 80% of the EU member states implemented some sort of CLIL education (Dale & Tanner, 2012). Moreover, CLIL has also spread all over the world at a very rapid pace (Dalton-Puffer, 2011).

Importantly, CLIL is predominantly adopted and practised at pre-university levels, although it has been accepted and implemented at universities as well (Dafouz & Llinares, 2008; Dalton-Puffer, 2007; Smit, 2007; Wilkinson & Zegers, 2007). Coyle et al. (2010) define CLIL as ‘a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language’ (p.1). That is to say, CLIL assumes that students can master subject matter i.e., advance in their academic development and at the same time improve their L2 language proficiency (Marsh, 1994, 2009; CarrióPastor 2007, 2013). According to previous research, the English language has been mainly used as a language of instruction in CLIL programmes- in 95% of the cases (Dalton-Puffer, 2011; Morton, 2013; Nikula et al., 2013).

Finally, CLIL offers an ideal way of providing students with the opportunity to practise the target language without increasing the number of language classes, i.e., it is not designed to

substitute foreign language teaching but to reinforce it, 'it is timetabled as content lessons and taught by content-trained teachers who also assess it as content' (Dalton Puffer et al., 2014, p. 2015). For example, introducing just one CLIL subject doubles the number of contact hours with the target language (Dale & Tanner, 2012; Escobar Urmeneta, 2019). Escobar Urmeneta (2019) further highlights that the L2 exposure time is regarded as a principal predictor of L2 learning success.

Moreover, many studies reported on the benefits of CLIL with respect to the improvement of both content and L2 learning and the development of motivation in the classrooms (Arnó-Macià & Mancho-Barés, 2015; Lasagabaster, 2019; Pérez-Vidal & Roquet, 2015).

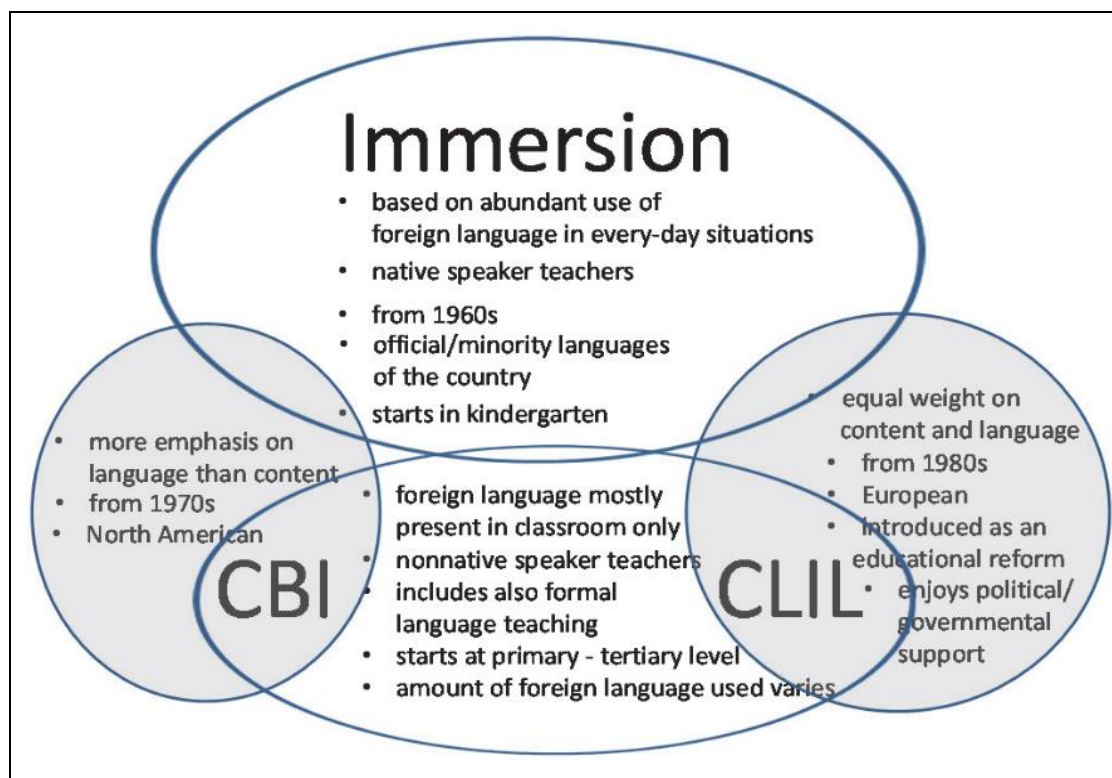
Besides outlining the positive aspects of CLIL there is also a need to mention some aspects that received criticism. For example, some scholars point out that CLIL adds additional weight to, in some cases, deficient pedagogy (Bruton, 2015). For example, some teachers may have insufficient training in this concrete pedagogy or in the case of students, some students may find it difficult to engage in CLIL subjects because 'they do not have the same foreign language support or they are immigrants and their mother tongue is very different' (CarrióPastor, 2021, p. 17). Ideally, the methodology applied in CLIL should result from a collaboration of content teachers and language teachers. Yet, very frequently CLIL is taught by content teachers who do not pay much attention to language matters.

When it comes to Spain, it complied with the European policies aimed at fostering multilingualism. The Spanish Ministry of Education and the British Council Project in Spain have taken many actions in order to promote multilingualism and implement CLIL in education (Llinares & Dafouz, 2010). Consequently, CLIL has been implemented at a rather steady pace during the previous few decades (Lasagabaster & de Zarobe, 2010).

In her study, Escobar Urmeneta (2019) talks about CLIL inclusiveness and provides a definition for democratic CLIL. As she noted, one of the most important features of CLIL is that intensive L2 language learning is available for all students equally, not just to those who can afford additional foreign-language classes. Yet, previous literature indicates that the most extensive implementation of CLIL is reserved for the Community of Madrid which might compromise the original notion of all-inclusiveness (Llinares & Evnitskaya, 2021; Tompkins, 2022).

Figure 1. 9

The relationship of CBI and CLIL to immersion; (Reproduced from Bovellan, 2014, p. 21, reprinted with permission)



As shown in Figure 1.9, the most important and most evident similarity among Immersion, CBI and CLIL is that proficiency in L2 is developed by teaching content through a target language (Llinares & Lyster, 2014). All three programmes start at the primary level of education or earlier, and they all bring about an increase in students' exposure to L2 (Lightbown & Spada, 2006). The increase of exposure time is in line with Krashen's Input Hypothesis (1985) saying that learning is reciprocal to the time of exposure i.e. if students are in contact with TL for a longer time their learning will be better. Furthermore, all three approaches provide students with authentic input and they also stimulate students' purposeful output over the subject matter (Lyster, 2007). All three of these approaches are school-based, and they all regard curricular objectives as essential.

In addition, in cases of immersion programmes and CLIL, the integration of content and language is central.

However, these programmes may vary depending on the target language, content subject and entry point (Llinares & Lyster, 2014).

1.3.3 L2-medium of Instruction in Higher Education

This subsection will provide an overview of the pedagogical approaches at the tertiary level of education. Compared to pre-university educational levels HE is perceived as ‘a completely different setting, especially regarding the role that the language of instruction occupies and the way language learning objectives are set’ (Unterberger & Wilhelmer, 2011, p. 95). Likewise, Järvinen (2008) observed that the attitude towards language could be considered as a main difference between pre-university and university levels since in HE language is seen as a tool used for communication of content and not the subject itself. Yet, the dominant position of English in academia and transnational interdisciplinary research creates a linguistic need not present at the compulsory education levels (Smit and Dafouz, 2012).

Research work is essential to the career of university lecturers unlike their colleagues at compulsory levels. Also, teachers at pre-university levels usually receive pedagogical education preparing them for the teaching position, whereas university lecturers, mostly defined by their role as researchers, do not frequently receive such professional training (ibid.). When it comes to university students, they are considered to have reached advanced levels of their cognitive development and made their own educational choices. Also, they are expected to be substantially proficient users of English and thus apt for the multilingual and multicultural experience where English is regarded as a contact language. Importantly, HE institutions are quite autonomous when it comes to decisions regarding their curricular planning.

Previous literature on European HE distinguishes among the following educational practices-EMI, CLIL, and ICLHE. The label English Medium Instruction (EMI) is most frequently adopted when the subject matter is delivered through English (Coleman, 2006; Dafouz et al., 2014) whereas CLIL and more recently Integrated Content and Language in Higher Education (ICLHE) are used to refer to pedagogical approaches targeting both content and language (Aguilar & Rodriguez, 2012; Lasagabaster, 2008; Wilkinson, 2004; Wilkinson & Zegers, 2007).

The most widely accepted definition of EMI is the one provided by Dearden (2015) who refers to EMI as ‘the use of English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English’ (p.2). However, the pedagogical direction of EMI is seen as slightly problematic and is

considered as ‘undefined and poorly understood’ (Pecorari, 2020, p. 16) or as noted by Macaro (2018) it lacks ‘definition, specification and consensus’ (p. 15).

The term ‘Integrating Content and Language in Higher Education’ or ‘ICLHE’ was coined by Robert Wilkinson at a conference held in Maastricht in 2004 and has been mainly used for research purposes. The acronym ICL suggests an integration of language and content and it is a common denominator ICLHE shares with CLIL. Previous research indicates that the main difference between the two is related to the context in which the programmes are practised- CLIL is usually associated with pre-university educational levels (Dafouz et al., 2007) while ICLHE is exclusively related to tertiary education.

Considering that the terms CLIL and ICLHE incorporate the same pedagogical approach, this thesis will adopt the label ICLHE as a reference to the educational practises aiming at integrating both language and content in tertiary settings. Importantly, these three terms (EMI, CLIL and ICLHE) are sometimes used interchangeably without taking into account the pedagogical assumptions.

English-medium instruction (EMI) is an approach widely adopted by educational institutions all over the world (Macaro et al., 2018), and in theory could be employed at either primary, secondary or university level. However, it is mostly associated with HE programmes and degrees. EMI is usually perceived as a product of globalisation, marketisation of universities and students’ necessity to master English and so have improved prospects in the global job market (Airey, 2004; Coleman, 2006; Costa & Coleman, 2010; Hu, 2008). Considering European HE institutional interests, policy developments are in accord with the tendency of promoting student mobility and international partnerships within the European Higher Education Area or EHEA (Knight, 2008) i.e., internationalisation is regarded as a key driver for the implementation of MI programmes while language learning is seen as less important.

The origin of EMI is associated with Northern European countries and the dominant Englishisation of HE, also first work in EMI leads to the Netherlands, a country with the highest number of master’s programmes in English (Wilkinson, 2013). Even though EMI is well accepted and highly practised in Europe it is not equally spread among the member states (Doiz et al., 2011). Factors influencing EMI in HE gather prior education and job needs, and opportunities after university graduation, that is to say, contexts of the countries in which it is implemented (Dimova et al., 2015).

Figure 1. 10

Features of EMI, adapted from Pecorari & Malmström 2018, p. 499

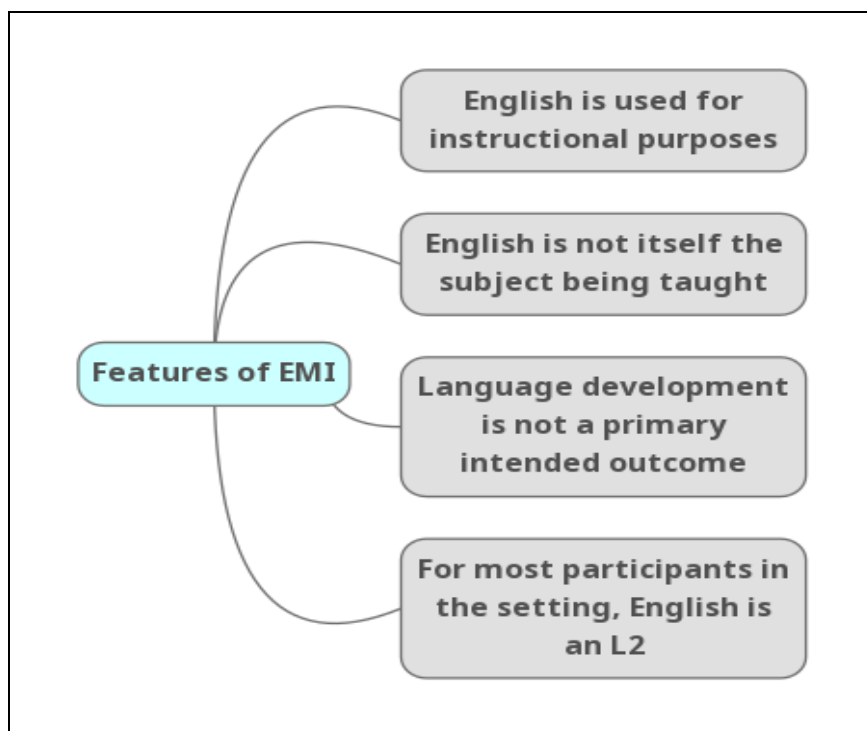


Figure 1.10 shows four typical features of EMI programmes. Namely, they all share English as a language of instruction used in subjects other than language subjects. For the majority of stakeholders, English is considered to be an L2. Finally, EMI programmes do not explicitly consider language development as one of their outcomes i.e., EMI is positioned on the far content side of the continuum (see Figure 1.8). In relation to this, Coleman (2006) remarked, ‘foreign language learning in itself is NOT the reason why institutions adopt English medium teaching’ (p. 4; emphasis in the original). Also, Pecorari (2020) noted that EMI is usually introduced so that English can operate as a lingua franca facilitating internationalisation but without special emphasis on language learning objectives. However, ICLHE is reserved for programmes with ‘explicit and integrated content and language learning aims’ (Unterberger & Wilhelmer, 2011, p. 95).

When it comes to curricular objectives, the ICL approach (as in CLIL and ICLHE) is considered to exploit ‘the opportunity to teach the regular curriculum in another language’ whereas EMI gives priority to curricular objectives and language objectives are ‘either neglected or relegated to a less important’ (Pecorari, 2020, p. 21).

However, Smit and Dafouz (2012) suggest that content and language integration (ICL) takes place regardless of the explicit teaching aims if approached through discursive classroom practices used by the interactants to co-construct meaning, ‘this classroom discourse angle permits direct, unfiltered access to what is going on in the classroom, irrespective of what programme organisers and lecturers envisage for their specific course, and also irrespective of what role, if any, language learning might play for them. In other words, this approach to classroom discourse captures EMI/ICL ‘at the grassroots’ and, by covering actual classroom practices, allows researchers to develop their descriptions and interpretations of the teaching and learning processes in a bottom-up rather than a top-down manner’ (p.4).

Based on these considerations, the following sections will further explore the conceptualisation of English-medium instruction and Chapters 4, 5, 6 and 7 will further investigate the ICL instances reflected in EMI instructors’ classroom practices (teaching and assessment) through student-teacher interactions.

1.4 Assessment in Multilingual Setting

This section will deal with the assessment in a multilingual setting. There are six subsections within this section. The section opens with an overview of the role of assessment in education. It then provides a brief explanation of classroom-based assessment with a special focus on the assessment functions and assessment purposes. The following two subsections deal with assessment in European HE generally and assessment in EMI specifically. The section concludes with some examples of effective assessment practices.

1.4.1 The Role of Assessment in Education

Assessment has always been an integral part of higher education. However, the past few decades have been marked by the extent focus on the analysis of educational assessment which permitted a substantial insight into its contemporary development (Coates, 2018). Black and William (2018) regard educational assessment as a procedure for making inferences about student learning. In other words, students perform the tasks and generate data or evidence that is used in support of a specific claim, ‘a datum becomes evidence in some analytic problem when its relevance to one or more hypotheses being considered is established ... evidence is relevant on some hypothesis if it either increases or decreases the likeliness of the hypothesis’ (Schum, 1987 p. 16 in Black and William, 2018, p. 3). According to Baird et al. (2017), ‘assessment plays a central role in education’ (p.317). The purpose of assessment is to investigate what people know and can do and to make decisions

regarding whether they have learned what was expected (ibid). The authors consider that assessment in education also has a function of a communicative device- it conveys what curriculum designers expect from students. In the same vein, Leontjev and DeBoer (2020) argue that assessment in education embraces ‘various instruments and approaches aiming at yielding insights into learner abilities. It captures the essence of why we assess—to obtain information about learner abilities.’ (p. 3). The authors further explain that the purpose of assessment is to define the scope of information and the means of obtaining it, but also the ways this information is interpreted and how it is used.

Recently, there has been a surge in the variety of terms associated with approaches to assessment focused on enhancing student learning, for example, formative assessment, assessment for learning, assessment as learning, classroom-based assessment, teacher-based assessment, learning-oriented assessment, holistic assessment, etc. However, all of these terms do share a common denominator described as ‘context-based, classroom-embedded assessment practice, explicitly or implicitly defined in opposition to traditional externally set and assessed large scale formal examinations used primarily for selection and/or accountability purposes’ (Davison & Leung, 2009, p. 395).

1.4.2 Classroom-based Assessment

When it comes to classroom-based assessment, it is defined as ‘any reflection by teachers (and/or learners) on the qualities of a learner’s (or group of learners’) work and the use of that information by teachers (and/or learners) for teaching, learning (feedback), reporting, management or socialization purposes’ (Hill & McNamara, 2012, p.396). In relation to classroom-based assessment, it is important to reflect on the difference between its function and purpose. The literature suggests that the promotion of learning should be regarded as ‘purpose’ while different classroom activities, used to achieve this purpose, would be regarded as its ‘function’ (Leontjev & DeBoer, 2020; William, 2017). Regarding their function, assessment activities can be classified into summative and formative (Scriven, 1967), whereas purposively assessment is geared for 3 main purposes 1) assessment for learning, 2) assessment of learning and, 3) assessment as learning (Pattalitan, 2016) (see Table 1.9).

Table 1. 9

Assessment function and assessment purpose; Source: Researcher's design adapted from Earl & Katz, 2006

Assessment Function (different classroom activities used to achieve this purpose)	Summative <ul style="list-style-type: none"> • aims to provide evidence for learner achievement at the end of a learning period • evaluate learners' performance against a standard or a norm • passive and does not have an immediate impact on learning 	<ul style="list-style-type: none"> • Outcome is a score or a grade
	Formative <ul style="list-style-type: none"> • takes place during teaching to make adjustments to the teaching process • concerned with how judgments about the quality of student responses can be used to shape and improve the student's competence 	<ul style="list-style-type: none"> • Feedback is a key element
Assessment Purpose (promotion of learning)	Assessment for Learning (AfL) <ul style="list-style-type: none"> • any assessment for which the first priority in its design and practice is to promote students' learning. • emphasises the purpose of the process of classroom-based assessment • gives learners feedback that guides learning • teachers use inferences of student progress to scaffold instruction. 	<ul style="list-style-type: none"> • Provides students with constructive feedback • Encourages the active involvement of students
	Assessment of Learning (AoL) <ul style="list-style-type: none"> • Different strategies to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualised programs, or to certify proficiency and make decisions about students' future programs or placements. 	<ul style="list-style-type: none"> • Tests, Examinations, Portfolios, exhibitions, performances, presentations, simulations, multimedia projects, and other written, oral, and visual methods
	Assessment as Learning (AaL) <ul style="list-style-type: none"> • The goal in assessment as learning is for students to acquire the skills and the habits of mind to be metacognitively aware with increasing independence • Guide and provide opportunities for each student to monitor and critically reflect on their learning and identify next steps 	<ul style="list-style-type: none"> • Feedback is particularly important (enhances understanding and provides models for independent learning) • Models, exemplars, criteria, rubrics, frameworks, and checklists

a) Assessment Functions

The functions of classroom assessment have started to expand since the second part of the 1990s with the introduction of the terms summative and formative assessment in the language of educators (Earl & Katz, 2006). The summative assessment aims to provide evidence for learner achievement at the end of a learning period, such assessments are conducted so as to evaluate learners' performance in relation to a standard or a norm, and the most frequent outcome is in form of a score or a grade. It is characterised as passive and without an immediate impact on learning. However, it does influence the decisions bearing educational and personal consequences for the student (Sadler, 1989).

Formative assessment is an assessment that takes place during teaching to make adjustments to the teaching process. Sadler (1989) considers that formative assessment is concerned about 'how judgments about the quality of student responses (performances, pieces, or works) can be used to shape and improve the student's competence by short-circuiting the randomness and inefficiency of trial-and-error learning' (p. 120).

Finally, the main distinction between formative and summative assessment refers to the purpose and effect. The key element of formative assessment is feedback which provides information on how successfully something has been or is being done (ibid.). Ramaprasad (1983) approaches to feedback in a slightly different way and defines it as 'information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap in some way' (p.4). Leontjev and DeBoer (2020) suggest that an assessment initially designed with the summative function in mind can also serve a formative function. Moreover, assessment has a formative function 'to the extent that evidence about students' achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions that would have taken in the absence of the evidence that was elicited' (Black and Wiliam 2009, p. 9). Assessment activity is considered to have a formative function when the information obtained in this assessment is used to bring together teaching and learning.

b) Assessment Purposes

As already mentioned, when it comes to the purpose, assessment is classified as 1) assessment for learning (AfL), 2) assessment of learning (AoL), and 3) assessment as learning (AaL). The term AfL started to be commonly used at the beginning of the 2000s, emphasising the purpose for which assessment is carried out (Wiliam, 2011), and since that period it has established its

position as part of HE pedagogy. Importantly, assessment is one of the main drivers of student learning and AfL specifically places learning at the centre of any assessment activity (Carless, 2017; Glofcheski, 2017). The most widely adopted definition of AfL in the literature is that ‘assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting students’ learning’ (Black et al., 2004, p. 10). The authenticity of assessment is one of the key features of assessment for learning (Sambell et al., 2013) and can have a very positive influence on students’ longer-term learning capacities.

In relation to authenticity, previous literature refers to the cognitive demands which tend to be similar to what starting professionals encounter in their working life (Savery & Duffy, 1995). Moreover, it can increase student motivation and stimulate them to take their learning and assessment tasks more seriously. Importantly, assessment for learning considers that classroom-based assessment activities should provide feedback that guides learning regardless of their form (e.g a test) and function (e.g., planned for grading) (Leontjev and DeBoer, 2020).

Assessment of learning (AoL) according to Pattalitan (2016), occurs when ‘teachers use evidence of student learning in making judgement on students’ achievement of educational goals and standards’ (p. 698). Earl & Katz (2006) define AoL as ‘strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualised programs, or to certify proficiency and make decisions about students’ future programs or placements’ (p. 55).

AoL aims at providing evidence of achievement to parents, other educators, the students themselves, and sometimes to outside groups such as employers or other educational institutions. Due to its far-reaching consequences and the possibility to affect students AoL requires to be reported accurately and fairly and on the basis of evidence obtained from a variety of contexts and applications (Earl & Katz, 2006). Such assessment comprises a variety of learning methods in addition to tests and examinations, for example, portfolios, exhibitions, performances, presentations, simulations, multimedia projects, and a variety of other written, oral, and visual methods (ibid).

According to Pattalitan (2016), assessment as learning (AaL) ‘occurs when students experience the learning process by reflecting and monitoring their progress and performance in learning’ (p. 698). Students are encouraged to ask reflective questions and they are provided with different strategies for learning and acting. With time, they advance in their

learning due to the ability to use personal knowledge for constructing meaning, also they develop skills of self-monitoring to realise that they don't understand something, and finally, they have the means to decide on their next move. Torrance (2007) suggests that in 'post-compulsory education and training, practice has moved directly from assessment of learning to assessment as learning, but this is justified and explained in the language of assessment for learning: providing feedback, communicating criteria to the learner, and so forth. Dann (2002) advocates for AaL and considers that 'assessment is not merely an adjunct to teaching and learning but offers a process through which pupil involvement in assessment can feature as part of learning – that is assessment as learning' (p. 153). In their study, Earl & Katz (2006) explain that AaL is used for obtaining information on students' progress towards developing the habits and skills to monitor, challenge and adjust their own learning. In other words, students learn to monitor and challenge their own understanding, make decisions on their progress and organise ideas, draw analogies that will support their progress and also set their own goals, whereas teachers monitor how they understand concepts and use metacognitive analysis for making adjustments that would lead to understanding (ibid.) Assessment methods used for encouraging reflection and review comprise models, exemplars, criteria, rubrics, frameworks, and checklists that provide images of successful learning. Importantly, students are given a central role as they actively participate in all components of AaL. Earl & Katz (2006) noted 'as students practise monitoring their own learning and analyzing it in relation to what is expected, they eventually develop the skills to make consistent and reliable interpretations of their learning' (p.46). Students' ability to understand the purpose and processes of assessment, and accurately judge their own work is referred to as assessment literacy (Smith et al., 2013).

1.4.3 Assessment in European HE

The establishment of the European Higher Education Area (EHEA) has influenced universities to make a shift towards the process of continuous improvement. Related to this, many university strategies underwent changes, for example, teaching methodology has become rather student-centred, the use of multimedia resources increased, and also there has been a development of new degree study plans. As a result, the process of assessment needed to be adjusted in order to keep pace with these new teaching and learning trends (Rivero et al., 2017). As mentioned before (see Section 1.1), the EHEA has established the European Credit Transfer System (ECTS) system with the intention to standardise degrees on the basis

of homogeneous and transparent evaluation in the EU member states countries (ECTS Users' Guide, 2009), and thus facilitate student mobility across Europe. Previous research indicates that the assessment methodology in HE is defined as serving a number of purposes- providing program and institutional accountability, improving teaching quality, information about student learning and following student progress (Fletcher et al., 2012; Frick et al., 2009; Rivero et al., 2017). In addition, the extensive use of new teaching tools e.g., simulations, problem-based learning or multimedia materials, imposed the need for adjustment of the learning process elements- syllabus, teaching methodology, objectives, resources, learning outcomes and also the type of assessment (Camacho-Miñano et al., 2015; Camacho-Miñano & del Campo, 2014). Consequently, universities started to make changes in the assessment methodology and embraced continuous assessment that combines students' active participation in various coursework projects and the final exam (Rivero et al., 2017; Segers & Dochy, 2006), while the final grading reflects a sum of different ways of continuous assessment and several exams (interim and final) thus measuring both the cognitive competences students acquired in the subject and the development of metacognitive skills e.g., leadership, negotiation, communication or decision-making skills (Cano Montero et al., 2016). The formal final exams refer to written essays, tests or exercises similar to the traditional form of assessment, and coursework refers to alternative types of assessment such as group work, simulations, video and project presentations or longer essays about a topic (Camacho-Miñano et al., 2015). Rivero et al. (2017) remark that the final exam should be observed as a result of a learning process stimulated by the coursework.

1.4.4 Assessment and EMI

With the increasing popularity of EMI globally, there has been much research targeting students' achievements in content subjects and English, classroom interaction and teacher education and professional development. However, there is a noticeable absence of research focusing on assessment in EMI. Such a research gap is problematised given that EMI students are inevitably assessed of their English knowledge in conjunction with their content knowledge. In addition, foreign language skills play a vital role in improving employability and mobility, as well as the competitiveness of the economy, and 'If language is the key to access in a multilingual society, grades are key to opportunities in life. Without language and valid learning outcomes, some doors may never open' (Reierstam, 2020, p. 2). Without any doubt, assessment in EMI can be characterised as a rather complex matter. EMI contexts

assume that subjects other than language itself are taught through English which is the L2 of the majority of teachers and students (Lo & Lin, 2014; Smit, 2018). Even though language development is not targeted as a principal outcome of EMI educational programmes (Pecorari & Malmström, 2018) such programmes are considered to facilitate both content and language development of EMI students (Rose et al., 2019). Furthermore, EMI students are required to complete assessment tasks in content subjects focusing on both cognitive and linguistic dimensions of knowledge. It can be said that the issues on EMI assessment revolve around the question of whether instructors should consider both content knowledge and student language competence. Evidently, issues about assessment in EMI are not concerned so much with the content of the subject as its objectives are explicitly defined. To be precise, the root of the instructors' challenges is the role of language since the key question that can be frequently heard, concerns students' language skills and whether they should be part of the assessment, and if so, how they can be assessed. In the same line, Short (1993) noted that 'the difficulty with assessment centres on isolating the language features from the content objectives so one does not adversely influence the other' (p. 627). In addition, some researchers warn that EMI instructors as subject specialists may not be able to differentiate whether students have grasped the target concepts, or they are having difficulties stemming from language barriers, or both (Lo & Lin, 2014). Moreover, some scholars challenge the extent of language development in such contexts (Macaro et al., 2018).

Previous research expresses the need for research to focus on elaborating the ways in which assessment could support and enhance learning. For example, Hultgren et al. (2022) suggest that focusing on communication through a range of semiotic, multimodal and multilingual resources rather than on English language proficiency could provide a way to approach resolving EMI assessment issues, whereas, Leontjev and DeBoer (2020) consider that assessment in content-based classrooms should provide insights into students' content and linguistic knowledge including strategies employed for learning both content and language in order to identify student progress and needs.

All in all, we can describe assessment as a stumbling area of EMI due to the important lack of assessment guidelines, undefined approach to language aspects, and a deficiency of assessment tools for efficient measuring of content, language and skills.

1.4.5 Effective assessment practices

According to the publication ‘Assessment for curriculum for excellence’ by the UK Department of Education (2013) ‘effective assessment is a key part of good teaching in all subjects. The best schools use regular formative assessment to assess what their pupils know and identify where they need additional support. This, in turn, allows meaningful feedback to individual pupils and parents’ (p.8) This subsection will provide an overview of some assessment strategies that may result in effective assessment in the EMI classrooms and that will be later referred to in the findings. Importantly, EMI instructors participating in this study put many of these techniques into practice. Therefore, this section identifies and later connects the efficient strategies for assessing students in EMI classrooms. Leaning on the previous research of Shepard (2000), Lofft Basse (2016) made a selection of effective assessment techniques, namely, sharing learning goals with students; providing feedback; encouraging students to self-assess based on previously established criteria; and finally using the data gained to adapt teaching strategies.

➤ Stating the purpose of the lesson

Young (2005) observed that higher learning gains are achieved by students who are provided with clear guidelines and who understand what they are expected to learn. That is why sharing learning goals at the beginning of the course and/or a lesson represents an important element facilitating student success.

➤ Feedback and Feedforward

Feedback and feed-forward represent fundamental strategies for assessing learning. Literature reports on many benefits for learning outcomes related to successful feedback. According to O’Farrell (2002), good quality, comprehensive and timely feedback is one of the key factors that drive student learning. Assessment is expected to provide feedback to students on their progress towards the achievement of learning outcomes, whereas feedback helps students to gain insight into what they have done well and what could be improved and it also plays a role when justifying the grade/mark of summative assessments. O’Farrell (2002) suggests that successful feedback will: 1) build confidence in the students; 2) motivate students to improve their learning; 3) provide students with performance improvement information; 4) correct errors; 5) identify strengths and weaknesses. Brown (2007) explains feedforward as follows, ‘good feedback comprises not just commentary about what has been done, but suggestions for what can be done next. In particular, advice about how to improve the next element of work

can be particularly helpful to students receiving feedback, especially when this advice is received during the progress of the work, so that adjustments can be made in an ongoing manner. It can be worth checking that enough such feedforward is being given, rather than merely feedback on what has already been done and often dealt with' (p.10). In relation to this, the most efficient strategies employed in a feedforward approach include the use of exemplars, explicit composing processes, and self and peer assessment (Baker & Zuvela, 2013). Pattalitan (2016) indicates that both feedback and feed-forward techniques need to be a 2-way process, i.e., a student gives feedback to his teacher and the student receives feedback from his teacher and classmates.

1.5 Recap

In this chapter, I discussed trends and policies that shaped contemporary higher education. The discussion on three interwoven phenomena, namely, globalisation, Englishisation and internationalisation opened the chapter. Following it, there were presented different policies promoting multilingual education. The next subsection discussed different views on language policy and language policy theories in relation to their relevance to higher education in general and EMI university settings in particular. Further, the issue of integration was explored in detail and a selection of conceptual frameworks promoting ICL was exposed. The existing research on the notion of language in EMI was reviewed and the results of the most relevant studies were provided. The following subsection focused on the pedagogical approaches in multilingual settings and a description of some of the most relevant approaches in compulsory education and higher education was provided. The chapter is wrapped up with a detailed overview of the assessment in a multilingual setting. Specifically, the role of assessment in HE was discussed then assessment functions and assessment purposes were provided. Gradually, the focus shifted to assessment practices in the EMI settings and the section finished with some examples of effective assessment practices.

CHAPTER 2: RESEARCH QUESTIONS

The rationale and motivation for this study are that, firstly, there are scarce data regarding the EMI pedagogy reflected in instructors' teaching and assessment practices leading to students' successful communication and consequently assessment performance. More specifically, there is little research into how the integration of content and language is dealt with in the context of the European Higher Education Area (EHEA). Secondly, there is very little research on how integration is dealt with by teacher educators in Primary Teacher Education Degrees (henceforth PTED) within the EHEA

This thesis strives to contribute to filling the research gap by exploring and describing specific aspects of three EMI-PTED programmes in Catalonia, that not only facilitate content learning but also help the development of students' communication skills.

The overarching goal of this study is to gain an understanding of EMI instructors' teaching and assessment practices, and how integration fits into these two types of practices. It has been claimed that 'assessment is the tail that wags the dog' which implies that assessment not only influences the ways teachers teach and students learn, it also reveals deep concerns of teachers that do not appear in official or teacher-made documents, but nevertheless have a great influence on what they teach and how they teach it. In short, teaching and assessment practices are interwoven and interdependent and need to be explored in connection to one another.

The overarching goal has been narrowed down into the following research questions and sub-questions:

RQ1: How does the language switch from L1 to L2-medium instruction affect EMI instructors' teaching practices?

- RQ1.1 How does the language switch affect course planning?
- RQ1.2 How does the language switch affect EMI instructors' teaching practices?
- RQ1.3 How does the language switch affect the way EMI instructors experience their roles as teacher educators?

RQ2: How does the language switch from L1 to L2-medium instruction affect EMI instructors' assessment practices?

- RQ2.1: What type of assessment tasks and assessment tools do the EMI instructors apply in their EMI academic subjects?
- RQ2.2: What type of assessment criteria are taken into account when delivering the final mark at the end of the EMI course?
- RQ2.3: What challenges considering the assessment process have EMI instructors encountered in their EMI academic subject which is added to the usual difficulties of assessing an L1 subject?
- RQ2.4: What strategies do they report using to bypass these difficulties?

CHAPTER 3: METHODOLOGY AND RESEARCH DESIGN

3.1 Chapter overview

Chapter 3 presents the methodological approach and research design of this multiple case study. Section 3.2 describes the context of the study. In Section 3.3 relevant information on the participants is provided as well as the participant selection procedure. Subsection 3.3.1 describes the main characteristics of the participants.

Following Section 3.4 discusses the general methodological approach adopted: the qualitative, interpretive, and multiple case study. Section 3.5 presents the data collection. Subsection 3.5.1 talks about the research instruments applied for the data collection and the justification for their selection, while Subsections 3.5.1.1 and 3.5.1.2 explain the data collection procedures in detail. Section 3.6 talks about the corpus of the thesis. Subsection 3.6.1 provides the general description of the corpus and Subsection 3.6.2 elaborates on the data of this study. After that, Section 3.7 discusses the undertaken data analysis procedures. Subsection 3.7.1 preliminary approach to data. Subsection 3.7.2 describes the general analytic approach to data. After that, Subsection 3.7.3 provides detailed information on the analytic procedures applied during the data analysis. Before presenting a short chapter summary, Section 3.8 discusses ethical issues taken into account during the process of research, and Section 3.9 provides an overview of reporting on the results.

3.2 Context

This section provides a description of the context in which the current study was undertaken. Firstly, it provides an insight into Spanish higher education (henceforth HE) including a description of how HE system is organized, and then it continues with the overview of the Catalan context, focusing mainly on the Universities in Catalonia.

3.2.1 About Higher Education System in Spain

According to the information on the number of HE institutions in Spain, provided by the Ministry of Education and Vocational Training and the Ministry of Universities, there were 84 universities in Spain in academic 2020/21. Specifically, 50 universities are public and 34 are said to be private.

As regards the different levels of governance, the educational system in Spain is by large decentralized. Eyrdice Spain reports that the universities in Spain are granted legal status and

they develop their functions in a system of autonomy and coordination among themselves. Specifically, university education in Spain is regulated by Organic Law 6/2001 on Universities (LOU), whereas the rest of the studies are regulated by Organic Law 2/2006 on Education (LOE), as amended by Organic Law 3/2020 (LOMLOE).

When it comes to public universities in the Spanish HE system, they are integrated by university schools, faculties, departments, university institutes for research, doctoral colleges and other schools or structures necessary for the development of their functions. For example, university schools and faculties are responsible for the organisation of their studies and they manage academic, administrative and management processes and departments deal with the coordination of the studies, support teaching and research activities and other duties assumed by their statutes. It is important to say that the establishment, modification and withdrawal of departments are also regulated by their statutes.

Spanish HE system permits that any individual or legal entity can establish a private university following the constitutional principles and state and regional regulations. Private universities develop and approve their own organisation and functional regulations aligned with the LOU and also with the regulations issued by the State and the autonomous communities in relation to their respective competencies (ibid.).

Finally, both public and private universities, as well as university institutions, must be registered in the Register of Universities, Centres and Qualifications (RUCT) that is under the responsibility of the Ministry of Universities.

To sum up, the national government, the autonomous communities, and the universities themselves share the distribution of competences. Competences are set by the national laws while the autonomous communities are allowed to develop their own regulations. Furthermore, the autonomous communities are in charge of regulating the non-basic aspects of the education system and they have control over the executive and administrative responsibilities that are not under the responsibility of the Spanish state. In addition, they have control over the management of both public and private higher education institutions, including staff and facilities as well as the structure and provision of degrees. Universities have the autonomy to design the curriculum of the study programs that must be verified by the CU and authorized by the relevant autonomous community (Ministerio de Educación, Cultura y Deporte, 2016).

This study is set at three Catalan Universities, two public-funded and one private (two different campuses- Hill campus and Seaside campus), that offer the English-Medium Pre-Service Primary Teacher Education Bachelor's Degree (EMIPEBD). Before presenting this multiple case study in detail it is necessary to describe its setting.

3.2.2 Languages in the Catalan Universities

Catalonia is a dynamic and complex bilingual community of 7,543,825 inhabitants (Idescat, 2018). The official languages in Catalonia are Catalan and Spanish. The official character of the Catalan language was established in 1979 by the Statute of Autonomy and it marked the beginning of the process of 'normalization' where educational linguistic policies have been of utmost importance (Muñoz, 2005). Catalan became the default language of education when Act 7/1983 on Linguistic Normalisation was approved.

According to the Language Policy Report from 2018, almost 11% of the population has a first language other than Catalan or Spanish, and languages that are most present in Catalonia after Catalan and Spanish are, in order: Arabic, Romanian, Galician, French, Amazigh, Russian, Portuguese, Italian, Chinese, English, German and Aranese.

Taking into account that Catalonia is a bilingual territory, the level of bilingualism of both students and university lecturers is really high, and the Catalan students who access university are highly proficient in both Catalan and Spanish. Further on, when referring to L1, I will be referring to one or another independently as the population has advanced competencies in both languages.

Pre- Service Primary Teacher Education is regulated by Orden ECI/3857/2007, de 27, which prescribes common target competencies and contents for all universities all over Spain.

Every university has autonomy so as how to organise those target competencies and contents into different courses, as long as the number of credits assigned to different sets of competencies, that I will call 'modules' from now on, is respected (see Section 3.2.3 below). Catalan universities work in agreement with this regulation, and differ from institutions based in other parts of Spain in that the language of instruction is Catalan in the vast majority of the courses taught. The same official syllabus is applied in Catalonia and the only difference is in the language of instruction.

According to Catalan Institute for Statistics, during the academic year 2017/18 there were a total of 208.511 undergraduate students studying at 7 public and 5 private Catalan Universities (Idescat, 2018).

During the past two decades, after joining the European Higher Education Area (EHEA) in 1999, the Catalan tertiary educational system has undergone the process of internationalisation (Cots et al., 2014; Llurda et al., 2013). Behind the mission for internationalisation of the Catalan universities, stood the aim to align tertiary education teaching, research, and service functions to those of Europe and thus attain higher university profiling in higher education rankings, promote mobility of both students and teaching staff, prepare local students for the global job market, etc. (Dimova et al., 2015; Escobar Urmeneta, 2018).

In addition, changes in the sphere of education influenced by the process of globalisation and constant migrations of the citizens changed the school panorama and imposed the urge for teachers to develop new competences. The internationalisation of teacher education (TE) in Catalonia was initiated by the local schools' need for primary school teachers who would have a strong command of English, as well as the teachers who would be able to attend to the needs of their diverse students. Implementing EMI programmes in Teacher Education also serves as a part of 'internationalisation at home' (Nilsson, 2003) aimed at providing the opportunity for the local students to have internationalized experience within the local setting.

3.2.3 Pre-Service Primary Education

Pre-Service Primary Education Bachelor's degree in Spain is designed according to the European Higher Education Area (EHEA). It is a four-year degree with 240 credits of the European Credit Transfer System (ECTS), and one academic year corresponds to 60 ECTS. The Ministry of Education, Culture, and Sport (MECD) regulates the content and the scope of the competencies. The Teacher Education programme as regards the content is the same for all the autonomous regions of Spain with the only possibility of difference in the language of the delivery of content (Eurydice, 2021) Primary Teacher Education is regulated by the Orden ECI/3857/2007 (see Appendix A) and it concerns the requirements and the necessary competencies for the Primary Education Bachelor's degree. Table 3.2 presents a layout of the compulsory modules and their subfields in the Primary Teacher Education Bachelor's Degree. For this reason, universities have limited autonomy to design the curriculum for the programmes and degrees they offer. Table 3.1 gives an overview of how 240 ECTS are structured.

Table 3. 1

Primary Education Bachelor's Degree length and requirements; Source: adapted from Boletín Oficial del Estado-BOE-ORDEN ECI/3857/2007, de 27 de diciembre

Primary Teacher Education	ECTS (European Credits)
Foundations:	60
Subject-matter pedagogy and Disciplinary Contents	100
Practicum	50
Elective Courses / Minors	30
Total ECTS	240 (Four academic years)

Table 3. 2

Compulsory Modules and Subfields in Primary Teacher Education; Source: adapted from BOE-ORDEN ECI/3857/2007, de 27 de diciembre

Module	Subfield	ECTS
Foundations:	Learning and Development of Personality Educational Processes and Contexts Society, Family, and School	60
Subject-matter Pedagogy and Disciplinary Contents	Teaching and learning of: Experimental Sciences Social Sciences Mathematics Languages Music, Plastic and Visual Education Physical Education	100
Practicum	Students' Internship End-of-degree project	50
Minors Elective Programme	30 ECTS Monographic course on the teaching and learning of one of these subjects: EFL, music, PE, etc. or Unconnected elective courses	30

According to the Orden ECI/3857/2007 (Boletín Oficial del Estado-BOE, 2007), there are three mandatory modules each with subfields and corresponding contents as shown in Table 3.2. Module 'Foundations' has a weight of 60 ECTS and it incorporates three subfields Learning and Development of Personality, Educational Processes and Contexts, and Society, Family, and School. Module 'The Subject-matter Pedagogy and Disciplinary Contents' weighs 100 ECTS and it comprises Teaching and learning of Experimental Sciences, Social Sciences, Mathematics, Languages, Music, Plastic and Visual Education, and Physical Education. Module 'Practicum' holds 50 ECTS for Students' Internship and End-of-degree project.

Future primary teachers can acquire a specialization in a number of Minors: Foreign Language (English, French or German), Physical Education, Music, Therapeutic Pedagogy, or Hearing and Language Disabilities Treatment. Minors enjoy 30 ECTS out of 240 total ECTS and are regarded as elective (see Table 3.1).

With the process of internationalisation at home and a greater demand for in-service teachers with high competences in the English language, a number of universities in Spain started offering a Primary Teacher Bachelor's Degree in English. EMI-PEBD does not understand any changes in comparison to PEBD. However, the pedagogical approach is the same with the same courses, goals, and academic contents (Escobar Urmeneta, 2018).

3.3 Participants

In this section, an overview of the criteria for the selection of participants will be presented. According to Dörnyei (2007), samples and representativeness are extremely important in qualitative research. 'A sample is a subset of the population that is representative of the whole population, whereas representativeness carries the strength of the conclusions we can draw from the results obtained from a selected small group' (Dörnyei, 2007, p.97).

The sample design applied to this study is based on 'purposive sampling', i.e., the selection of participants was based on the following criteria:

- Participants teach or have taught an EMI academic course.
- Participants teach or have also taught their academic subject in Catalan or Spanish (L1).
- Participants teach or have taught in the Primary Teacher Education Degree.

3.3.1 Participants' profiles

In total, six university professors with bilingual Catalan and English teaching experience agreed to participate in this study (see Table 3.3).

Table 3. 3

Overview of the Participants; Source: elaborated by the researcher

HEI	Name	Convers. data	Gender	Position ¹	No. of years teaching	No. of years teaching through English	Age range
A	Olga	Interviews 1,2,3	F	Lecturer	6	4	40-54
A	Julia	Interviews 1,2, 3	F	Lecturer	20	5	40-54
A	Thais	Interviews 1,2	F	Lecturer	8	5	25-39
B	Jordi	Interview1	M	Associate Lecturer	15	6	40-54
C	Eva	Interview1	F	Associate Lecturer	5	3	25-39
C	Mireia	Interview 1	F	Lecturer	18	7	40-54

As shown in Table 3.3, five participants are female EMI instructors and one is a male EMI instructor. This gender unbalance reflects the composition of the teaching staff who have enrolled in EMI instruction as a whole. In order to preserve anonymity, the participants' original names were replaced by randomly chosen pseudonyms. All participants share the same first language (L1) and they have substantial experience in teaching through both L1 (Catalan and/or Spanish) and L2 (English). Participants' academic rankings in Spanish educational system and their equivalents in the UK educational system are explained in Appendix B.

• ¹see Appendix B academic ranks equivalences

The EMI teaching experience of the participants ranges from 3 to 7 and the age of the participants ranges from 25 to 55. All of the participants share an understanding of the Catalan academic culture within tertiary education.

Four of the participants reported having been trained in CLIL. Two of these four instructors acknowledged having had previous experience in teaching through the CLIL approach in primary education, and one of them had taught through CLIL at both primary and secondary education levels. Three participants coming from university A reflected on having attended 'English for Academic Purposes in Tertiary Education'- a course organized as a form of institutional support for the EMI instructors. All participants in this study reported not being required to take a test in order to qualify for their EMI teaching positions i.e., their selection was by large based on self-assessment. Table 3.3 summarises this information.

3.4 Qualitative methodology and case study approach

3.4.1 General methodological approach: multiple case study

The purpose of this study is to explore and provide an insight into the EMI teaching and assessment practices of the EMI instructors engaged in four EMI teacher education programmes at four Catalan universities. Adopting a case study design will allow the researcher to develop a detailed image of the ongoing practices and thus help in formulating the indications for future research (Merriam, 1998). Yin (2003) categorizes the studies as explanatory, exploratory, or descriptive. This study is descriptive in its nature as it aims at investigating a specific phenomenon within the authentic context where it develops (Stake, 2006; Yin, 2003, 2008). It adopted a qualitative design with a multiple case study approach (ibid). Denzin and Lincoln (2005) define qualitative methods as 'A situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them ' (p.3).

With this in mind, qualitative data collection of primarily textual data followed by the interpretive analysis was selected as the best fit for the goal of the researcher of this study

who will intend to gain insight and try to understand the nature of EMI instructors' teaching and assessment approaches that they put into practice in their EMI academic courses in different Catalan higher education institutions.

The study adopted a constructivist-interpretivist paradigm which Creswell (2017) defined as 'the researcher's intent to make sense of (or interpret) the meanings others have about the world.' (p.8). Importantly, theory within this paradigm is developed inductively.

According to Denzin and Lincoln (2005), the constructivist-interpretivist paradigm aims at understanding the dynamic experiences of people while at the same time constructing their understanding. This study, located in the constructivist paradigm, will intend to understand and interpret the approaches to teaching and assessing students through L2 as well as the factors that influenced EMI instructors to take these approaches.

The approach employed for this study is a collective or multiple case study (Stake, 1995; Yin, 2008). The input is used from 6 participants and 4 bounded groups, that is, four different higher education institutions. Each participant i.e., each case will be observed through the information obtained from the very participant and the institutional context will be described through the information obtained from the institution itself.

This approach allows the researcher to explore EMI instructors' teaching and assessment styles and strategies through the lenses of both institutional policies and their own perceptions and practices within specific contexts and influenced by these contexts.

Merriem (1998) suggests that a more compelling interpretation is achieved through a variety of cases. In addition, the literature indicates that similarities and differences among cases add to the understanding of the phenomenon in question and strengthen the findings (Miles and Huberman, 1994)

Multiple data collection instruments were utilized in order to approach the same phenomenon from different angles and thus through triangulation support the validity of the study (Yin, 2008). Triangulation can help the researcher to build a stronger argument and it allows to achieve strength and completeness of the study (Dörnyei, 2007).

The researcher collected data through semi-structured in-depth interviews with the participants, official institutional documents, and artefacts which included instructors' made assessment tools i.e., rubrics and students' assessment evidence.

3.5 Data collection

For the purpose of triangulation, different types of data collected at different times were used in order to 'cross-check the consistency of information derived at different times and by different means' (Patton 1990, p.467).

3.5.1 Research instruments

This qualitative study includes three main data collection methods, namely semi-structured interviews (three interviews with each participant along the course of time), institutional documents, and artefacts. In this section data collection methods will be outlined and their purpose in this study will be explained. The primary source of data is the interviews with the participants whereas the secondary source of data is the official institutional documents and artefacts (see Table 3.4).

Table 3. 4

Data types and methods

	Data Set	Methods and procedures of data collection	Informants	Specification
Primary data	Video recorded interviews	*Creating semi-structured interview guide in accordance with the research questions *Contacting informants *Recording the interviews *Transcribing the interview data	6 participants	67.660 words transcribed
Secondary data	Artefacts	*Assessment tools i.e., rubrics used for the assessment *Exam evidence (samples of the students' written exam with grading marks)	4 participants	27.222 words
	Documents Institutional texts	Institutional policy documents Official study guides	Participants Institutions	22.480 words

In this thesis, comparisons will be drawn from the resulting interviews, collected artefacts, and different university policies. Finally, data analysis includes narrative accounts for three cases coming from three different HE institutions and in addition, a cross-case analysis of all six cases will be provided.

In order to provide a thorough, rich, and triangulated understanding of the integration of language and content in the teaching and assessment approaches of six EMI instructors from

four EMPEBD programmes in Catalonia, the researcher used qualitative methods for data collection as presented in Table 3.4.

The previous sections have provided an overview of the present study's design, including detailed descriptions of the data sets, its qualitative method approach, and the overview of data analysis procedures. Before discussing the methods employed in the data analysis itself, however, it is necessary to present research instruments in detail in the following section.

3.5.1.1 Interviews: Procedures and Instruments

When it comes to qualitative research, interviews are considered to be the most common data collection method, and they can range from structured to unstructured. In this study, participants were invited to participate in a semi-structured interview. Semi-structured interviews are situated between the two extremes, and organized by a set of pre-prepared questions and prompts but they are flexible to adapt to respondents and situations. In other words, there is a structure that provides the direction of the interview but the interviewer can pursue the issues that he/she finds interesting during the interview (Dörnyei, 2007; Punch 2013). Furthermore, this type of interview is very convenient as it permits the interviewer to build a conversation and elaborate on certain issues that appear to be of his/her interest when they emerge during the interview. As suggested by Dörnyei, a semi-structured interview needs an 'interview guide' that has to be created and piloted in advance (Dörnyei, 2007, p 136.). The interview guide promotes reliability and ensures that all participants are asked the same questions, even though a certain level of flexibility is allowed, also it should firstly be piloted in order to ascertain that the interview questions cover the domain of the study.

In his typology of interviews, Dörnyei (2007) makes a distinction between single and multiple interview sessions. According to him, a sequence of three interviews with the same participant is recommended in order to gain sufficient depth. Each of the interviews has a distinct purpose, while the first interview serves to break the ice, the second interview is more focused whereas the third interview is done after the transcripts have been analysed and its purpose is to fill in and clarify the account.

For the purpose of data collection for this thesis, the researcher opted for multiple interview sessions, namely three, in order to build a rapport with the participants and thus explore the phenomenon in question in more profoundness and gain validity. As Seidman (2005) suggests 'The three-interview structure incorporates features that enhance the accomplishment of validity. It places participants' comments in context. It encourages interviewing participants

over the course of 1 to 3 weeks to account for idiosyncratic days and to check for the internal consistency of what they say' (p. 24).

3.5.1.2 Data collection procedures

As mentioned in Section 3.3.1 participants in this study were chosen through the method of purposive sampling that is, to fit the needs of the overall goal of the thesis. This multiple case study is set at four different Catalan universities, two public-funded and two private so that a balanced representation of the cases is achieved.

3.5.1.3 Three interviews along the time

For the purpose of this thesis, the researcher opted for multiple interview sessions in order to gain reliability and the possibility to cover the 'issue' in question from a variety of angles. 'Dolbeare and Schuman designed the series of three interviews that characterizes this approach and allows the interviewer and participant to plumb the experience and to place it in context. The first interview establishes the context of the participants' experience. The second allows participants to reconstruct the details of their experience within the context in which it occurs. And the third encourages the participants to reflect on the meaning their experience holds for them' (Schuman, 1982 in Seidman, 2005, p. 16).

In the same manner, for the purpose of enriching the data and providing this study with great depth three interview sessions were planned and delivered when and where it was possible. A pilot interview was conducted prior to implementing the interview guide, and its purpose was to make the researcher comfortable with the process, to receive feedback on the interview design, and if necessary, adjust it before the implementation.

The first interview was structured as follows: at the beginning, there were some general questions in order to gain the confidence of the informants and set the atmosphere and then slowly moving to the main focus of the study and trying to elicit the informants' practices in the process of assessment as well as their perceptions on the question of language and content integration. By the end of the first interview, participants were asked to provide the researcher with the assessment evidence together with grading marks, namely, one exam marked with the highest mark, one that was in the middle, and one on the lowest level of the assessment scale.

The second interview was designed as a sequence and the questions were directly connected to the professors' perspectives and practices in the process of assessment. To collect

additional information on their evaluation practices I also asked the participants to comment on their students' exam evidence, and explain the criteria and the aspects that they take into account when delivering the mark.

After the second interview with all the participants was administered, the researcher transcribed the video recordings, and in the third interview, participants were asked to elaborate on the sections that were considered ambiguous. The third interview is extremely valuable for gaining the profoundness of the collected data and it goes from clarifying the meanings of statements through counter questioning to asking control questions. Data from interviews 1,2 and 3 were collected in the time range April 2017- July 2018.

a) Pilot interview

Piloting is considered to be an important stage used to test the instruments and discover potential problems, or as De Vaus (1993, p.54) points out, 'do not take the risk. Pilot test first'. The main source of data collection in this thesis is generated from the semi-structured interviews, and a pilot session took place in April 2017. The pilot interview was conducted in order to test the efficiency of the interview guide and build the necessary interview skills. It was carried out with one of the university professors familiar with the EMI programme in Catalonia. This pilot session provided the researcher with valuable feedback for the first set of interviews. This session helped her to develop the necessary skills and gain confidence in establishing and keeping the interview flow. Also, the researcher learned how to apply active listening in order to create a bigger picture of what is happening from the participant's perspective. The feedback received from the participant of the pilot session was very helpful and informative, and the suggestions were applied in the following interviews.

b) Interview 1 Design

For the purpose of data collection for this thesis, an interview guide was created and organized in a way that the focus on the main research question was more intensive as the interview progressed. In the beginning, there were some general questions in order to gain the confidence of the informants and set the atmosphere and then slowly move to the main focus of the study and try to elicit the informants' practices in the process of assessment as well as their perceptions on the question of language and content integration.

The interview guide was designed for interview 1 and it consisted of eight themes divided into three sections which went from general topics regarding the EMI instructor's background

towards more specific ones which were considered essential for this PhD thesis (see Appendix C).

For the purpose of validation of instruments, interview guide 1 was presented to the members of the LED research group. Upon receiving comments and suggestions the researcher introduced the changes and tested the guide in a pilot interview (see section above).

The questions in interview guide 1 went from general questions that were used as a conversation starter and to develop the rapport, as the interview progressed, they became more focused on the instructors' perceptions regarding the aspect of assessment, their practices, and their concerns. The first interview had the task to set the atmosphere and provide the participants with the general idea of the research.

In most of the interviews, the question of EMI assessment emerged spontaneously, initiated by the participants, as they consider it to be one of the main struggles within the EMI academic courses they teach.

c) Interview 1 Administration

The first set of interviews was scheduled and conducted between May 2017 and July 2018. The first contact with the participants was made through email. When they agreed on participation each participant was provided with information on the purpose of the research, a short interview outline, and the letter of consent (Appendix D). After having received a participant's consent to participate in the study, interview 1 was programmed and delivered at the interviewee's convenience, that is, the date and place of the interview were set by the interviewee.

The interview procedure was organized as follows:

- Arranging a comfortable room for the interview in order to downsize the possibility of external distractors and to assure that the recordings would be clear
- At the beginning of the interview general information on the study was provided and participants were asked to sign the consent sheet
- Offering the participants, the possibility to respond in Catalan, Spanish, or English
- Starting the recording and beginning the interview.

Hand-written notes were taken during the interview especially when themes of interest emerged in the conversation and the researcher wanted to give attention to them in the posterior interviews.

There were six participants who were interviewed, five female and one male. Their age range was between 25 and 55 and they came from four different universities, two public-funded and two private universities. All the participants responded in English. Five out of six interviews were in person i.e., face-to-face encounters and one interview with the participant Jordi was organized and held via Skype. All interviews were video recorded and the access to the videos is encrypted with a password and the interviews are safely guarded.

d) Interview 2 Design

The second interview was designed as a sequence and had a specific focus on the question of assessment (see Appendix E). The structure of the second interview consisted of three main parts:

- questions related to the problems EMI instructors encounter while teaching and assessing their EMI students.
- questions related to the way EMI instructors organize their teaching and assessment activities for their EMI academic courses.
- EMI instructors' thoughts on how they imagine the ideal situation with regards to the EMI teaching and assessment processes.

In the finishing phase of the second interview, EMI instructors were asked to comment on their assessment practices over the piece of evidence they provided the researcher with. They were also asked if there were any differences in comparison to the assessment processes they apply in the academic courses that are taught through L1.

Since there are not many studies that talk about the process of language and content integration in EMI academic courses and yet approached from the perspective of EMI assessment, the researcher tried to elicit participants' opinions on this topic. The focus of interest was to explore whether EMI instructors believe that the integration of language and content exists in the EMI academic courses that they teach. Another important thing was to find out if there were any notable differences in the ways these programmes were delivered and assessed through L1.

e) Interview 2 Administration

The second phase of the study took place in the period between June 2017 and June 2018. There were 3 participants in the interview 2, all of them female and all coming from University A (see Table 3.3. in Section 3.3.1). All interviews were programmed and delivered at the interviewees' convenience, that is, the date and place of the interview were set by the interviewee.

During the interview, participants had the students' exam samples at hand and they were asked to comment on how they decided on the final mark

Unfortunately, participants coming from Universities B, and C (both campuses) were not available for the second interview. Participant Jordi agreed on the second interview and he provided the researcher with the artefacts but could not find time to meet on the second occasion because of his busy schedule. The same happened with two other participants Mireia and Eva. Since both Mireia and Eva agreed on the first interview at the end of academic 2017/18, namely in June and July, both of them reported having a too-busy schedule to meet on the second occasion before September 2018. The researcher was on maternity leave during the academic 2018/19.

Again, participants were offered the possibility to respond in Catalan, Spanish, or English, and all of them agreed to answer in English. All interviews were video recorded and the access to the videos is encrypted with a password and the interviews are safely guarded.

f) Interview 3 Design

The third interview had a role of a follow-up interview. There was no interview guide designed for the interview 3. After data collection from interviews 1 and 2, the collected data were transcribed and after the preliminary analysis was done, the researcher noted down the sections that needed further explanation. Participants of this thesis were then asked to elaborate on the sections that were considered ambiguous. This sort of interview is extremely valuable for gaining the profoundness of the collected data. It helps clarify the meanings of statements through counter questioning and provides the researcher with the opportunity of asking control questions.

g) Interview 3 Administration

Interview 3 took place between April 2018 and July 2018. There were two participants in interview 3, both female- Olga and Julia (see Table 3.3. in Section 3.3.1). Other participants

were not available for the third interview, all of them claimed to have had an extremely busy schedule by the end of the academic year, especially during the months of June and July. All interviews were video recorded and the access to the videos is encrypted with a password and the interviews are safely guarded.

3.5.1.4 Outcomes of the interviewing phase

There have been six participants in the study who come from four different Catalan universities, and 12 interviews in total. One pilot interview, 6 interviews from the first set of interviews, 3 from the second set, and 2 from the third set of interviews. Interviews were arranged and performed in the period of academic 2016/17 and 2017/18. Eleven interviews were face-to-face conversations (FTF); One interview was administered through Skype (Sk). All interviews were video recorded (VR) (see Table 3.5).

Table 3. 5

Summary of information about interviews

HEI	Accepted And performed	Instructor's code	Pilot interview	Interview 1	Interview 2	Interview 3	Length of the interview(s) No. of words
A	2017	Lluc	F-t-F VR				7320
	2017/18	Olga		F-t-F VR	F-t-F VR	F-t-F VR	18.924
	2017/18	Thais		F-t-F VR	F-t-F VR		16.938
	2017/18	Julia		F-t-F VR	F-t-F VR	F-t-F VR	9.416
B	2018	Jordi		Sk VR			4.661
C	2018	Mireia		F-t-F VR			10.472
	2018	Eva		F-t-F VR			6.527

In all three sets of interview sessions, the researcher made sure that the interviewee was comfortable and relaxed. All the participants were informed that the interviews will be video recorded, and some of them asked not to be in the focus. All the participants were offered the possibility to respond in Catalan, Spanish, or English, and all of them agreed to answer in

English. The interviews were conducted in a closed private room, this way both the subjectivity and anonymity of the participants have been preserved. The equipment that was used for the video recording was a Sony 5000, owned by the LED research group of the Department of the Didactics of Language and Literature of the UAB. The access to the videos is encrypted with a password and the interviews are safely guarded.

3.5.1.5 Secondary source of data

In this section, the secondary source of data for this thesis will be presented. Secondary data were collected through institutional documents, instructor's made assessment tools (rubrics), and assessment evidence (students written exams together with grading marks) (see Table 3.6).

Table 3. 6

Secondary data

Secondary data	Type
1. Artefacts	<ul style="list-style-type: none"> • Instructor's made assessment tools (rubrics) • Assessment evidence (EMI students' final exams with instructor's grading marks)
2. Institutional policy documents	<ul style="list-style-type: none"> • Official study guides

a) Institutional Policy Documents

Documents are usually not produced for the purpose of research, and they can help facilitate other levels of understanding of a case that is being studied. Apart from that, documents are easily accessible and independent of the participants or the social settings (Merriam, 1998). For the purposes of this study, official study guides for EMI academic courses given by the participants were utilized. Two participants from the University A facilitated the researcher with the study guides for their academic subjects, and the rest of the study guides for subjects taught by one participant from University A, one participant from University B and two participants from University C were obtained from the corresponding university administrations.

The official study guides provided the researcher with some important information on the EMI policy of the academic subjects in question, their organization, their language goals, the EMI instructor's method of work, and how EMI assessment was organized.

The presentation in each of the analytical chapters in Part II that refers to the assessment approach starts with a short introduction of the EMI academic course where official assessment policy together with the assessment principles is provided.

b) Artefacts

Apart from official documents, there were other qualitative research instruments used in this study in order to avoid and eliminate biases. They comprised:

- Instructor's made assessment tools and,
- Assessment evidence

During the first interview, EMI instructors were asked to provide the researcher with some assessment tools they used to evaluate their EMI students' academic performance and with some written assessment samples together with grading marks. They were requested to provide one sample of the exam graded with the highest mark, one that was in the middle and one that was considered to be on the lowest level of the achievement scale. Four out of six participants prepared and sent in the requested materials. Two EMI instructors claimed to be positive during the first interview but in the end, they did not share any material nor have they found additional time for the second interview to be performed. The researcher contacted them via email and tried to arrange the second encounter, and also reminded them about the assessment documents but unfortunately, the outcome was not positive since we were at the end of the academic 207/18 and the instructors were saturated with their professional duties. During the following academic year, the researcher was on maternity leave.

Table 3. 7

Overview of submitted assessment instruments and assessment evidence by the participant

HEI	Participant:	Assessment instrument	Assessment evidence
A	Olga	1 Rubric for assessing AT4 (oral presentation) 2 templates for assessing AT1 (test)	4 samples of the EMI students' exams
	Julia		3 samples of the EMI students' exams
	Thais	1 Rubric for assessing AT3 (transdisciplinary project)	3 samples of the EMI students' exams
B	Jordi	2 Rubrics for assessing AT2 both for the written part of the task and the oral part of the task	3 samples of the EMI students' exams
C	Mireia		
	Eva		

As it can be seen from Table 3.7, assessment instruments EMI instructors used to assess their EMI students' academic performance were submitted from 3 participants coming from University A and one participant from University B. In the same way, samples of the EMI students' written exams were presented by all the participants coming from Universities A and B.

Altogether 5 assessment instruments - three rubrics and two assessment templates, and 13 items of the assessment evidence were collected.

For reasons of delimitation, not all of the samples are described or analysed in detail in this study. A choice was made to focus on presenting three approaches from three different institutions in more profoundness namely a story of Olga (institution A), a story of Jordi (institution B), and a story of Mireia (institution C).

For the analysis of documents, a combination of models was used to describe the features of the tests as well as the interaction of the content of the subject and the language of instruction. The formulation of tasks in the case of written tests was observed in relation to Dalton-Puffer's CDFs (2007) and Escobar Urmeneta's (2018) extended list of related function verbs (see Chapter 4, Section 4.10.1)

The description of the assessment instruments starts with a comparison of categories and their functions in relation to content and language representation.

The variety of data collection and the richness of data brought to creating a bigger picture of the phenomenon in question.

3.6 Corpus

The data were obtained from 11 participants in total- six participants from institution A, two participants from institution B and three participants from institution C. However, during the process of the second round of coding, it was determined that the data saturation was reached i.e. 'no new data, no new themes, no new coding, and ability to replicate the study' (Guest et al., 2006 in Fusch & Ness, 2015, p. 149) and the decision was made to continue with the in-depth analysis of the data obtained from six participants- three participants from the University A, one participant from the University B and 2 participants from the University C (one participant was from the 'Hill' campus and one participant from the 'Seaside' campus).

3.6.1 Corpus Description

Table 3.8 presents the data corpus accumulated through the data collection and data reduction processes obtained for the purpose of this thesis, namely individual interviews, official documents, and artefacts.

Table 3. 8

Data corpus; Source: Collected data

Type of data	Collected data		Number of participants	Number of words
Conversational data	Interview 1		6	42,980
	Interview 2		4	17.589
	Interview 3		2	7.091
Textual data	Artefacts	Assessment instruments	3	49.702
		Assessment evidence	4	
	Official Institutional documents	Study guides	6	

As presented in Table 3.8, there were two types of data collected: conversational (oral) data and textual (written) data. As regards the conversational data collected in interviews 1,2, and 3 each data collection differs in the number of participants. Six participants took part in interview 1, three participants in interview 2, and two participants in interview 3. The textual data consisted of institutional texts such as official study guides and artefact data such as rubrics used for students' evaluation and samples of students' written exams (see Table 3.6, Section 3.5.1.5).

3.6.2 Data used in the study

As explained in Sections 3.5.1.3 and 3.5.1.5 the number of participants in each data collection varied. When it comes to individual interviews the number of participants went from six in interview 1, interview 2 was held with three participants since three other participants from University B, and C were too busy at the end of the second semester with respect to their professional duties and the researcher was on her maternity leave during the following academic year. Data from interview three was obtained from two participants from university A.

Artefact data were obtained from four participants: three participants from University A and one participant from University B. Four participants presented students' assessment evidence and three participants provided the researcher with the assessment instruments they used for assessing their EMI students' academic performance.

Official institutional documents i.e., study guides for the EMI academic subjects were obtained for all six EMI subjects taught by the EMI instructors who participated in the study. Two participants shared their study guides with the researcher, and in four cases the researcher contacted the university administrations (A, B and C) to obtain the documents.

Data collection instruments can be found in the following appendices that are included in the thesis: Appendix A (BOE, the Orden ECI/3857/2007); Appendix B (Academic ranks equivalents); Appendix C (Interview 1 guidelines); Appendix D (consent to participation); Appendix E (Interview 2 guidelines).

The rest of the compiled Appendices, i.e., Appendix Appendix I (transcribed data organized in numbered excerpts), Appendix F (study guides for EMI subject taught by participants Olga, Jordi, and Mireia), Appendix G (artefacts obtained from the participant Olga), and Appendix H (artefacts obtained from the participant Jordi), Appendix K (the codes for the transcripts), Appendix L (codes referring to each particular theme).

are stored on a webpage with a limited access and can be consulted through the QR code that will be provided. Finally, Appendix J (video data) can be found in the attached USB drive.

3.7 Data analysis procedures

3.7.1 Data Transcription

Following each data collection, oral individual interviews were transcribed verbatim using a simplified transcription style, and on the basis of standardized spelling and punctuation (Block, 2007a). Suspension points are used to indicate a pause or a part of speech that has been removed e.g., in excerpts that are included in the thesis. Remarks or information that was considered necessary for understanding the meaning of the sequence is given in the brackets. All collected data both conversational and textual written data, were anonymized.

3.7.2 Analytic Approach to data: Thematic Analysis

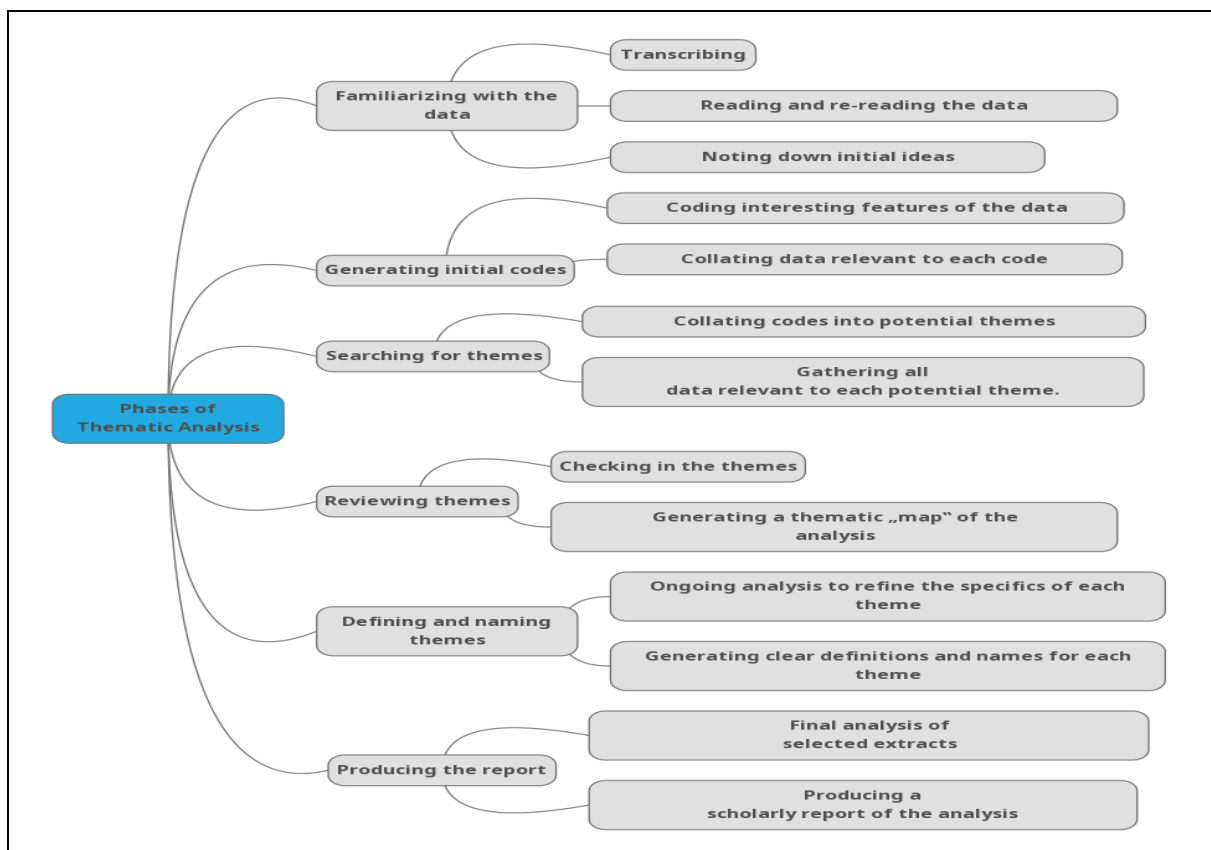
In this section, the general approach to data analysis will be presented. The analysis that was applied in this study was thematic analysis. Section 3.7.3 will provide a detailed description

of the stages in the process of analysis. Thematic analysis (TA) represents a common form of data analysis in qualitative research (Braun & Clarke, 2006). The purpose of conducting a TA is the identification of meaning within a set of data that provides answers to the research questions. According to Smith & Firth (2011), TA represents an interpretive process with the researcher systematically sifting through data to identify patterns that would enable the description of the phenomenon under investigation.

The process of identifying the patterns starts with the data familiarization, then creating codes, and finally developing themes. Braun & Clarke (2006) pointed out that the advantage of TA is that it is theoretically flexible which further means that it fits a variety of research questions, especially those exploring views and perceptions or those based on individual experience. Given that the aim of this study was to examine participants' EMI teaching and assessment experiences and that the study adopted an interpretivist approach, TA was a suitable method for identifying key themes and addressing the research question. The process followed Braun and Clarke's (2006) six phases of thematic analysis, as presented in Figure 3.1.

Figure 3. 1

Phases of Thematic Analysis. Source: Adapted from Braun & Clarke, 2006, p 87



In the same manner, the researcher began the process of analysis by transcribing data and rereading the data and then coding it at the same time searching for and reviewing themes. The following was providing definitions, and in the end naming the themes, with the aim to generate a report of the analysis. By following Braun and Clarke's (2006) process and using TA, the researcher could ensure good use of limited interview data, as well as being flexible when conducting text analysis with NVivo 12 (released in March 2020).

3.7.3 Analytic Procedures Undertaken

According to Yin (1984), data analysis consists of 'examining, categorizing, or otherwise recombining the evidence' in order to address the research questions (p. 99). Table 3.9 shows the research questions that guided this study, the source of data, and the analytical procedure undertaken in order to address each of the research questions.

Table 3. 9

Research Questions and Instruments

RQ	Research Questions	Source	Data
1.	How does the language switch from L1 to L2-medium instruction affect EMI instructors' teaching and assessment practices?	EMI instructors Institutional documents	Interviews Official Texts
1.1	How does the language switch affect course planning?	EMI instructors Institutional documents	Interviews Official Texts
1.2	How does the language switch affect EMI instructors' teaching practices?	EMI instructors Institutional documents Artifact data	Interviews Official Texts Assessment Evidence
1.3	How does the language switch affect the way EMI instructors' experience their roles as teacher educators?	EMI instructors Institutional documents Artifact data	Interviews Official Texts Assessment Evidence
2.	How does the language switch from L1 to L2-medium instruction affect EMI instructors' assessment practices?	EMI instructors Artifact data	Interviews Assessment Evidence
2.1	What type of assessment tasks and assessment tools do the EMI instructors apply in their EMI academic subjects?	EMI instructors	Interviews Official Texts
2.2	What type of assessment criteria are taken into account when delivering the final mark at the end of the EMI course?	EMI instructors Artifact data	Interviews Official texts Assessment Evidence
2.3	What challenges considering the assessment process have EMI Instructors encountered in their EMI academic subject which are added to the usual difficulties of assessing an L1 subject?	EMI instructors Artifact data	Interviews Assessment Evidence
2.4	What strategies do they report using to bypass these difficulties?	EMI instructors	Interviews

The basis of the analysis for this study is the interviews but institutional documents and artefacts were also used for the purpose of triangulation i.e., to support the researcher's assumptions or to challenge them.

3.7.3.1 Preliminary Approach to data

Once the interviews were transcribed for thematic analysis, coding and analysis were conducted by hand, sifting through the transcripts for emerging codes. The preliminary findings set the stage for further open coding.

The researcher opted for Nvivo-12, a computer-assisted qualitative data analysis (CAQDAS) package, to interpret the transcripts with codes and themes emerging from the data. Full transcripts of the interviews are included in Appendix I. The transcripts are turn-numbered. A copy of all of the codes for the transcripts is included in Appendix K. All of the codes that made up one particular theme are included in Appendix L. Braun and Clarke's (2006) approach to thematic analysis was used as a model to follow.

The preliminary analysis began during the data collection process. The research approached the data and by the means of systematic analysis themes presented in this study were derived. The elements of the data analysis process were interactive following Miles and Huberman's (1994) model.

The process of analysis consisted of listening to the recorded material several times, transcribing the data, and creating notes at the same time. Once the transcribing was done the process of coding started by sifting through the transcripts for emerging codes.

The coding process was inductive, and data-driven which further means that the themes were identified from the transcripts. The first round of coding was descriptive, that is to say, identifying patterns and important responses related to the research questions.

3.7.3.2 Thorough Analysis

In this study, the analysis consisted of two phases and three stages. Phase one: building up the stories of three participants from three different universities. Phase one focuses on individual participants in order to gain an understanding of the EMI career path of each individual participant and it is subdivided into two stages:

- a. In this study the researcher gradually analysed the data as she collected them and thus tried to 'avoid playing catch up' (Silverman, 2005, p. 150). During the process of

analysis of the transcript from the pilot interview, there were some pre-categories that emerged from the data (Saldaña, 2009, p. 16). These categories were later used as a guide for the first cycle of initial open coding of the transcripts. The decision was made to start with four broad terms that were driving the project: EMI background, EMI teaching, EMI assessing.

- b. The first stage of analysis consisted in identifying chunks of text loosely related to the purpose of the thesis. The chunks were coded, and then codes were reworked into themes.
- c. The second stage of analysis implicated a more profound immersion in the excerpts supporting each theme (motivation, fears, and challenges). Excerpts were shortened where necessary to exclude unnecessary discussion, repetition, digressions, and examples shared by the participants i.e., the irrelevant fragments were abridged and the repetitions were deleted. The modifications were indicated in the transcripts with dots and the reader was referred to consult the full transcript by providing the corresponding appendix number.
- d. Themes were then organised and listed in similar ways for all participants so that patterns or the absence of them would become more easily apparent.

The result of Phase I is individual EMI instructors' stories divided into two parts. Part I focuses on the themes of general issues within EMI whereas Part II revolves around the assessment and gathers relevant themes that provide a better understanding of the EMI instructor's assessment practices (see Table 3.10).

Table 3. 10*Resulting Themes*

Organising Themes	Themes
Part I: General theme: Teaching	
EMI teaching background	About emotions and personal attitudes to new challenges
About EMI students	Number of EMI students
	EMI student participation in class
About EMI peer- instructors	Challenges EMI instructors were facing
	About overcoming the challenges
About Institutional support	About teacher training and teacher development
	Support that is missing
About EMI pedagogy	Overall approach to teaching EMI
	Feedback practices
	Similarities and differences between L1 and L2 - medium of instruction
	About learning outcomes
Part II General Theme: Assessing	
Assessment	Assessment policies and practices
	About assessment principles
	Differences in the assessment procedures/practices according to the language used as a medium of instruction
	Legitimacy to assess language
	The challenges of the EMI assessment practice

The process of a thorough analysis began by building the story of participant Olga. The process of generating this story was recursive, going from the data to the literature, back to the data, and then confronting preliminary interpretations with researchers in the Language and Education (LED) research team. The resulting model served as a frame for the analysis of two other stories- those of Jodi and Mireia. The preliminary analysis of all three stories was presented at the II ICLHE Spain Regional Group symposium in Lleida in May 2021 (Andjelkov, 2021). For the story of Olga (see Andjelkov, 2022).

Phase II stage three, focuses on patterns common to various participants. A table was constructed for each theme and each story was listed and classified according to the way each EMI instructor represented the theme in their story. The third stage of analysis involved looking for patterns supporting commonalities and differences between the cases in relation to each theme.

3.7.3.3 Use of NVivo 12 software

NVivo 12 played a crucial role in tracing and selecting themes and sub-themes. According to Patton (2002), 'analysis programmes speed up the processes of locating coded themes, grouping data together in categories and comparing passages in transcripts or incidents from field notes. But the qualitative analyst doing the content analysis must still decide what things go together to form a pattern, what constitutes a theme, what to name it, and what meanings to extract from case studies' (p. 277).

Researchers are advised to familiarize themselves with the qualitative software of their choice before starting the process of analysis (Bazeley, 2007). With that idea in mind, the researcher of this study attended several courses prior to starting with the very analysis. Before gaining routine and feeling comfortable with the software at the early stage of getting familiarized with the data the researcher performed manual analysis using paper printouts of the data.

By the end of the analytical stage of the study, Nvivo proved to be extremely valuable especially when it comes to more complex relationships that could be traced and displayed using NVivo features.

3.8 Ethical issues

First contact with the participants was made via email containing a brief letter of introduction, information on the purpose of the study, and the request for their participation. The second contact before the very interview contained a short interview outline and a letter of consent (Appendix D). All the participants were informed that the interviews will be video recorded, and some of them asked not to be in the focus. All the participants were offered the possibility to respond in Catalan, Spanish, or in English, and all of them agreed to answer in English. Participation in this study was voluntary, and the instructors who took part in this study could decide at any time if they did not wish to participate any further.

All efforts have been made to conceal the identities of the individual participants as well as of the universities involved in this study. Participants' names were replaced with pseudonyms and the universities were assigned letters, namely, A, B, and C.

At the interview, EMI instructors were given general information about the purpose of the study but without revealing the exact focus of the study. Before collecting the assessment samples, they were informed that EMI students' anonymity will be preserved and that entire tests would not be spread, only individual questions cited, due to confidentiality in assessment documents in current use for assessment. EMI instructors who provided the researcher with the samples were informed that the analysis would be descriptive and if questions of important nature arose, they would be contacted for clarification purposes.

The interviews were conducted in a closed private room, in five cases it was a professor's office, and one interview was delivered from the professor's office via skype. This way both the subjectivity and anonymity of the participants have been preserved.

About gender: There were 83% of female participants and 17% of male participants in this study. As it has already been mentioned in Section 3.3, gender unbalance reflects the composition of the teaching staff who have enrolled in EMI instruction as a whole.

3.9 Reporting on the results

The results of the analysis of the interview transcripts will be presented in the following four chapters. For each university, broad approaches to teaching EMI subjects and assessing EMI students' learning outcomes were distinguished in the material.

Chapters 4-7 integrate substantially detailed narratives of different EMI teaching and assessment experiences with a dose of conceptual thematisation.

In Chapters 4,5 and 6, the results of the analysis are rendered in the form of very detailed individual portraits of three instructors, Olga, Jordi and Mireia, who work in three different Catalan teacher-education institutions and demonstrate common traits as well as specific teaching and assessment practices. The three portraits represent an attempt to depict and clarify the ongoing experiences of EMI instructors, emphasizing the individual commitment and pedagogical decisions that define their individual approaches as they emerge through their stories with an emphasis on their assessment-related practices. The focus of the stories is to provide a broader insight into the variety of accumulating factors that shape the EMI instructors' teaching and assessment practices.

The individual portraits of Julia, Thais and Eva will not be presented in detail, but the results of the analysis of these other cases will be in-built in the comparative analysis across cases in relation to the main themes identified in the analysis. The results of this across-cases analysis will be presented in Chapter 7.

At each point, the results obtained are discussed in the light of previous studies.

3.10 Chapter summary

This chapter exposes the methodological approach that represents the foundation of this study. In addition, it provides an outline of the decisions that have been made, justification of such decisions, and finally the analytical procedures that have been undertaken.

Section 3.2 describes the context of the study. Section 3.3 talks about the participants and the sampling procedures. Section 3.4 provides information on the methodological approach this study adopted and following it, Section 3.5 explains data collection procedures and provides a detailed description of research instruments. Section 3.6 deals with the corpus of the study while Section 3.7 provides detailed data analysis procedures. This chapter ends with Section 3.8 which talks about the ethical considerations taken into account during the research process, whereas Section 3.9 informs on how results will be presented in the four chapters below.

CHAPTER 4: Case 1. Results and Discussion: Olga's story

Olga's portrait comprises 10 sections organised into two parts. Part I deals with a number of different issues related to EMI, whereas Part II focuses specifically on assessment. Each of the sections elaborates a general issue that was considered to be relevant by the very participant. Each issue may comprehend one or more themes. More specifically, Part I comprises the following themes: 1. Olga's Background in EMI; 2. About emotions and personal attitudes to new challenges; 3. About EMI students; 4. Language-related issues; 5. About EMI students and English; 6. About EMI instructors and English language challenges; 7. About EMI pedagogy; 8. About the institution and EMI institutional issues. Whereas, in Part II themes are grouped around the specific issue of assessment, that is, 9. Assessment policies and practices; 10. Assessment practices and challenges in EMI courses.

PART I : EMI Instructor background and their approaches to EMI teaching

4.1 Olga's Background in EMI

Olga started her teaching career at university as an assistant professor while still doing her PhD, her first experience was in teaching through English. She had obtained a scholarship and was in a programme that required starting teaching during the last year of the studies but she was asked to start earlier, during her second year of the doctoral programme since the faculty where she was studying lacked lecturers who could teach through English. Olga explained, 'They had a lack of teachers who were able to teach in English and that's how I actually started teaching in English. My first experience teaching was actually in English' (see int 1, turn 4). She was offered a position to lecture an elective EMI academic subject to a group of international students, and she described this group of students as a very reduced one, about 10 students coming from different European countries, mostly northern European countries, and with quite a high level of English. After this experience, she continued her teaching career teaching in Catalan and Spanish and went back to teaching through English once she entered University A, the Faculty of Education. Olga talks about her teaching experience with enthusiasm and she reports being thrilled about the opportunity to continue her career in EMI. She stated, 'I was so happy when I saw teaching in English in Education. Like wow...I was so motivated I actually enjoyed better teaching in English than teaching in Catalan.' (see Inter 1, turn 20)

4.1.1 Olga's rationale for teaching through English

In her narrative, Olga expressed a high level of interest and willingness to start teaching through English. She explained how she had had previous experience in studying through English and was conscious of all the benefits it could have for both students and university professors. At the time when the first interview was recorded Olga was teaching Processes and Educational Contexts (Order ECI/3857/2007) within the English-medium Primary Education Bachelor Degree, she was also supervising final degree thesis in English and working on research projects.

During the interview, she expressed great enthusiasm when talking about teaching and learning through English. Her own educational experience and the possibilities to participate in different student exchange programmes influenced her notion of EMI and its benefits in both spheres, learning, and teaching. She explained how the ERASMUS programme led her to a Northern European country, and how that experience had a huge impact on her motivation and eagerness to teach through English.

Excerpt #4.1 OLG Interview (Int 1, turn 20)

"And after I came back from my ERASMUS experience, I was lucky because I entered as a scholar in the International Relations Office, and vice dean was my boss, and I would talk to her like: 'Come on, we need to introduce English courses because then we will attract more Erasmus students, then our students are going to be more interested in the language.' Because even though my teaching was not in English, I would suggest readings in English and that would be a nightmare for the students, like, it was not well accepted. Every time that I would suggest reading which was in English from an article, a paper, or something they would be like: 'No, no, no, no.' So, it's like: 'Come on, you're going to be academics mostly in the field of education' like: 'You need to look for information, you need to access information which may be in another language so you really have to give importance to language.'"

Olga's initiative and her efforts to introduce changes into the courses she was teaching indicate that she had a clear understanding of what the educational and professional advantages of EMI were. In this excerpt Olga exposes her feelings towards introducing EMI at university, her reference 'our students are going to be more interested in the language' suggests that she was conscious of the expectations EMI programme might generate, and one of the outcomes could have been enhancing the local students' interest in language learning. Olga also reported implementing the reading suggestions in English for the students she was

teaching in the Catalan-medium branch, emphasizing the importance of reaching the available information in both languages. Her statement 'even though my teaching was not in English I would suggest readings in English' reveals that she moved from the level of the proposal to a level of action and thus she put her beliefs into practice.

Olga expresses a great awareness of the importance that 'access to the information' has for the future professionals, 'Come on, you're going to be academics...you need to look for information, you need to access information which may be in another language so, you really have to give importance to language.' This statement expresses a functional view of language as a means to reach the final destination and thus broaden the scope of available resources.

Finally, by offering such a setting in her courses, Olga actually stimulates her students' academic development and helps them prepare for the world of work.

Excerpt #4.2 OLG interview (Int 1, turn 20)

'So, yeah, my commitment with that...it's very personal, but I think languages are the keys to open everything. Like, not only knowledge but human relations, trips, life experiences. Like, without language, you better stay at home in your neighbourhood, that's it. You don't grow as a person. So, I always wanted to improve that at a university level at least.'

This statement reveals that for Olga, languages are also a tool for both personal and professional development and growth. The way in which she contrasts 'a key to open everything' with 'you don't grow as a person' suggests a view of language as enhancing personal and academic life in terms of possibilities, growth and stepping out from one's zone of comfort.

4. 2 About emotions and personal attitudes to new challenges

This section reports on how Olga talked about her initial fears and how she approached resolving them. She explained that she was the type of person who would rather take action in order to see the change rather than wait and let the things resolve by themselves. She reflected how some of her colleagues and herself, hired an English language teacher in order to improve their pronunciation and master the specific vocabulary connected to their EMI courses. This section deals with Olga's reflection on how she was open to receiving additional training with regards to teaching and assessing students irrespectively of the language of instruction.

4.2.1 About challenges and agency

Facing teaching in English was not a problem in Olga's view. She described her initial fears to be similar to those she would have had regardless of the language of instruction. She mentioned being worried about making herself understandable, organizing herself well, and finding the appropriate readings. Olga stressed out that as far as the language was concerned 'it was not one of my fears' (see Int 1, turn 28).

In her narrative, Olga shows her quick response to challenges, and she faces them by taking action, by reaching out to external resources. When she says, 'If I had a fear, I enrolled myself on this teaching' (see Int1, turn 28) we can see that she doesn't have any doubt in how to approach the new teaching challenge that was put in front of her. The solution, in her view, is simple, situation A requires action B.

Excerpt #4.3 OLG interview (Int 1, turn 20)

'I don't think I have perfect English but I always want to improve it and I do improve it. Sometimes it's 'Oh, I want to...' No, no, no. I do. So, but if I want to improve it, I do a course or if I have to, I don't know, that's my internal motivation of course if I have to find a roommate I would find an American roommate so at home, I would speak in English or if I watch a movie, of course, I always watch the original version, always or you know because I am internally, I guess, motivated by languages.'

The way in which Olga talks about 'improvement' and the act of 'doing' suggests that she is conscious of the fact that if one wants to see the results and the actual improvement in this case 'language improvement' one needs to take certain steps 'if I have to find a roommate I would find an American roommate so at home, I would speak in English or if I watch a movie, of course, I always watch original version.'

The ability to act accordingly strikes out as one of the values that mark Olga's profile, especially when she explains that in her case 'I want' immediately becomes 'I do', and the emphasis on her readiness to undertake whatever steps are needed in order to improve her language skills. Olga described her attitude towards building up her language skills as 'internally motivated' and suggested that she has always been interested in languages.

In excerpt #4.4, Olga explained that she confronted her initial fear of teaching through L2 by attending an EMI teacher training course. She pointed out that it was her own decision to enrol in this course in order to prepare herself for teaching through English:

Excerpt #4.4 OLG interview (Int 1, turns 28-30)

OLG:	(...) if I had a fear, I enrolled myself to this teaching, hmm, I don't know if you know it but at the university there is this Language Services and they have a lot of courses for, hmm, addressed to teachers and it's called English Teaching Training or...no - English for teaching..
RES:	Purposes.
OLG:	Exactly. That's the name of the course. So, I did it before starting teaching.

Later in her narrative, Olga went back to the theme of agency and spoke about the steps her colleagues and herself were taking in order to improve their English language skills. They 'hired' a teacher whom they had known from a course they had once taken together, 'So she is giving in this department every Thursday oral conversation class, every Thursday from 13h to 14h' (see Int 1, turn 94). Olga further explained that these classes were organized on their own initiative and led by their own motivation to improve their fluency. She said, 'Because there are people here who are also very motivated to learn in English, sorry to learn English. And we do it. But, but only because we are motivated not because we have to do that' (see Int 1, turn 98).

4.2.2 EMI instructor's eagerness to receive support

Olga's emphasis in her narrative is on the continuous work on improving her language and teaching skills. Excerpt #4.5 relates to her openness to receive additional support provided by the institution:

Excerpt #4.5 OLG interview (Int 1, turn 264)

'I will be open to do it. Of course, I will be open to have more instruction on teaching in English but also teaching in Catalan. I would love to have more instruction on how to evaluate. I... Of course, of course. Yeah, yeah. I'm completely open to that and motivated as I told you before to learn and to improve my English. Of course.'

The implication here is that she is talking about support as regards the 'instruction on teaching in English', 'instruction on how to evaluate', and 'learning and improving her English.' Although she would need more support in terms of EMI teaching strategies, she also

mentioned here the need for additional support with ‘teaching in Catalan.’ Olga pointed out that she feels ‘completely open’ and ‘motivated’ to receive institutional support, ‘to learn and to improve.’

4.3 About EMI students

This section discusses Olga’s reflection on a big number of EMI students in the classroom and the challenges it imposed on her teaching. She reflected that the participation in the EMI group was notably lower than in the non-English track. Olga also observed the impact her own English language level had on the EMI students and described the ways it affected their participation.

4.3.1 Number of EMI students

One aspect that Olga finds challenging is the number of students in lectures. It reaches up to 85 and she finds it almost impossible for her to direct group organization in a spontaneous activity:

Excerpt #4.6 OLG interview (Int 1, turns 50-52)

OLG:	You know we have like around 80 students in class.
RES:	In the group?
OLG:	Yeah, in the group. Like they are very big groups. For me, it’s very difficult just like that, in spontaneous activity in class to do all this group organization. I mean it’s almost impossible. And, hmmm, they are just gonna do the activity, the spontaneous activity with whoever they have next to them and also but naturally. When we do the seminars when we do the project group, which is the group that they are gonna keep throughout the whole year I think naturally there is a diversity of levels in the group.

At a later point in her narrative, Olga went back to discuss the issue of the big size of the EMI group. She expressed her feelings towards the EMI students’ reluctance to use English in her EMI classes. What is more, with so many students in her class she reported having found it really difficult to identify the ones who needed additional support:

Excerpt #4.7 OLG interview (Int 1, turn 76)

'I want them to feel comfortable with their level of English because if they acceded to this degree, it's because they may have enough. Otherwise, they wouldn't be accepted for this degree. So, I would like them to be more comfortable with their level and if they don't feel secure, I would like to give them more like, okay, maybe someone doesn't need reading strategies and another yes. But if I don't identify who are those, I cannot do anything. But I would like them to be honest and identify themselves. For me, it's very difficult to identify them because they are 85. So, I cannot really know- hmmm, that's the one who doesn't speak English maybe she would be better if I give them some materials.'

Excerpt #4.7, reports that Olga was aware that the big number of EMI students influenced both students' willingness to participate and a space for her to act and provide them with the support they needed, 'it's very difficult to identify them because they are 85.' She assumed that her students' English language level was sufficient enough to permit them more active participation and she wanted them to 'feel comfortable.' She also felt that she could have helped them improve their participation by providing them with 'reading strategies' or some additional 'materials' but as Olga noted, it was difficult to implement any support in such a setting, 'If I don't identify who are those I cannot do anything.'

Olga was clear that the reduced number of the EMI students would provide her with the necessary space for acting. She reflected that the big number of students did not permit her to 'see the diversity' and observe the needs of each of the students:

Excerpt #4.8 OLG interview (Int 1, turn 108)

'If the groups were smaller, then you can see the diversity, you can see who needs that or that or that. But they're 85. So...'

Later in the interview, Olga emphasized her satisfaction with working in 'seminar' classes where there were groups with a reduced number of EMI students:

Excerpt #4.9 OLG interview (Int 1, turn 118)

'I actually love the seminar thing because it's one when we have the smaller group. It is when you really hear them talk. And I think it's brilliant. We hear them talk and the way we organize the content.'

Her experience in working with smaller groups of EMI students in seminar sessions highlighted the affordable setting for interaction ‘you really hear them talk’ and the possibility for her to design the structure of the session ‘organize the content.’ The sentence Olga used to describe her impressions by working in the groups with the reduced number of students best reflects her resulting feelings of content ‘I think it's brilliant.’

4.3.2 EMI students’ participation in class

Olga explained that according to her opinion there were notable differences in the classroom participation depending on the study group and the programme ‘each bachelor has different profiles’ (see Int2, turn 191). In excerpt #4.10, Olga made a comparison among students studying for the degree in social education and pedagogy to those studying in the primary education programme:

Excerpt #4.10 OLG interview (Int 1, turn 70)

‘In [the degree of] social education a stereotype [is] they are more indicative. They have more to say. They have a more critical point. Whereas in primary education they are more so to say good guys, they don't want to criticize too much they don't really have very critical thinking going on and it happens in general in all the primary education classes. In comparison for example with social education or pedagogy.’

When she talked about EMI students’ class participation, she referred to it as the lowest participation’ in comparison to other study programmes:

Excerpt #4.11 OLG interview (Int 1, turn 70)

‘In this group which is Primary Education and English in my experience is the lowest participation and the lowest interaction. Yes.’

The reasons for the reluctance in participation Olga sees in ‘the diversity of levels [in English]’ (Int 1, turn 72). According to Olga, students with a low level of English language get intimidated by the presence of students who are proficient users of English which further inhibits them to participate. Here, she describes how a discrepancy in her students’ language abilities directly influences their participation in classes:

Excerpt #4.12 OLG interview (Int 1, turn 72)

"When the level of English among the students is more or less the same, they are comfortable to participate. When there is someone who is very good because she or he is native, hmmm, phew. It has an effect on others. It has an effect that they feel more insecure. They say: 'Oh my God this is not my level if I talk, it is gonna be so different.'"

Olga observed another factor that had to be taken into account when talking about students' participation. She said that the attitude of proficient students towards less proficient students played a huge part in their participation and she referred to it as 'group dynamics':

Excerpt #4.13 OLG interview (Int 1, turn 72)

"It depends a lot on how the dynamics of the group starts. If the native is like: 'Come on, just say it, I'm gonna help you.' or the native is like: 'You talk all very bad English.' So, of course, it depends on the dynamics of the group."

In excerpt #4.13, she continued to explain that she found her English language level to be one of the impediments for EMI students' participation²:

Excerpt #4.14 OLG interview (Int 1, turn 72)

"I think sometimes they also feel intimidated by my level of English, which is not good, not perfect but they're like, 'Aaaa, this knows a lot.' I really feel them like 'O-ooo', now I would be requested to have also a high level of English until now was good more or less. The professors are kind like us, more or less we have the same level. But now we are in trouble and I see, I see those reactions. I feel them but I can't say, we can't generalize it. Because it depends a lot on the dynamics of the group start between them. Also, the diversity of levels in the class and of course when we are in the small groups like the seminars, the participation increases."

Olga's ability to see the situation from her EMI students' point of view helped her to understand what was happening in the classroom. She realised that her English language proficiency was seen as a threat by her EMI students. They thought that the fact that she was more proficient in English would automatically reflect her expectations towards their performance 'this knows a lot... now I would be requested to have also a high level of English until now was good more or less. The professors are kind like us, more or less we have the

² English language level of students will be elaborated into detail in Section 4.1

same level. But now we are in trouble.’ She continued to explain that there were many factors influencing the participation ‘the dynamics of the group’, the diversity of levels in the class’ as well as the size of the group.

However, at the end of excerpt #4.14, she again confirmed the conclusion she had in the previous section i.e., the level of participation changes once students are placed in the small groups ‘when we are in the small groups like the seminars, the participation increases.’

4.4 Language-related issues

In her account, Olga highlights issues related to the second language, sometimes as an obstacle, but also as an opportunity. Some of her students avoid participating in class discussions (See above) due to an insufficient command of the language of instruction. Also, in her view, their limited command of English is a threat to content understanding. On the other hand, for her, EMI opens up the possibility to use authentic material in English (books, articles, videos etc.). Olga is also aware of the progress made by the students in relation to cohesion and coherence but also fluency and grammatical accuracy.

4.5 About EMI students and English

4.5.1 English as a threat: “They don't really understand what I'm saying”: a threat to understanding

In excerpt #4.15, Olga described students’ language deficits as one of the challenges she had been facing in her EMI classroom:

Excerpt #4.15 OLG interview (Int 1, turn 44)

“The problem is when they do not have enough level. Because then they don't really understand anything and it takes me a while to see who they are...and they do as we do when we don't understand language, we pretend to understand...You know, when we act, pretending we know a language but you don't really know, so they act. And I say: ‘Wow! They don't really understand what I'm saying.’ And that's a problem as well.”

Here, she noted that students with poorer English language command pretended as if they can understand the lecture which further made it more complicated for her to detect the ones who need additional support, ‘it takes me a while to see who they are.’ What is more, in this account, Olga pointed out another issue derived from the lack of language command, that is

EMI students' inability to understand the content she was teaching 'they don't really understand what I'm saying.'

Later in her narrative, Olga explained that if she had known the students' needs language-wise she would have been able to facilitate their learning and understanding of the content:

Excerpt #4.16 OLG interview (Int 1, turn 76)

'I would like them to be more comfortable with their level and if they don't feel secure, I would like to give them more... Like, maybe someone doesn't need reading strategies and another yes.'

In excerpt #4.16, we can see Olga positioning herself more towards ICL. By saying, 'I would like to give them more...reading strategies' we see how Olga abandons her idea of not being legitimate to address language (see Section 4.7.6), and expresses worry for EMI students' proficiency.

4.5.2 Compulsory language requirements for students

As a solution to the problem Olga suggested the necessity for establishing the English language entrance exam for the students aspiring to study for an EMI degree:

Excerpt #4.17 OLG interview (Int 1, turns 78-80)

OLG:	I thought that to be accepted in this degree they should pass an exam.
RES:	No, no.
OLG:	Oh, oh. Hmmm. Oh, yeah. Absolutely, they should.

Once Olga got to realize that EMI students in this programme of the study had not been selected through an exam, she expressed her thoughts on the necessary language requirements for EMI students. Olga emphasised that according to her opinion English language entrance exam is of utmost importance: 'Then absolutely. Then absolutely is necessary. Ab-so-lu-te-ly.' (see Int1, turn 86). Olga's comments are in accordance with Mohan's (1986, p.10) idea that 'content classes in the second language should be essentially understandable to the second language student' in order to be successful. In this sense, Olga's urge for the stricter EMI student selection criteria is seen as reasonable especially if we have in mind her

reflections on how a low level of language command affected their ability to follow her lectures (see above).

At the end of the first interview, Olga came back to the topic of language requirements, she noted that ‘more rigorous, more strict’ requirements are necessary for both EMI instructors and students:

Excerpt #4.18 OLG interview (Int 1, turn 236)

‘First of all, maybe that sounds very bad but the requirements to access this degree should be higher. And the first news that I have is that there's nothing. So, the requirements to access the degree for both students and professors should be more rigorous, more strict, more I don't know how to say it in English, more rigorous. That's it.’

In excerpt #4.18, Olga indicated that the English language level of the active participants in the EMI programme was not satisfactory according to her opinion. She confirmed what she had already mentioned in the previous sections i.e., ‘the requirements to access to this degree should be higher.’

4.5.3 Authentic reading materials

Later in the interview I asked Olga about the reading material and the resources she uses for her EMI course and whether she adapts them or she uses the original versions:

Excerpt #4.19 OLG interview (Int 1, turn 184)

‘I think that at university we shouldn't do manuals. Like, they should be able to read a real book, you know. Well, that's my opinion. That's nothing to do with English. So that is one of the struggles.’

Olga emphasized the importance of using the original versions of the materials at the university level saying ‘read a real book’ and avoiding adapting them ‘shouldn't do manuals.’ Here, she also indicated that the English language knowledge again appears as one of the issues for her students when she said, ‘should be able’ and concludes with ‘that is one of the struggles.’

4.5.4 Students' progress in relation to English

In excerpt #4.20, Olga acknowledged that she could observe EMI students' language development by the time they have finished their undergraduate studies through English:

Excerpt #4.20 OLG interview (Int 1, turn 186)

'I see the fourth-year students with the final degree research project. They are brilliant. They are good. They are good. I, it's my second year supervising a final research project. They are 4th year and in this English group and they are very good. They are very good. In writing and not only because they don't do mistakes, but also the way they explain ideas, the way they structure the essay, they are very good. Of course, some of them still have some spell mistakes or you know.'

Here, Olga implies that not only do her EMI students improve their cohesion and coherence but also fluency and grammatical accuracy 'In writing and not only because they don't do mistakes, but also the way they explain ideas, the way they structure the essay, they are very good.'

When I asked her whether she could notice any improvements with regards to her students' language performance by the end of the course she was teaching through English Olga noted:

Excerpt #4.21 OLG interview (Int 1, turns 189-192)

RES:	Do you feel them improving English during the first year?
OLG:	Yes, also. Yes, of course.
RES:	When do you realize they are improving English?
OLG:	When I do realize they are improving English? Oh, yeah, I do realize. It's very, yeah. you know this subject has three modules or three blocks. The first block is taught by the Department of Sociology, the second block by my department, third block by the Department of Systematic Applied Pedagogy. So, my colleague is with them from September to November, I am with them from November to January, Marta is with them from January to March. And then in March, we start a common block where the three of us are there. So, when I start with them, they're just starting their third month and then when I see them again it is really April and they do the oral presentations and they approach you in another way. And then I see. I cannot tell you exactly but I can really see that they improved since I met them in the first place in November. In April they are really are maybe more open or more used to. And then in the oral presentations, they do very good oral presentations.

Olga's reflection of the way her students improve their language skills and that they interact differently was perceptive. In particular, she notes that by the end of this transdisciplinary EMI course students feel more comfortable with the English language 'more open', 'more used to' which also results in their good performance in the oral assessment task 'they do very good oral presentations.'

4.6 About EMI instructors and English language challenges

When it comes to the theme of challenges in teaching through English Olga pointed out her concern relating to the pronunciation and the content-specific vocabulary. She explained how she welcomed the assistance and corrective feedback from the students who were native speakers of English and how she considered them to be her allies in the classroom.

4.6.1 Concerns

a) Olga's language development; her main concerns in relation to one's own language development (pronunciation)

In her narrative about language issues she was facing at the beginning of her EMI career Olga said:

Excerpt #4.22 OLG interview (Int 1, turn 40)

'It was maybe my struggle to improve pronunciation or to of course enlarge my vocabulary regarding the contents I was going to teach.'

By saying, 'I was going to teach' we can see that Olga was conscious that it would be necessary to pay more attention to certain aspects of language she would need for the EMI classes. Olga's emphasis is on two concrete features 'improve pronunciation' and 'enlarge my vocabulary' which indicates her notion of the exact challenges she might be facing.

b) Attitude towards corrective feedback

In excerpt #4.23, we can see Olga's capacity to make the most of the circumstances she finds herself in:

Excerpt #4.23 OLG interview (Int 1, turns 40-42)

OLG:	So, sometimes, of course, there's someone whose father is English and they have better, much better English than me and I love when that happens. I love when in class, there's someone who is you say /nativ/
RES:	/neitiv/
OLG:	I love it because then[it's]exactly what happened now. That I asked you: 'Do you say /nativ/ or /neitiv?'' Then if I have someone in the class that [they are] native, it's amazing. Because then I learn, everyone learns. Of course, I am not a native speaker, so when ...I love to find someone there because [they are] my allies.

Here, she shows openness to receive corrective feedback and assistance from her students 'I am not a native speaker...I love to find someone there because it's my ally.' Olga here indicates that she did not feel the threat to her authority but the excitement, 'if I have someone in the class that it's a native, it's amazing.' She is aware that both her EMI students and she may have benefited from such a setting 'I love when that happens...because then I learn, everyone learns.'

As discussed above Olga saw her pronunciation as one of the features she wanted to improve. Opportunity to teach in EMI courses where there were EMI students with dominant English language skills served as the ideal opportunity for Olga to practice and enhance her pronunciation:

Excerpt #4.24 OLG interview (Int 1, turn 44)

"I say that from the beginning, I say: 'Okay, I'm not a native speaker. Please, is there any native? Any father, mother who comes from an English-speaking country?' -'Yes!' -'Okay, let you be my ally, please let me know when there's something that I'm not pronouncing correctly. I'm going to ask you when I don't know when it is /nativ/ or /neitiv/.' Of course, I do, but that's why I love to have someone like that in class."

Throughout Olga's narrative a theme of self-development, of taking responsibility for one's personal and professional growth is reappearing and Olga makes a connection of this theme to her professional need to set an example for her students and demonstrate how they all should try to make the most of the given opportunities.

c) Compulsory language requirements for instructors

In excerpt #4.25, Olga described her experience when running for the tenure-track position at university. She expressed her feelings that the language requirements for EMI instructors at the university level should be more rigorous:

Excerpt #4.25 OLG interview (Int 1, turn 100)

'I've now been in a procedure to win a tenure track position and they have 'teaching in English', and I also think that it's not a strong requirement. When opening positions at the university the language is not a strong requirement. You know it's not a requirement, and it should be like if you don't have at least advanced you cannot apply for this position, you know. I think it should be a stronger requirement to be there. Like, to be a candidate in that kind of competition. Because they

have the chance to teach in English, you know. Otherwise, if you don't do a selection when hiring, very good in certain criteria. Otherwise like okay now we only have one or two professors that are gonna teach. That are able to teach there, you know. So, I think it should be a very specific, and strong requirement in the hiring processes, of course. That's also a problem here.

From excerpt #4.25 we can conclude that Olga's expectations were different when it comes to running for a position of a university lecturer and that she feels the proof of the language level should be mandatory in the process of their selection. According to Olga, more attention should be paid to the language abilities of the university lecturers and she believes that English language knowledge should be one of the necessary requirements demanded by the institution when hiring new teaching staff and she states, 'it's not a requirement and it should be like if you don't have at least advanced you cannot apply for this position.'

Olga sees English language competence as an essential prerequisite for a good quality of EMI programme, "Otherwise like: 'okay, now we only have one or two professors that are gonna teach, that are able to teach there.'" She thinks that in this sense the university should be more restrictive, and demanding with the intention to provide good quality of EMI education. Olga made her point by saying 'we are required to have a high level of Catalan so that should be the same for English' (see int1, turn 264).

4.7 About EMI pedagogy

This section reports on strategies Olga used to teach through English as well as to promote EMI students' participation. She drew parallels between the CMI and EMI programmes and she also marked the aspects she considered to be different. Finally, she spoke about the EMI instructor's legitimacy to teach through English.

4.7.1 Strategies to teach through English; 'I was not aware that I was doing that'

In her narrative, Olga mentioned how she had received an external validation of the strategies she applied when teaching through English:

Excerpt #4.26 OLG interview (Int 1, turn 106)

"I was not conscious about that but as you know, I did another course to improve my teaching at the university and they came to do an observation in my classes. And I have a report on how I teach in English classes. And when reading the reports like, I was not aware that I was doing that but yeah, they say that if someone put something like you know very weakly because of the language and you really see it's because of the language and I will try to, 'Okay, I see what you say.' I would try to rephrase what they're saying using a proper vocabulary, proper English structure and they say- 'Yes!' And then they repeat it correctly. So, if I see them struggle with a word instead of saying, 'No!' I would say - 'Yeah, I see what you are saying, you want to say that.' And... I rephrase or I and then I encourage them to use it in small groups. I encourage them to use it with me when face to face encounters, and I encourage them to lose fear. I encourage them to not be ashamed if they do a mistake. When I do a mistake I remark, 'I'm doing a mistake.'"

While Olga reflected in excerpt #4.26 that she was not conscious of the pedagogical interventions she was using, the report on her EMI teaching served as a trigger for her own introspection and analysis of the teaching style, 'when reading the reports like, I was not aware that I was doing that.' Rephrasing her students' answers, leading them towards the correct formulation of the sentences, helping them to take steps towards more active participation in English are some of the essential indicators of the pedagogical strategies and methods she implemented when teaching her EMI course. Olga's statement 'I encourage them to use it in small groups. I encourage them to use it with me when face-to-face encounters and I encourage them to lose fear. I encourage them to not be ashamed if they do a mistake' which is one of the features connected to language teachers. Content specialists are not frequently associated with this sort of intervention as their final goal is content, not language. Olga had the advantage of being a pedagogue by profession which facilitated the use of a variety of techniques and strategies relevant for her EMI students' performance improvement.

She reflects in the following way, talking also about the courses offered as a support to EMI instructors, that served as a resource of ideas on how to adapt her teaching style to the requirements of the EMI environment:

Excerpt #4.27 OLG interview (Int 1, turn 136)

'Like, you know. It's like I'm a pedagogue so I studied pedagogy. I all my life studied about learning strategies. So, of course, I have to apply them. And also, because I did all the courses that the University offers for teachers. I did all of them so I had a lot of ideas of how to manage groups, how to motivate blah blah, how to introduce technologies in class but because we are in that.'

In excerpt #4.27, she normalizes the idea of applying a variety of strategies by saying 'we are in that' suggesting that it was considered to be a common procedure for those who are involved in teaching at 'the faculty of education.' Olga was interested in reading about 'learning strategies', particularly as it was her field of expertise. In the account below Olga talks about her attitude towards pedagogy and pedagogical interventions:

Excerpt #4.28 OLG interview (Int 1, turn 140)

'I read a lot. And you know because I studied pedagogy. So, and I am all that reading. So, I read a lot about learning strategies and we are in the faculty of Education.'

4.7.2 Similarities and differences between L1 and L2 - medium of instruction

Olga discussed the similarities between her Catalan medium instruction (CMI) course and English medium instruction (EMI) course. This in fact was the same subject taught through different mediums of instruction:

Excerpt #4.29 OLG interview (Int 1, turn 104)

'Well, the organization it's mostly the same. It's always the same. Because it's two-hour lecture and then we have three seminars. Like the group is split in three small groups and the seminars are one hour, one hour and one hour.'

Here, Olga noted that both courses had the same structural organization through the lectures and seminars. She reflected that on the institutional level apart from the language of instruction there were no other aspects that would distinguish EMI from CMI 'Nothing else, that's right. Nothing else' (Int 1, turn 228). On the other hand, the distinction between Olga's classes delivered through Catalan and English predominantly comes with respect to the material she would use to support her teaching:

Excerpt #4.30 OLG interview (Int 1, turn 104)

'The difference is mostly the readings, for example. They, it's true that the English group we have a more international approach. Yeah. And it gives me actually more freedom when preparing. Because if I want them to compare the Educational System of Spain and Finland it's more probable that I'm gonna find the materials in English, you know what I mean. So, I feel freer in the English group because I have more resources available, you know what I mean. Like, when teaching in English I can go to a video that talks about the present in Finland. It is gonna be translated into English, perfect. I can have a reading that I really enjoy of this author because it's in English. Whereas, finding materials in Spanish is more difficult. So, I enjoy more that kind. Like, in terms of looking for resources it's much better in English because there are more resources much more international maybe, you know, it's perfect. Whereas, I have a bigger struggle when looking for materials. Like, how can I explain the Finland system in a Spanish video? So, most likely I find it in English, right? So, yeah, it's, I feel freer in terms of using certain resources and materials in the English class and more limited in the Catalan one.'

Olga's story of differences between her two courses is bound up with the availability of materials in the languages of instruction, the variety of the resources she could use, and the freedom to implement non-adapted versions of these materials. She used the term 'international approach' to describe her teaching style in the EMI course. Having a possibility to design her lectures in a way she wanted to evoke in Olga a feeling of 'freedom'; 'I feel more free in the English group because I have more resources available.' In effect, Olga's description of the possibilities she has for her EMI course sessions turns attention to the theme of restrictions she encountered in CMI classes, and expressed through her feeling of being more limited in the Catalan one.' In CMI classes she can additionally apply the material in Spanish but in comparison to English 'to find materials in Spanish it is more difficult.'

4.7.3 Strategies EMI instructor applied in order to promote participation

Olga mentions using different strategies in order to help students who have a low level of English such as: providing them with support readings in both English and Spanish in cases when she considers it is really important for them to understand the theory:

Excerpt #4.31 OLG interview (Int 1, turn 46)

'If a theory is very complicated for them, for example, The Systemic Ecological theory of Bronfenbrenner, maybe they understand it's very difficult so they will always have in campus virtual a paper in Spanish. So, because it's important. It's important they understand the theory so they would have the paper. Because this theory is probably known. They will have a paper referring to the theory in Spanish even though in the class it's, of course, teaching in English.'

In excerpt#4.31, we can see Olga providing students with both English and Spanish version of the material when students' understanding might be at stake 'If a theory is very complicated for them'. The strategy employed by Olga can be labelled as a 'multilingual facilitation' i.e., using multilingual resources to support students' understanding and learning of new content. Olga's teaching practices are in line with Cummins's (2005) stance that home language(s) should be employed as learning resources in English medium settings as a way to help students to develop ideas, collaborate with others, record information etc.

In her narrative, Olga also mentioned encouraging her students to overcome fears and motivating them to try to express themselves in simple words.

Excerpt #4.30 OLG interview (Int 1, turn 46)

"When I see people who are not very good in English or it's not that they're not very good but they're insecure they feel insecure...I always say: 'Come on! Let's try English. Don't worry. Let's be slower. Hmmm, don't worry about it'...I want them to feel comfortable also in English. So, and then I would tell them: 'Try it in English.'... 'We all make mistakes. I make mistakes myself. Just let's try it. Okay, okay.' And then they try..."

Here, we can see Olga encouraging her students to plunge into using English without fear, letting them know that making mistakes is acceptable, and acknowledging that she is also submitted to making mistakes. These are some of the strategies Olga uses to overcome the lack of participation as well as set the scene for learning opportunities. Olga wants her students to be comfortable with their English language level, and she wants them to use English in her classes as much as possible: "And then they try. And then they try, and if they don't have words then okay, 'Say it in Spanish and then I will translate that.'" (see Int 1, turn 46).

➤ **Encouraging peer support**

Olga had previously acknowledged that having a native speaker student in her EMI group was impacting her non-native EMI students. However, she was of the opinion that a native speaker in the classroom was only a plus for all the participants as regards English language learning.

Excerpt #4.33 OLG interview (Int 1, turn 106)

"I also encourage them to use peer help because if we have the super native there and I always say... in a humoristic way like: 'Just take advantage of her, don't touch her but take advantage of her!' and you know I don't know if they do. That's something that I cannot really know."

Here, Olga explained how she promoted making the most of such circumstances 'I also encourage them to use peer help', 'take advantage of her.' Olga thought that a good fit between NS students and NNS students could provide a favourable environment for English language learning and practicing, although she does comment that she could not know whether it actually happens, 'I don't know if they do. That's something that I cannot really know.'

4.7.4 Feedback provided to students

Olga described how she provided her students with feedback, and mentioned various techniques she employed:

Excerpt #4.34 OLG interview (Int 1, turn 106)

"I would try to rephrase what they're saying using a proper vocabulary, proper English structure and they say, 'Yes!' And then they repeat it correctly. So, if I see them struggle with a word. Instead of saying, 'No!' I would say, 'Yeah, I see what you are saying, you want to say that.' And then I rephrase or I encourage them to use it in small groups, I encourage them to use it with me when face to face encounters. And I encourage them to lose fear. I encourage them to not be ashamed if they make a mistake. When I make a mistake, I remark 'I'm doing a mistake.'"

Here we can see that Olga as an experienced instructor uses various techniques in order to provide her students with adequate feedback. Many of them are closely connected to the sphere of EFL teaching. She mentioned a) paraphrasing 'I would try to rephrase what they're

saying using a proper vocabulary, proper English structure’; b) repetition ‘then they repeat it correctly.’ We can see that Olga was not only concerned that her students master content but language as well. In addition, Olga mentioned offering help by providing her EMI students with the vocabulary or the structures they lacked, “If I see them struggle with a word...I would say, ‘Yeah, I see what you are saying, you want to say that.’” She further motivated her students to use the correct structures both when working in a group and when talking to her, ‘I encourage them to use it in small groups, I encourage them to use it with me when face to face encounters.’ At several points in the interviews, she reinforced the importance of ‘losing fear’ when interacting through English, and she intended to create a favourable environment for this to happen, “I encourage them to not be ashamed if they make a mistake. When I make a mistake I remark, ‘I’m doing a mistake.’” By saying so, she acknowledges that everyone is entitled to making a mistake and that there is no need to worry about it. She is thus inviting her students to participate and enjoy the EMI setting.

4.7.5 Language-related goals

When asked about the language goals of the course she was teaching through English, Olga explained that there were no expected outcomes as regards the language:

Excerpt #4.35 OLG interview (Int 1, turns 221-229)

RES:	In the instructions for your subject do you have specific language goals or not?
OLG:	Specific language goals. Goals. No.
RES:	Because you have content goals, by the end of this course my students should...
OLG:	There aren’t any content goals. No, at all.
RES:	Language goals.
OLG:	Aaah, sorry. Language. Sorry. We don't have any language goal, no.
RES:	Okay. So just, in this case, it's the medium of instruction that is changed but not anything else?
OLG:	Nothing else, that's right. Nothing else. Not our requirement to get in as a teacher there. Not of the students to get as students there. Not as a goal in the program or in the guidelines or in the aaaa, I don't know what. There is nothing, nothing that says nothing regarding language.

In excerpt #4.35, Olga implied that there were no modifications in the syllabus of the subject she was teaching in English in comparison to the syllabus of the subject she was teaching in Catalan. The change in the language of instruction did not result in any other changes as regards the expected achievements language-wise 'not as a goal in the program or in the guidelines.' What is more, Olga returned to the theme of language competence and once more expressed her dissatisfaction with the lack of stricter language requirements for both the EMI instructors and EMI students involved in this programme. She emphasized that they did not have to meet any English language requirements, 'Not our requirements to get in as a teacher there. Not of the students to get as students there.'

4.7.6 Instructor's legitimacy to teach through English

Olga continued to describe in her narrative that she did not feel qualified to teach language. She felt she should not have the responsibility as regards the linguistic aspect of the course she was teaching through English:

Excerpt #4.36 OLG interview (Int 1, turn 233-234)

RES:	Do you think there should be language goals set for the course?
OLG:	You know what? Yes, but I don't know if we as teachers are the ones able to do it. Because we are not language teachers and that's the problem, I never studied English Linguistics you know we are not English teachers. I never studied English Linguistics, never. So, it's like trying to do something that I'm not, have not been trained to do.

In excerpt #4.36, Olga explained that the lack of formal linguistic education could impose restrictions to her competences, 'I don't know if we as teachers are the ones able to do it.' Her refusal to take the responsibility for her students' language development was based on a consideration of the necessity for adequate skills that had been obtained formally, 'I never studied English Linguistics', 'I have not been trained.' Here we can see Olga struggling to accept that language teaching is part of EMI. She feels that language should be one of the goals set for an EMI academic course by providing 'Yes' as an instant response to the question of whether there should be language goals set for the EMI course but at the same time, she expresses the refusal to look through ELT lenses and rejects positioning herself as an ILCHE lecturer. Later in her narrative, Olga also spoke about how she reacted to EMI students' questions and doubts during the exam:

Excerpt #4.37 OLG interview (Int 1, turn 233-234)

RES:	Do you think there should be language goals set for the course?
OLG:	You know what? Yes, but I don't know if we as teachers are the ones able to do it. Because we are not language teachers and that's the problem, I never studied English Linguistics you know we are not English teachers. I never studied English Linguistics, never. So, it's like trying to do something that I'm not, have not been trained to do.

Olga's understanding of her position as an EMI instructor included the application of EFL teaching methodology when it comes to stimulating and promoting language use. Here we can see Olga acting as an EFL instructor when she encourages her EMI students to use English during the exam 'relax and try it in English.' When being asked if she provides clarifications to the exam questions in English or in Catalan her answer was straightforward, 'English, in English.' On one hand, Olga perceived herself as a content expert and refused to be held responsible for teaching or assessing language. On the other hand, we can see that in practice Olga acted in a way that is typical for language instructors. She was concerned about her students' language proficiency and supported its development.

4.8 About the institution and EMI institutional issues

On her own initiative, Olga foregrounds three institutional issues related to the EMI programme: the role of the institution in relation to the requirements for teaching EMI courses, organizational issues, and the support to instructors.

4.8.1 About teachers' requirements

➤ No language-learning /pedagogical requirements

Olga showed awareness of the fact that there might have been problems resulting from the fact that there were no explicit language requirements for the instructors who taught their academic courses through English. In excerpt #4.38 below, Olga explained that in order to apply for the position of an EMI instructor it was not necessary to submit any evidence of English language knowledge:

Excerpt #4.38 OLG interview (Int 1, turns 185-187)

OLG:	(...) For example, I remember this exam they were asking me like what did means I don't know, what it means something?
RES:	And you explain that in English or in Catalan?
OLG:	Ah English, in English. what I realized as well is that when they are in the exam they are in a stressful situation and they tend to when they ask for my attention in the middle of the exam they don't usually do it but in the exam, they go like, 'Can I ask a question in Catalan?' and I'm always like, 'No, relax and try it in English.' because I understand that they are so excited they say, 'No, no, no, please, please, please', just cut it, but, yeah. I don't remember, sometimes they ask me like aaa "What does it mean I don't know, 'carry up'?" so explain that in English.

Olga's attitude towards the necessity for stricter language requirements is a representation of her notion of the quality of EMI teaching in higher education. In this account, she explained that the university never requested her to provide 'a certificate or a proof that I would be able to teach in English.' By saying 'that was kind of surprising' Olga indicates that she had expected a more rigorous selection process for the EMI teaching staff language-wise. In her narrative, Olga acknowledged that the courses offered by the university's Language Service should be compulsory for all the EMI teaching staff at the beginning of their EMI careers 'should be compulsory for all teachers who gonna teach in the English group.' They were defined by Olga as very useful in the sense that she could 'improve pronunciation' for example. According to Olga's opinion these courses offered opportunities to exercise teaching skills through L2 and she considered it to be of utmost importance for EMI instructors, 'Then you go there and then you put it then into practice then also you share things with other professors and I think it should be compulsory for all the professors.'

Excerpt #4.39 OLG interview (Int 1, turn 36)

'It's [the EMI teacher training course] not compulsory. Which I think it should be. I mean, I think it should be compulsory for all teachers who are gonna teach in the English group - should be compulsory. Because you know it's not that I don't speak perfect English but I've been living abroad, I've been studying English for a long time, and... But you still, you always can improve it and it helped me a lot to improve it. Improve pronunciation, improve, I don't know stupid things like how would you pronounce /kwoliteitiv/ or /kwolitativ/and all these things. Then you go there and then you put it then into practice then also you share things with other professors and I think it should be compulsory for all the professors.'

4.8.2 About organizational issues affecting the quality of instruction

When she spoke about the subject she taught, Olga explained that it was a substantially complex subject ‘it has higher complexity than other subjects’ (Int 2, turn1) as it was shared by three departments and applied in eight groups ‘the 1st department is the Department of Sociology, the second one is...the Theory and History, and the third Department is...Organization’ (see Int 2, turn 41). Olga further mentioned that it had a strict structure, ‘in this subject the topics are the topics, the evaluation activities are the evaluation activities’ which did not permit any modifications, ‘you're not free’ (see Int1, turn 110). This transdisciplinary subject was divided into lectures and seminars. Lectures were delivered to the whole group of students around 85 of them (see Section 4.3), and in the seminar sessions, this larger group was split into three smaller groups. Seminar groups were taught separately and they rotated. Olga further explained that the organization of lectures she taught in Catalan and the ones she taught through English was mostly the same (see Subsection 4.7.2) However, she mentioned that the approach in the EMI group was more international which gave her more freedom when preparing her classes (see Subsection 4.5.3). She supported her acknowledgement by saying, ‘It gives me more freedom when preparing...I feel more free in the English group because I have more resources available.’ Whereas, on the other hand, she tended to have more struggle to find the appropriate materials in Catalan, ‘I feel more free in terms of using certain resources and materials in the English class and more limited in the Catalan one.’ (see Int 1, turn 104)

Olga came back later in her narrative to mention again the structure of the course she was teaching both through Catalan and English:

Excerpt #4.40 OLG interview (Int 1, turn 36)

‘The structure that the faculty has and especially this subject which is so complex shared by so many departments. Sharing eight groups it's very much structured. So, in that sense, I cannot structure it the way I would like to. Of course, I'm going to the meetings and I suggest the modifications I think they would help or whatever. But this super subject we cannot really.’

Given Olga’s return to the theme of the subject complexity, this was evidently important to her. She mentioned that ‘sharing eight groups’, imposed limitations which she expressed as ‘cannot structure it the way I would like to.’ Another issue she reflected on here, was the

process of introducing changes into the organization of the subject. By saying 'I'm going to the meetings and I suggest the modifications' leads to a conclusion that the decisions for this 'super subject' are made on a higher level.

In her second interview, Olga went back to this theme and discussed it more profoundly:

Excerpt #4.41 OLG interview (Int 1, turn 47)

'So, when they design a whole bachelor degree which is like once every many years. So, the last time that it was changed it was fixed every subject has certain goals, certain contents, certain blah blah blah, and this is fixed. So, this is not changing. So, this is like the syllabus, remains very static.'

Olga continued here to explain that the goals and the content of the subject contained in its syllabus were not submitted to any changes and described it as 'very static.' She further spoke about the nature of the changes that could be introduced and under what conditions:

Excerpt #4.42 OLG interview (Int 1, turn 47)

'What we can do year to year it's always under review so all the professors' team we review the syllabus and we say is there something that should be modified. For example, should we add some references in biography, should we add some topic, should we modify any...So, within the frame we can do minor modifications. So, we have a meeting at the end of the year and we decide whether there..'

Her description of the frequency of alterations that could be introduced and the mechanism for it to happen highlighted the sense of limitation she mentioned before. She concluded this section by saying that 'within the frame' that was permanent they were allowed only 'minor modifications.'

4.8.3 About teacher training and teacher development

a) About Courses

In Olga's case different courses offered to EMI instructors by the university's Language Service stood out as a very significant source of strategies and approaches she could use in her EMI classes:

Excerpt #4.43 OLG interview (Int 1, turn 136)

'I did all the courses that the university offers for teachers. I did all of them so I had a lot of ideas of how to manage groups, how to motivate blah blah, how to introduce technologies in class.'

In excerpt #4.43, Olga reflected how she attended all the courses that the institution organized for the EMI instructors, 'I did all of them' which facilitated her planning and management of her EMI classes 'I had a lot of ideas.' What is more, Olga made use of the largest number of courses of all the participants in the study.

She returned to talk about the benefits of the courses several times in the course of the interviews, and reflected they 'should be compulsory for all the professors.' Olga explained that even though she 'had been living abroad and studying English for a long time' courses 'helped' her 'improve.' In addition, she emphasized the value of the courses through the possibility to 'go there', 'put it then into practice', and 'share things with other professors.'

Excerpt #4.44 OLG interview (Int 1, turn 36)

'I've been living abroad, I've been studying English for a long time, and...But you still, you always can improve it and it helped me a lot to improve it. Improve pronunciation, improve, I don't know stupid things like how would you pronounce /kwoliteitiv/ or /kwolitativ/and all these things. Then you go there and then you put it then into practice then also you share things with other professors and I think it should be compulsory for all the professors.'

b) About teacher support group

In her account, Olga describes her participation in a working group dedicated to the improvement of English medium instruction, an innovation project which was officially supported by the institution and the Catalan government. She expressed her satisfaction for having had the opportunity to be a part of this group and she stressed out the features she liked best: getting answers to practical, ongoing questions and doubts, the exchange of classroom experience, and what is more talking about their 'feelings'. The last feature is especially important since they were 'pioneering' a new project, a new form of delivering content and they all shared new teaching challenges. Olga explained that this group and this form of institutional support meant for her an 'infinite help', but it only lasted as long as the project was active.

Excerpt #4.45 OLG interview (Int 1, turn 36)

'You know there was a very useful group...we were doing periodic meetings with all the teachers of this group. And for me, that was very helpful, very helpful. I think this group, it was Ana directing this, and I think it was very linked to our research project which ended already...I really liked that group. It was not a research, it was a group to reinforce and give support to teachers in the working group... And I think that was great. Because we can share that: 'What do you do?', 'Do you do the face-to-face meeting in Catalan or in English?', 'How do you feel?'. 'Have you done the... I don't know?' It was very nice to have meetings with teachers in the support group."

Olga here expressed her satisfaction for having had the opportunity to be a part of this group and she stressed out the features she liked best: getting answers to practical, ongoing questions and doubts, the exchange of classroom experience and what is more talking about their 'feelings'. The last feature is especially important since they were 'pioneering' a new project, a new form of delivering content and they all shared new teaching challenge. Olga explained that this group and this form of institutional support meant for her an 'infinite help', but it only lasted as long as the project was active.

4.8.4 About the flow of information on EMI

When she talked about the support for EMI instructors provided by the institution, getting hold of information was mainly through her colleagues, and she mostly leaned on them as they had had previous experience in teaching EMI at that university.

Excerpt #4.46 OLG interview (Int 1, turn 66)

"When I arrived, I actually learned about the course they were doing because of my colleagues. Because I asked my colleagues. I asked Julia who was already teaching in this group, and Marta, who is my colleague in the subject, in the same group. And I asked them like: 'Is there something to improve?' - 'Of course, you should go there. There are English courses.' They were the ones coming with me to enrol myself."

In this case, we can see how, through an informal conversation with her colleagues about the institutional support possibilities, she learned of a useful course. At a later point, she also described how an accidental encounter with her colleagues led to an opportunity to find out about another, according to her opinion, quite an interesting course as well. The notion of

'information ground' (Fisher & Naumer, 2006) as a context which gives structure to the sort of information obtained through a conversation, in this case between a new university instructor and the ones who had had a previous working experience in that institution, shows how complicated it is to find the information as well as the possibilities of access to relevant information grounds. For example, when Olga accidentally met her colleagues in the university hall, she discovered other support resources as well.

Excerpt #4.47 OLG interview (Int 1, turn 66)

"I learned about this course when talking with my colleagues Marta and Julia...It was one day that they were going to enrol themselves into an 'Academic Writing in English', or something like that. And we were there, and it was completely per chance. They were like, 'We were going to the Language Service Centre to enrol ourselves to 'Academic Writing in English.' It's for free for teachers. 'And I said: 'Oh, really? I'm coming with you.' So, we went to enrol ourselves in 'Academic Writing'. And then I saw all the courses and they told me: 'By the way, there is one also for teachers.' And I said: 'Really?' And then that's how I discovered. But nobody institutionally, nobody told me. And institutionally, I tell you, institutionally nobody informed me about the courses and nobody asked me for my level either."

In excerpt #4.47, Olga implies that she was missing the information coming from the part of the institution and that her effort to go to the Language Service school provided her with useful information and the possibility of finding the support she needed.

Part II: Approaches to Assessing Students in EMI Courses in Higher Education (EMI instructor Olga)

Fair assessment is inseparable from fairness in access opportunities and in what the curriculum offers. (Stobart, 2005, p. 278)

Part II will explore the ways in which EMI instructor experiences the EMI policy context of assessment and its effect on his/her practice. What is more, attention will be drawn to the language-related influence on the academic practices as well as the examination of the EMI instructor's needs for the assessment adjustments in their EMI courses.

More specifically, discusses the participant's reflections on assessment in her EMI courses. In this section, the participant's experiences with regards to the EMI assessment policy will be

explored and the extent to which these experiences have an impact on her EMI assessment practices. The majority of the extracts selected on this issue come from interview 2 but a number of excerpts selected from interviews 1 and 3 are present as well.

Part II is organized into three sections. Section 9. deals with the theme of assessment policies and practices as approached by the institution, Section 10. talks about the assessment practices and challenges in EMI courses, while Section 11. elaborates the assessment adjustments within the EMI instructor's assessment practices.

4.9 Assessment policies and practices

In her narrative Olga displayed great interest not only in how EMI affected assessment but also in general assessment issues independently of the language of instruction.

She reflected on the Bologna Declaration and the changes that the university went through after its implementation, especially with regards to the assessment of students' learning outcomes. Olga also highlighted that for her, assessment represented a challenge irrespective of the language of instruction or the study programme. What is more, in Olga's view university guidelines for the EMI assessment were inconsistent and ambiguous. In other words, they were not matching the guidelines university instructors had for the same study programme taught through Catalan and their interpretation depended on the very instructor herself.

4.9.1 Assessment practices after Bologna

Olga described the implementation of the Bologna Declaration as a significant landmark that brought changes in the process of assessment at the university level:

Excerpt #4.48 OLG interview (Int 1, turn 25)

'One of the things that we changed was the evaluation system so now we have to do a continuous evaluation. So, it's not only about, you know, everything I know I show to you professors at one exam, but we have different, we call them, assessment activities and then for each assessment activity...so, each assessment activity has a percentage of weight in the global mark, right.'

At several points in the interviews, she drew attention to the 'continuous assessment' with comments on the number and the variety of the assessment tasks that had a specific relative weight within the 'global mark'. Olga explained, 'we are on the framework of this university

law, that demands continuous evaluation so it's not like before that all your knowledge you have to demonstrate it the end of the year.' (Int2, turn 17)

In her accounts, Olga describes a variety of assessment tasks as a wide range of opportunities where students can display their knowledge. She emphasized 'each person has a different struggle with this format or this, (...) that's why we try to do different assessment activities.' (int2, turn 110). Olga viewed the current assessment practices as a selection of assessment activities that result in exercising different models of individual, pair and group work 'an oral presentation so they can practice the oral skills, (...) an assignment where they're working alone, (...) teamwork where they are working in a team. So, they are able to put in practice different profiles of different activities of different ways to show (...) how well do you have knowledge that you are required to have to be a teacher.' (Int2, turns 112-114)

She also acknowledged here that this way of assessment created an ideal setting for future teachers to 'put in practice different profiles of different activities of different ways to show' which could be interpreted as offering a range of possibilities and a chance for everyone to express their obtained knowledge.

However, Olga noticed that among the teaching staff at her university opinions regarding the new model of assessment practices were divided:

Excerpt #4.49 interview (Int 1, turn 25)

'So, it's very, it generates a lot of controversy on teachers because some of them think that then the mark is completely like[...] you know built from little tiny pieces of evidence or whatever.'

Olga here indicated that the newly introduced way of assessing the learning outcomes was not fully welcomed and that some of her colleagues saw the issues arising from the fact that the final mark was 'built from little tiny pieces of evidence.' Having in mind the complex organization of the transversal subject Olga was teaching (see Subsection 4.8.2) the number of assessment activities would sum up three assessment tasks for each block, a transversal project as an overreaching task that connects the three blocks and an oral presentation as a final summary of the whole subject, in total ten different assessment tasks.

4.9.2 Assessment is always an issue

In her narrative, Olga pointed out that the assessment of students' learning outcomes could be highlighted as the main struggle university teaching staff was facing in general 'the evaluation is not only an issue in the bachelor in English. Evaluation is an issue always (...) It is in every bachelor. Evaluation is always a struggle, always a struggle.' (Int2, turns 94-96). In excerpt #4.50, Olga described some of the aspects that impacted university students' performance:

Excerpt #4.50 OLG interview (Int 1, turn 104)

'So, I have ADHD [attention deficit hyperactivity disorder] in class but they have to be 2 hours seated writing. I mean it's the same, you know, for each. Each person has a different struggle with this format or this. You know, this way to do an exam or this way to be evaluated.'

It is clear in excerpt#4.50 that Olga observed many factors which added to the complexity of the assessment process and the quality of expressing the obtained knowledge. Olga here highlights the individual student's needs and she considers the language to be only one of the many agents influencing university students' assessment results.

4.9.3 EMI assessment policy and the related issues

➤ Legitimacy to assess language

When it comes to the process of assessment in EMI courses, according to Lasagabaster (2018), EMI instructors should provide their students with some focus on form and language guidance in order to accomplish their linguistic gains. Many content teachers refuse to provide their EMI students with corrective feedback with the excuse that they do not feel competent to do so. In her narrative Olga also spoke about her lack of legitimacy to provide corrective feedback to her EMI students:

Excerpt #4.51 OLG interview (Int 1, turn 162)

'Maybe I can identify some mistakes and others not, you know. So, I'm not, I'm not, hmmm. How do you say? Hmm... trained to correct English, you know. So, I cannot correct it. I would correct some mistakes, the ones I know, but I am sure there are others that I cannot detect I cannot identify, either. Because I'm not an English grammar teacher.'

In excerpt #4.51, Olga reflected on the lack of the EMI instructor's competence to provide quality, objective, and accurate feedback regarding the English language. She described her major problem with regards to assessing her students' written work as one of not being able to distinguish all the mistakes within their written product 'I would correct some mistakes, the ones I know, but I am sure there are others that I cannot detect, I cannot identify.' In addition, she expressed the feeling of not being competent to provide adequate corrective feedback 'I'm not trained to correct English.' Olga's statement 'I am sure that even though I put attention in correcting the English it's gonna be a lot of mistakes that I cannot see and then it's unfair that I only correct some mistakes' shows how she wanted to provide her students with an objective and fair feedback. The theme of assessment fairness will be looked into in more detail in Section 4.10.2.

4.10 Assessment practices and challenges in EMI courses

EMI brought many challenges to the university content teachers especially when it comes to assessing their EMI students' learning outcomes. As it was already mentioned in the previous section (see Section 4.9, Subsection 4.9.3), not only were the guidelines regarding the EMI assessment vague and undefined but under these circumstances, EMI instructors were expected to provide an objective and just evaluation of the students' obtained knowledge.

4.10.1 Assessment principles reflected in the assessment tasks

Olga reported the use of different types of evidence to grade her students on a continuous basis. All evidence came from, on one hand, assignments that bore the twofold goal as learning activities and eliciting activities of data on which to make judgements of the student's achievements, and on the other, class tests. Table 4.1 shows assessment tasks set for the EMI transversal subject, their function, and the corresponding percentage weight within the overall 'global mark'.

Table 4. 1

Assessment tasks for the EMI transversal subject Processes and Educational Context.

Source: own production.

	Assessment task	Function	Individual/team task	Weight	Who set the task
AT1	Test	Assessment	Individual	15% (x3)	Official requirement
AT2	Free form essay (+ attendance)	Learning and assessment	Individual	10% (x3)	Set by Olga
AT3	Group project	Learning and assessment	Team	5% (x3) + 5% (final conclusions/reflections)	Official requirement
AT4	Oral presentation	Learning and assessment	Individual (within a team)	5%	Official requirement

Table 4.1 summarises basic relevant information on these tasks. The narrative below focuses on Olga's insights on each of them.

a) Test (AT1)

Olga explained how she designed her exams in the form of open-ended questions and students were asked to provide a 'maximum 1.5 pages' (Int2, turn 86), approximately 800 words long handwritten answers. When being asked to comment on how she formulated the exam questions and what criteria she used to evaluate her EMI students' academic performance, Olga developed her answer over a piece of exam evidence by analysing each of its sections. Olga's starting point in her explanation was her referral to the question as 'completely related with the contents', and then she went on to illustrate what was expected from her EMI students to provide as a complete and correct answer:

Excerpt #4.52 OLG Interview (Int 1, turn 84)

'So, first of all, it's like they have to define the four obligations of the states which are the four A framework and highlight the main idea for each and classify them as referring to the right in or the right to and why, and then which problems does society face in order to guarantee the fulfilment of this obligations? Relate the current educational policies and legislation.'

Taking as a starting point the description of the composing elements of the exam question in Olga's discourse there are certain indications of content and language integration. In excerpt #4.52, we can see her elaborating the specific target tasks within the first exam question expressed by the use of 'discursive verbs': define, highlight, classify and relate. Analysing excerpt #4.52 of her narrative there is a clear indication of what Dalton Puffer (2013) defined as 'Cognitive Discursive Functions', namely: Classify, Define, Describe, Evaluate, Explain, Explore and Report. These findings are in line with Escobar Urmeneta (2020) who described them as 'content-related and discourse-related' verbs i.e. verbs with twofold learning goals which bear the processes of cognition applicable to academic work.

This section reports on how she evaluated her EMI students' answers and what assessment criteria she applied:

Excerpt #4.53 OLG interview (Int 1, turn 86)

'So, you have to identify politics with the 4 As. So, the criteria, so it scores 3 out of 10, and so they have to mention the three levels of the obligation if they mention and define this is 0.5, if they define and identify well each of four A it's this for each so if they identify political problems as this one and then the critical reflection or for example then my exam as you see the structure of the exam there are these developed questions. I don't know how to call it like reflective, a question for reflection.'

Olga describes an approach to assessing her students' written output that is deep-seated in the academic language (Cummins 1981, 1984) and its learning functions where the active verbs within the learning outcomes reflect the content and the language emphasis of the learning tasks. Furthermore, Dalton-Puffer (2007) argues a close connection between thinking skills and academic language functions.

Later in her narrative, Olga returned to the topic of assessment criteria for the exams, explaining how she created an informal template she would employ when assessing EMI students' exams and how it helped her to put a fair value to their written expression:

Excerpt #4.54 OLG interview (Int 1, turn 126)

'And here I have a more informal template but I still do have it. It is not like aaa here but so, for example, 'Which are the indicators for the right to education?'; Define briefly Tomasevski's 4A framework. So, there

are four, and so there are four and is this, this aaa question scores two out of ten so everyone is gonna weight 0.5 and so 0,10 is when they mention it and zero blah is when they give a good definition (...) You know, it's like trying to quantify a qualitative answer because otherwise, it can, you know. It's difficult especially when you are not correcting all of them in the same afternoon, so. You have to maintain some, you know, fixed and rigid criteria, so they are in equal conditions of being well assessed and so on."

In excerpt #4.54, Olga implies that students scored maximum points if they 'give a good definition' which corresponds to Dalton-Puffer's 'cognitive discursive functions.' It can be seen that Olga's assessment criteria highlight two points emphasized by Dalton-Puffer (ibid.): firstly, definitions contain two main features, 'cognitive content and linguistic form', secondly, creating a definition require 'formal-linguistic and extralinguistic' knowledge.

Table 4. 2

The model of template Olga created for assessing her EMI students' exam; Source: adapted from Olga's answer in the interview. 2, turn 126

Q1: '[T]he right to education is one of the most important human rights. In a welfare state, the government has 4 main obligations.'		
Task: <ul style="list-style-type: none"> • define the four obligations of the states which are the four A framework • highlight the main idea for each • classify them as referring to the right in or the right to and why • relate the current educational policies and legislation 		
Total score: 2/10 (Q1 weights 2 points out of total 10 points for the whole exam)		
Task:	Assessment criteria	Score:
Define the four obligations of the states which are the four A framework	Provide a good definition	0.50 for each
	Just mention	0.10

In her narrative, Olga reflected on the theme of the legitimacy of her assessment practices with regard to the exams. She was concerned about not being able to identify and correct language mistakes in students' written exams:

Excerpt #4.55 OLG interview (Int 2, turn 162)

'Maybe I would be able to identify certain mistakes but maybe there are others that I am not even able to identify, so it wouldn't be coherent that I'm only correcting the ones that I identify whereas there are many others that I'm not able to identify.'

We can see here how Olga rejects language-related identity and does not want to be held responsible for language interventions when assessing her EMI students' academic performance. She explained how she did not feel competent and lacked language proficiency in order to be 'able to identify' and 'correct' all the language mistakes. According to Olga, these would further influence the 'coherence' of her assessment practices. In excerpt #4.55, Olga explained how she treated language in EMI students' written answers within the exam:

Excerpt #4.56 OLG interview (Int 2, turn 164)

"(...) if it's like something like WHAT, I put a note saying: 'What's your English?' and that was here. Aaaa, what's your English? that's why I... Like, here for example. Yeah, and on certain occasions, I do say that."

Olga's feedback consisted of a 'clarification request' (Ellis, 2009) to signalize that she did not understand what the student said. We can observe here that even though Olga refuses to perceive herself as an ELT instructor she employs corrective feedback that is characteristic of second language acquisition (SLA).

Later in her narrative, Olga reflected that even though she would make such a comment on EMI students' work, it would not have any influence on their exam scores. However, when being asked whether students whose answers were well exposed, understandable and without any morphosyntactic mistakes would tend to obtain better marks Olga's reference, 'she's gonna be coping with my criteria' (see Int 2, turn 171) implicitly pointed into the direction of content/language symbiosis.

Olga's perception was that the language had no crucial effect on students' exam results 'I'm not giving more or fewer scores because of the language' (see Int 2, turn 177) while her explanation 'the thing is that when you do a good use of language you express yourself better so you cope better with the evaluation criteria' (see Int 2, turn 179) revealed that on contrary,

she did evaluate their ability to formulate their answers, and it was as equally important as the very content of her EMI course.

Excerpt #4.57 OLG interview (Int 2, turn 181)

'(O)f course you can say it goes hand by hand when someone is not answering a good question it's always linked a poor English, as well. of course, you can arrive at the conclusion that the lower the level, the lower the English level is, the lower they integrate them the content of the subject. but this is like, very like logical.'

Here, Olga expresses her awareness that English language proficiency had a direct impact on EMI students' academic performance 'it goes hand by hand.' When she says 'the lower the English level is, the lower they integrate them the content of the subject' we can see that Olga, as an experienced university professional, was fully conscious of the close connection that existed between the content and the language and how language could not just be set apart. At this point, she disassociated herself from the pure EMI instructor's perspective and practically embraced the ICL position.

Excerpt #4.58 interview (Int 2, turn 183)

"(A)nd of course when you see that they write that you say, 'Yes, because they are hmm... They are expressing themselves badly and they also understood it badly.'"

Furthermore, she associated the understanding of the content 'they also understood it bad' with the English language proficiency. By stating that EMI students' academic performance 'when you see that they write that' reflects their poor content understanding due to the lack of English language proficiency implies Olga's ICL 'gaze' (Block & Moncada-Comas, 2019) and ability to observe language outside the 'medium of instruction' box.

b) Essay (AT2)

Essay as an assessment assignment was Olga's choice for an individual assessment task that they had as a part of the continuous assessment plan. According to Olga, EMI instructors had the autonomy to decide what task in addition to an exam would be the best fit for the course they were teaching through English 'each professor in each group can take [...] an evidence whatever they want' (Int 1, turn 280). Olga emphasized that the topics for the essay were not

imposed on the students and that she encouraged them to make a decision based on ‘their own motivation.’ However, topics were always connected to the content they were ‘working on the subject’ (Int1, turn216). Olga went on to explain how she provided her students with complete instructions on how to organize and write an essay and how she later used these guidelines as a sort of assessment criteria:

Excerpt #4.59 OLG interview (Int 1, turns 217-218)

RES:	And what do you evaluate it in this case?
OLG:	Hmmm. Well, first of all, I evaluate that they use the literature, like, they have done good research on literature, and they don't have to do a very extensive one because it's like a two-page essay. But they are mentioning some of the key authors that talk about that completely related to the subject of course. That they quoted well. That they are following APA, blah blah blah. That they expose a good idea, very well written. They have writing tips. So, I also have like...

In excerpt #4.59 above, we can see that the essay consisted of a commentary on a topic based on the content of the EMI course. It was expected to be two pages long, and it had to be written in accordance with Olga’s requirements listed in the university’s virtual campus. In excerpt #4.59, Olga named what key elements she considered finding in a well-structured essay: content, reflected in the ‘good idea’, academic conventions ‘following APA’ and language as a discourse ‘very well written.’ It is important to draw attention to Olga’s statement ‘very well written’ which is giving great importance to the text as a text, and not only as a container of the meanings related to the content.

Excerpt #4.60 OLG interview (Int 1, turns 219-220)

RES:	Do you provide them with [the guidelines]?
OLG:	Always. Yeah, yeah. Always. In Campus Virtual. If I say an idea per paragraph, it's an idea per paragraph. Is it ok? An idea per paragraph. you know, and it has to be very well put. So, and it's interesting and they arrive at a conclusion ta, ta, ta. So, I have these as elements for evaluating them.

When being asked if she provided her EMI students with the specific guidelines on how to write the essay Olga shortly answered 'Yes' and went on explaining what her statement 'well written' implied. It was the second indicator of the importance she had assigned to the text as a text. By saying 'an idea per paragraph' Olga establishes connections between the content 'idea', the textual form 'paragraph' and the conclusion. However, she did not elaborate on the textual elements of the conclusion, and it is difficult to distinguish to which point a 'conclusion' is an element mainly linked to the content or it is predominantly a textual component of an essay. Here, Olga touches on a significant assessment challenge: a direct influence of language both on the quality of the students' output, and on the effect it has on the EMI instructors when they evaluate it. This involves an assumption that language implicitly stands as one of the important pillars of the evaluation criteria expressed through 'expose a good idea', 'very well written', 'very well put.' These observations could be authenticated in Olga's conclusion at the end of this section 'I have these as elements for evaluating them.' She does not use the term 'language' when she describes the factors that influence her evaluation, instead, she uses terms closely associated with written discourse, and discursive features that she recognizes as components of quality writing outspoken through words 'expose', 'well written' and 'well put.'

Olga's assessment criteria regarding the essay as one of the assessment tasks she set for her EMI students is in accordance with Escobar Urmeneta's (2020) 'discourse-related assessment criteria.'

Table 4. 3

Discourse-related assessment criteria; Source: Adapted from Escobar Urmeneta, 2020

Appropriate terminology	<ul style="list-style-type: none"> ● that they use the literature ● have done good research on literature
Genre: in agreement with the academic genre required by the task; argument supported by evidence	<ul style="list-style-type: none"> ● They have done good research on literature ● they are mentioning some of the key authors that talk about that completely related to the subject
Coherence and cohesion: paragraphing, logical connections between ideas	<ul style="list-style-type: none"> ● That they expose a good idea, very well written ● If I say an idea per paragraph, it's an idea per paragraph
Adresse-related criteria: reader-friendly; implicit or explicit awareness of the addressee	<ul style="list-style-type: none"> ● it's interesting and they arrive at a conclusion
Acceptably correct spelling and morphosyntax	
Academic conventions; citing, others	<ul style="list-style-type: none"> ● That they quoted well. ● That they are following APA

Table 4.3 shows Olga's comments on the assessment criteria she employed when evaluating EMI students' essays and corresponding assessment criteria categories established by Escobar Urmeneta (ibid.). It can be concluded that in Olga's case language perceived as discourse did play an essential role in the process of assessment.

c) Group project (AT3)

Group project is the project elaborated through the whole academic year and it is designed in a way to make a connection among the courses comprising EMI transversal subject Processes and Educational Contexts. Olga explained that it consisted of three parts and each part was linked to one block of learning and assessment contents A, B and C. By the end of each block of contents students were required to deliver the section of the project closely related to the contents covered in the corresponding block.

The complexity of the group project assessment practices is reflected in the number of tasks that comprised it. The total percentage weight of the group project was a result of a number of sub-tasks (see Table 4.4).

Table 4. 4

Transdisciplinary group project subtasks and their corresponding percentage weight; Source: adapted from the informant's answers

	Score:
Transdisciplinary project	25%
Content/block (A, B, C)	15% (5% per block)
Final conclusions/ transversal reflection throughout the blocks A, B and C	5%
Oral presentation	5%

According to Olga, students developed the project 'throughout the whole year' by applying different content knowledge that was in accordance with the academic fields (A, B or C) within the broader EMI transversal subject:

Excerpt #4.61 OLGinterview (Int 3, turns 46-48)

OLG:	The transversal project has a part which is mainly collecting data, it's like more a description of certain contents. It's different in the three blocks but then, apart from this data collection or data description of particular content there is an analysing moment when they have to put together the reality they find with theories that we work in throughout the course and then they do a conclusion. Like case. The right to education is accomplished throughout this territory because of this and this and this and this.
RES:	So here, do you pay attention to for example the way they analyse things or how they reason, they connect?
OLG:	Exactly that. How good they are to link theory and reality and how good are they in yeah, arriving at a conclusion and seeing if they can improve it and how. Yeah.

Here, Olga reflects on the process of transversal project development, and once again she points in the direction of the language as a discourse. According to Olga, in order to perform well in the transversal group project task, EMI students were expected to fulfil certain requirements, 'description of certain contents', 'link theory and reality', 'arriving at a conclusion.' Through these statements, we can see a clear indication of the process of integrating content and language reflected in the use of 'discursive verbs' (Escobar Urmeneta, 2020).

In her narrative, Olga explained that the transversal group project had its closure with 'the final delivery of a deep essay and (...) presenting the oral presentations (that) are like the whole transversal conclusion.' (Int3, turn 95) The process of evaluation for the group project was also complex. Olga reflected that at the time when the first interview was recorded, they introduced a change with regards to the feedback, they introduced the practice of peer feedback (see Section below) in addition to feedback received from each of the EMI instructors engaged in the transversal subject.

➤ **Peer feedback**

According to Olga, peer feedback was an assessment tool recently introduced into assessment practices of the transversal group project, and it consisted of several stages:

Table 4. 5

Peer feedback structure and its comprising components; Source: informant’s answers

Block A Block B Block C	Written part of the project	Step 1	<ul style="list-style-type: none"> • They first deliver the project to a peer group but they don't exchange it. • The peer group has to read it and give written feedback • They have to do comments on the work and then general rubric thing. • It's like different kinds of feedback. Feedback for the form, for the writing etc.
		Step 2	<ul style="list-style-type: none"> • They received the feedback back and then they have to do the improvements.
		Step 3	<ul style="list-style-type: none"> • What they finally deliver is the first version, the comments and the second version.
	Oral presentation of the project	Step 4	<ul style="list-style-type: none"> • Reduced groups • Like if it was a conference • Five groups that don't belong to the same seminar, so they are mixed up. New people, fresh faces and they present only for this reduced group of people. • We ask them to say, 'felicito' - 'I say congrats for that', 'I criticize that' and 'I suggest that.' So with these three criteria, they have to comment on the oral presentation.

Peer feedback is an assessment tool that falls into the category of assessment for learning and reflects a switch towards learning becoming the focus of assessment (Willis, 2011). Working in groups to provide feedback, students find themselves engaged in the learning process and help each other develop their knowledge. Table 4.5 shows how students actively use and develop their language skills in the process. Peer feedback for the transversal group project is recurrent i.e., students need to provide feedback to each other after block A, block B, and block C and then again after the oral presentation. Providing feedback on the written part of the project requires students to use their reading and writing language skills ‘the peer group (...) has to read it and give written feedback, meaning that they have to do comments on the work’ (see interview 1, turn 212). According to Olga, peer feedback consisted of ‘feedback for the form, for the writing’ which highlights the use of language. She further explained that once students have received feedback, they ‘have to do the improvements’, and what they finally deliver is ‘the first version, the comments and the second version’ (see interview 1, turn 212). Now, we can see how the learning process evolves and how EMI students are facilitated with the opportunities to use and improve their language skills.

Later in interview 3, when I asked Olga about the assessment criteria EMI students applied when evaluating the work of their peers Olga explained, 'the feedback can be on the content, on the format, on the way to explain' (Int 3, turn 76). I further insisted on a more detailed explanation of what was understood under 'format' and Olga reflected:

Excerpt #4.62 OLG interview (Int 3, turn 82)

'Feedback on the form for the writing- mmm maybe I meant the structure. The structure, more the aaa, like the grammar they're using like if it is understandable. Yeah.'

In excerpt #4.62, Olga voiced 'the form for the writing', 'the structure', 'the grammar' as equal components that were taken into account in the process of assessment. Her use of the word 'understandable' suggests a view of language as inseparable from content and the excerpt actually mirrors Olga's approach towards the EMI assessment in the sense that for her one without the other means nothing. Repetitive use of words 'structure', 'form', 'grammar', 'understandable' pointed out the aspects that made part of Olga's assessment practices.

Excerpt #4.63 OLG interview (Int 3, turn 84)

'(...)I don't think there is a specific difference between form and writing. I think here I meant all the structural elements of the essay so to say the structure or the grammar or the way the ideas are explained or well written it is so if it is understandable if you know the ideas are well explained and well exposed. Yeah.'

It is clear in her accounts that Olga applied dual focus when assessing her EMI student's learning outcomes and for her, both 'the substance and the package' were equally important expressed through 'the way the ideas are explained.'

d) Oral presentation (AT4)

The oral presentation was a part of the transversal group project and it was designed to reflect on the content from the three EMI academic courses contained in the overall EMI transversal subject Processes and Educational Contexts. In her narrative Olga explained that it was scheduled for the very end of the transversal group project:

Excerpt #4.64OLG interview (Int 3, turn 16)

'And the transversal project is presented at the end of the course, at the end of the year and this is aaaa, yeah, this is assessed. Like, the oral presentation at the end of the transversal project (...).'

She noted that the oral presentation was graded by the three EMI instructors together and that their focus was predominantly on content:

Excerpt #4.65OLG interview (Int 1, turn 198)

'While we're mostly, we are the three of us because we mostly evaluate the contents and see if the conclusions they arrive in each of the blocks is good.'

In excerpt #4.65 Olga mentioned that they 'mostly evaluate the contents' and this instigated me to return to this topic in our later interviews. In our third interview, I asked her to explain what other aspects besides the content were taken into account when evaluating EMI students' oral performance. In her answer, Olga pointed to the rubric as a reference guide they were using to assess their EMI students:

Excerpt #4.66OLGinterview (Int 3, turn 42)

'In the rubric, you can see for example this is the originality of the presentation if all of them are taking part of it, like maybe the methodologies that they are using to present, like in the rubric. I don't remember. But that's why we are 3 of us because there's... it's of course content related. So, as it's a transversal they do a part of block A which is a Sociology, mine which is Policy, and Marta's which is Organization. So yeah, we are the 3 of us to just evaluate the content.'

In excerpt #4.66, Olga mentioned various agents that were taken into consideration when assessing EMI students' performance during the oral presentation. The categories she named here were 'originality', presence of all group members, 'methodologies they are using to present', and 'content.' Later during the interview, we went back to discuss the theme of oral presentation and its assessment criteria:

Excerpt #4.67OLG interview (Int 3, turns 61-65)

OLG:	Sometimes they just... It's very diverse, like, sometimes they do drawings that they prepare before, and they stick them on the blackboard or on the paper. Flip paper, they stick it, and then while they are explaining, they are connecting other drawings that they've done or yeah. Sometimes they do a poster thing.
RES:	Okay. And here, what do you evaluate? For example, the way they connect the concepts or the way they explain. What is important in this case for you?
OLG:	Yeah. I think in the rubric is explained in detail but yeah, like the analysis, the connection between theory and reality, and the context that they have been analysing. Yeah. Yeah.
RES:	Okay. And do they orally explain while they are presenting?
OLG:	Yes, of course. It's an oral presentation so yeah. Instead of maybe putting all the information in PowerPoint they build the concept like more interactive.

In excerpt #4.67, Olga is explaining the structure of the oral presentation that could take a wide variety of forms e.g., 'drawings', 'poster.' According to Olga, EMI instructors engaged in this subject instructed their students to step out of the old pattern of presentation 'putting all the information in PowerPoint', and make a switch to a 'more interactive' presentation. This statement positioned Olga as an ICL instructor because not only was the content in the focus of their assessment practices but language as well. When she says, 'the analysis, the connection between theory and reality, and the context that they have been analysing' we can see that the role of the 'language as a discourse' was highly important for this assessment task.

Table 4. 6

Assessment criteria for oral presentation; Source: Informant's answers in interview 3

	Criteria:
EMI instructor	<ul style="list-style-type: none"> ● we mostly evaluate the contents ● the conclusions they arrive in each of the blocks ● the originality of the presentation ● if all of them are taking part ● the methodologies that they are using to present ● it's of course content related ● just evaluate the content
ICLHE instructor	<ul style="list-style-type: none"> ● the methodologies that they are using to present ● the analysis ● the connection between theory and reality, and the context that they have been analysing ● build the concept like more interactive

While we can see Olga repeatedly emphasizing content as a focal point in the assessment of the oral presentation 'we mostly evaluate the contents', 'it's of course content related', 'just evaluate the content' her practices could be interpreted as ICL instructor's practices because in the process of evaluation language was considered as equally important.

In her narrative, Olga referred to a rubric they were using to assess their EMI students' performance in the oral presentation. Appendix G shows the rubric with the assessment criteria and the description of the expected competences during the oral presentation for the transversal subject *Processes and Educational Contexts* through English.

The rubric used for the assessment of the learning outcomes in the oral presentation was revised here to contrast Olga's perceptions on her assessment practices with the assessment criteria established by the rubric (see Table 4.7).

Table 4. 7

Dimensions and features of the assessment rubric for AT5- oral presentation; Source: adapted from the oral presentation rubric

	Dimensions	Features
1.	Structure	Integrated; both content and discourse are represented
2.	The quality of content (theory, analysis, inter-block analysis)	Integrated; both content and discourse are represented
3.	Analytical capacity	Integrated; both content and discourse are represented
4.	Content quality (inter-block)	Integrated; both content and discourse are represented
5.	Vocabulary	Language based
6.	Communication capacity Critical capacity to provoke interest and debate	Integrated; both content and discourse are represented

By analysing the rubric we can see that language use was one of the necessary requisites in the oral presentation. Not only were the two of the eight listed categories of the assessment grid exclusively devoted to the language, namely, 'vocabulary' and 'communication capacity' but language is present in almost all of the above-listed assessment categories as one of the main descriptors of the expected competences. Therefore, this analysis suggests that language was one of the competences that were expected to be developed during the course of this EMI academic subject.

In the interview, we learned that the main focus of the assessment of the oral presentation was subject knowledge as reported by Olga. Even though Olga is not conscious of her integrative approach, the description of her practices is in line with this category. Her primary concern is learning of the content but there is a secondary objective as well and it is connected to EMI students' language competence. Therefore, relating language and cognitive skills, i.e., using language in order to mediate subject knowledge, as seen in the rubric above, represent a clear indicator of integration.

Table 4. 8

Content and Language representation in the rubric; Source: Adapted from the rubric used for assessing AT5

Categories	Criteria	Content	Language
Structure	<ul style="list-style-type: none"> • Introduction of the topic • Conclusion of the topic 	<ul style="list-style-type: none"> • Topic introduced • Knowledge about the topic 	<ul style="list-style-type: none"> • Introduce clearly • Present clearly • Conclude correctly • Highlight the key ideas
The quality of the content (theory, analysis, inter-block analysis)	<ul style="list-style-type: none"> • Development of the topic 	<ul style="list-style-type: none"> • Knowledge about the topic • Connections between the ideas • Relevant information 	<ul style="list-style-type: none"> • The connections between the different ideas are made clearly • The presented information is expressed in their own words • The points are well organized and developed with sufficient and appropriate details
Analytical capacity	<ul style="list-style-type: none"> • Ability to analyse and synthesize • Ability to reflect upon ideas and contrast them 	<ul style="list-style-type: none"> • Find main ideas • Select main ideas • Critical reflection based on theories and authors worked in class 	<ul style="list-style-type: none"> • Synthesize • Make a detailed analysis • Give opinion • Students show critical reflections, based on theories and authors worked on in class. • Students use argumentative and coherent strategies
Content quality (inter-block)	<ul style="list-style-type: none"> • Ability to link the three blocks of the subject 	<ul style="list-style-type: none"> • Relevant aspects of the educational contexts • Perspectives from the three blocks 	<ul style="list-style-type: none"> • link and connect the three blocks in their presentation. • analyse reality using perspectives from the three blocks.

Categories	Criteria	Content	Language
Vocabulary	<ul style="list-style-type: none"> Vocabulary, sentence structures and grammar 		<ul style="list-style-type: none"> The vocabulary of the presentation is not very appropriate for the topic. The content of the presentation is grammatically correct Sentence structures are occasionally correct. The content of the presentation is mostly grammatically correct. The vocabulary of the presentation is appropriate for the topic. Use of a variety of structures in the sentences. The grammar during the presentation is correct
<p>Communication capacity</p> <p>Critical capacity to provoke interest and debate</p>	<ul style="list-style-type: none"> Ability to engage the audience. Answer the questions from the audience 	<ul style="list-style-type: none"> Approach to the topic Relevant ideas shows little knowledge about the topics of the presentation The answers show good knowledge and deepening of the topic. Very good knowledge of the subject has been shown. 	<ul style="list-style-type: none"> use relevant examples, anecdotes, and ideas to capture audience interesting approach is made use of humour the language is generally correct The language has been correct and fluent.

Table 4.8 shows language presence in the expected competence descriptions, applied in the assessment of the EMI students' oral presentation. The focal points i.e., categories listed in the rubric were: structure, content quality, capacity for analysis, vocabulary, communicative capacity and quality of transversal content. In addition, language component was present in almost all descriptive indicators for evaluation within the remaining four categories as students were expected to demonstrate: 'clear presentation form', 'the correct form', 'emphasizing the main ideas', 'expressed in their own words', 'use of argumentative strategies and coherence', 'selecting and making a detailed analysis of the main ideas', etc. Many of the language requirements listed in this rubric are in line with the oral production descriptors of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment Companion* (Eurydice, 2001) especially the ones regarding sustained monologue, addressing audiences, oral interaction and mediation. Comparison of Olga's perceptions on what is assessed and the instrument they apply in the assessment of oral presentation is somewhat contradictory. It could be said that Olga is not fully aware of how important the role of language as a discourse plays in the evaluation carried out by the panel of three EMI instructors. Finally, it can be argued that the assessment criteria, as described in the rubric, condition dual focus on both content and language when assessing the EMI students.

4.10.2 The challenges of the EMI assessment practise

a) Language vs. content

Olga's story of her EMI assessment practices is marked by her struggles caused by the lack of defined assessment criteria regarding the English language. When being asked whether she had any focus on language or she only evaluated content, Olga reported on several issues that stemmed from the same root. Her struggles were exacerbated by the frequent inability to understand students' written answers and not knowing what criteria should be applied for the errors regarding the morphosyntax:

Excerpt #4.69 OLG interview (Int 1, turn 146)

'And that's a struggle because sometimes exams are awfully written. Awfully written. The projects, the essays etc., no, but the exams. So, I have, I have a struggle because we are supposed not to pay attention to that. So, we are supposed just to pay attention to content. Sometimes the idea is not clear either because the use of language is not being proper or correct.'

Here, for the first time, Olga admits that language affects punctuation when she says 'I cannot count this part of the question because I don't know what you are telling me.' We can see that students were downgraded once the quality of their language use affected Olga's understanding of the content. On the other hand, Olga reports providing her students with corrective feedback (CF) in the form of a clarification request which implies applying English language pedagogy in her EMI assessment practices, and thus indicates an ICL perspective of such assessment practices.

Excerpt #4.70OLG interview (Int 1, turn 148)

'(...) If I'm asking, I don't know what, and that answer I don't understand it because it is completely wrongly formulated, like super wrong, like, I don't understand the meaning, the idea, blah blah blah. Then I cannot give punctuations, of course. What I don't pay attention to is when there is a spelling mistake for example and when it's more, yeah, spelling mistakes those even though, I...'

The way in which Olga contrasts 'understanding of the answer' with 'students' exam scores' suggests a shift from observing language as morphosyntax to seeing language as a discourse. Olga's approach to EMI assessment was based on the necessity to 'understand the meaning' suggesting that she was aware that 'wrongly formulated' answers severely threatened the quality of the students' performance 'I cannot give punctuations, of course.' Olga finally stepped out of the pattern of observing language as spelling and grammar and her refusal to take responsibility for correcting language mistakes. By saying, 'improve your English, come talk to me, I don't understand this idea' Olga indicates integration and the notion that language and content cannot be observed as separate entities.

On a higher scale, Olga reflected that EMI students' poor use of language may fully impede their assessment results 'maybe they know the concept but they are not able to explain it in English' (see Int 1, turn 170).

Olga is here formulating a central issue of linguistic studies. Can the essence be separated from the form? Can a piece of writing, whether a poem, a novel or an answer to a test question be broken into two components as seawater can be broken into water and salt? Olga's reflections go in line with Mohan's (1986) statement that 'linguistic content is inseparable from the linguistic expression' (p.1).

When I asked her about the possibility of changing the exam format for her EMI students, Olga explained that evaluating students' learning outcomes through multiple choice questions was not an option, 'I will never do a multiple-choice thing.' She considered such tests to be poor 'not telling me anything' and described them as 'memoristic.' However, she also felt that the effect of open-ended questions in an exam is deeper as it requires 'critical thinking' and 'connecting things' (see int 2. turn 221). Olga's emphasis was on the necessity to see how well her students can express their knowledge, 'I need to see how they write, for me it's important. They're going to be teachers. I need to see how they write, how they connect things.' This statement expresses a functional view of language as a means to shape knowledge and reasoning. As Mohan (1986, p.12) argues, the role of writing becomes very important in learning once the role of language is to 'represent experience to the self in order to make sense of new information.' We can see here that Olga justifies her decisions from the perspective of an ICL instructor rather than an EMI instructor. She is interested not only in the content but the form as well 'how they write.'

b) How and when to provide feedback on language

Olga's story is marked by her reflections on undefined assessment criteria regarding the English language in the process of assessment in EMI. This was additionally deepened by Olga's refusal to take responsibility for teaching and assessing English due to the lack of the necessary knowledge to act as a language instructor (see Section 9.3.1). What is more, Olga tried to compensate for this lack of clear assessment criteria regarding the English language by repeated comparisons with her assessment practices in the Catalan medium instruction programme:

Excerpt #4.71OLG interview (Int 1, turn 162)

'(...)I thought that the philosophy is that you don't put attention on mistakes which I think is not good because we put attention when it's in Catalan. When it's in Catalan and there is a mistake when it's more than 5 mistakes or four, I say wow, no, no I'm not gonna...'

Olga explained how she 'thought' she was not supposed to pay attention to grammar and spelling mistakes when assessing EMI students' written produce. By saying so, she indicated that the instructions on how to treat language in EMI were not clear. Not paying attention to the mistakes EMI students committed, instigated the question of fairness. Olga regarded it as

'not good' because in the CMI programme the criterion was 'more than 5 mistakes or 4' and the exam was discarded.

Excerpt #4.72 OLG interview (Int 1, turn 166)

'If an exam it's full of mistakes in English of course maybe not in a very obvious way but it affects probably the punctuations. Yeah, but it's not that I can say more than four mistakes and I'm not correcting anymore. That's what we do in Catalan.'

Olga went on in excerpt#4.72 to acknowledge that indirectly, language mistakes did influence the outcomes of the students' assessment performance. Olga indicated her ICL approach and inability to observe content separately from language. Yet, she looked for support by drawing parallels to the assessment practices they have when it comes to the non-English track. However, the central point of Olga's struggle is the need for clear assessment criteria '[I]t's not that I can say more than four mistakes and I'm not correcting anymore. That's what we do in Catalan.' She does not know how and when it is necessary to provide feedback on language.

Excerpt #4.73 OLG interview (Int 1, turn 168)

'In Catalan, it is like more than four or five mistakes and this exam is not, hmmm, I'm not going to correct it. In English no. In English, it is not. No, no, no. The mistakes are not gonna decrease your mark.'

Olga here re-emphasized that making the English language invisible in the process of assessment for her was not acceptable and positions her as an ICL instructor. Olga instinctively knew that content cannot be separated from the language but she did not know what criteria to set.

Later in her narrative, when being asked about the biggest issue she encountered when assessing her EMI students Olga went back to the theme on how to approach assessing the English language:

Excerpt #4.74 OLG (Int 1, turns 266-268)

OLG:	Live writing of the students. Yeah. And not to know how to approach this issue. Like...yeah.
RES:	More attention should be paid to this?

OLG:	Yeah. You know, it's like should I correct this like it was in Catalan then at the fifth mistake that I identify it's over. But then I don't know as much English as I know Catalan at the same time. Because I'm not a native [speaker] and I could never learn, I can never know the same English as Catalan because it's impossible.
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In excerpt#4.74, we can see an example of Olga's struggle regarding the treatment of language in the EMI assessment. Here, she observes language as morphosyntax and she tries to find a solid ground for her EMI assessment practices by drawing parallels to her practices in the CMI track. She has a doubt whether to 'correct this like it was in Catalan' which further leads her to a conclusion that her English language abilities are not the same as those of Catalan 'I'm not a native [speaker], and I could never learn, I can never know the same English as Catalan because it's impossible' which is why she does not feel legitimate for providing corrective feedback for English.

c) Fairness when grading

In the section above we could see how Olga struggles to discern when and how to provide feedback for the English language in her EMI assessment practices. The lack of clear assessment criteria causes her to doubt the fairness of her assessment approach. In her story, Olga frequently drew parallels with the assessment criteria she employed in the CMI assessment practices. While in the case of the CMI track they had a five-mistake-limit before they discard the test, in the EMI track such a border did not exist. By acknowledging this Olga also questioned the fairness of the assessment criteria in action '[In the EMI track] you don't put attention on mistakes which I think is not good because we put attention when it's in Catalan' (see Int 1, turn 162). Furthermore, she reflected that her limited language competence in English prevented her from providing quality feedback even if the EMI assessment principles were different 'I don't know as much English as I know Catalan at the same time' (see Int1, turn 268).

Olga explained how fairness in EMI assessment might be infringed by her English language skills:

Excerpt #4.75 OLG (Int 1, turn 162)

' (...)So, I am sure that even though I put attention in correcting the English it's gonna be a lot of mistakes that I cannot see, and then it's unfair that I only correct some mistakes.'

In excerpt #4.75, we can see Olga describing the root of her doubts. She reflects on how her lack of language competence can influence her assessment abilities and thus harm the fair treatment of EMI students' written produce

In her narrative, Olga also touches on how she intended to overcome this struggle of providing objective and fair assessment criteria for the assessment of her EMI students' written output. She described how she created a 'template' in order to 'quantify a qualitative answer' and thus intend to apply 'fixed and rigid criteria' that would provide 'equal conditions of being well assessed' (see Int2, turn 126).

d) Teacher's identity

In her narrative, Olga positioned herself as a motivated pedagogue who is willing to invest in teaching through English, improving her language skills but who does not want to take responsibility for teaching or assessing language. She is clear about her professional identity and she does not want to adopt the language teacher position 'I'm not an English grammar teacher' (see Int1, turn 162). The way in which Olga contrasts the notion of 'content instructor's responsibility' with the understanding language as 'grammar' suggests a polarisation between the focus on the content on the one hand, and refusal to take responsibility for attending language:

Excerpt #4.76 OLG (Int 1, turn 252)

'You know, I mean, of course, I can improve my English of course I would do whatever. But I'm not going to correct English. You know, because I'm not interested mostly. Not because I don't want to improve my English but I'm not interested in finding grammar mistakes I'm gonna, you know... but I can say the same in Catalan. I'm not gonna be a Catalan teacher either.'

In excerpt#4.76, we can see Olga's willingness to improve her English language skills but she points out that by doing so she would not change her attitude towards the responsibility for providing corrective feedback to her students, 'I'm not interested in finding grammar mistakes.' What we can see here is Olga's dual positioning, Olga as a language learner and Olga as a content specialist. This indicates Olga's notion that it is not her job to address language even if she gains sufficient knowledge to do so. Her argument is that she does not want to 'correct English' because she is 'not interested', not because of the lack of linguistic

competence. We can see here how Olga refuses to adopt a language teacher role in either of the languages and makes emphasis on her content instructor identity.

Later in the interview, Olga went back to acknowledge that she would not consider providing her students with corrective feedback in neither English nor Catalan:

Excerpt #4.77 OLG (Int 1, turn 256)

'I'm not gonna focus on grammar. I'm not going to focus on that because I'm not a Catalan teacher. So, the same I'm saying to English I'm gonna say to Catalan.'

She denies the role of a language teacher in both tracks she is teaching and more time makes emphasis on her content instructor identity regardless of the language.

Part III: Recap of Olga’s EMI story

Table 4. 9

Summary of Olga’s Profile

L1	Teaching Experience	EMI Teaching Experience	Subject	Previous Training	Interviews
Catalan	6 years	4 years	Processes and Educational Contexts	English for Teaching Purposes	1,2,3

Olga described her standpoint towards EMI ‘I do believe in this project’ and her pathway clearly demonstrates it. Throughout the interviews, Olga presented herself as a well-organized, self-driven instructor who enjoys teaching through English and is conscious of all the challenges and the benefits it has. The complex process of organizing quality EMI classes described in Olga’s account illustrates a dynamic process where the instructor’s knowledge and pedagogical expertise intervene in order to provide their students with a setting for learning. A recap of important landmarks in Olga’s Story can be found in the following bullet-point list:

- Olga took part in the ERASMUS programme and she experienced learning through English
- She experienced ‘a year abroad’ and spent a year in the USA as part of her PhD study programme
- She initiated implementation of EMI programme at the university where she was doing her PhD studies

- Olga started teaching through English at her second year of PhD studies
- Active seeking for improvement: Olga invests time and effort to look for support courses and services, she took various courses offered by the language service at university
- Olga took part in the teacher development group and considers it to be of an infinite help at the beginning of her EMI career
- In her constant pursue improvement she is still attending English classes together with some colleagues
- She uses various pedagogical interventions and provides her students with corrective feedback
- Encourages students to feel comfortable with their language level and intends to boost participation especially in groups where language level diversity impedes students from participation.
- Olga's story depicts a great teacher who is engaged in her students' learning process. She sees English as an asset that can bring benefits for students private and professional lives.
- She also employs many teaching strategies in favour of shaping students' language
- When it comes to evaluation, Olga shows a bit of contradiction. Namely, she reports that English spelling and grammar mistakes do not influence her marking system, however, once the quality of English in students' answers start to affect the intelligibility, she acknowledges to downgrade the assessment performance.
- Olga implements a variety of assessment strategies reflected in assessment tasks and assessment tools that are in line with assessment for learning features.

Olga's story is constructed from the three interviews where she provided details of her teaching and assessment principles and practices.

What could be observed in the course of this narrative account are the occasional contradictions between the instructor's apparently non-ICL rationale and her actual classroom practices, which are consistent with ICL teaching strategies. Concerning the effect that the language switch from L1- to L2-medium instruction had on her course planning, Olga reported operating in a non-ICL mode, which was in line with the absence of language-related goals stipulated for this EMI course by the university.

Furthermore, Olga makes it clear that she identifies as a content specialist in her field, and lacks legitimacy as a language teacher. Her argument is that her lack of formal training to teach or assess English leaves her with inadequate knowledge to provide her EMI students with corrective feedback. Olga's identity as an EMI instructor is coherent with her refusal to act as a language teacher. Yet, once language issues arise during the class or in assessment, she eagerly attends to them.

Finally, when it comes to the effect L2- medium instruction has on the EMI instructor's teaching practices, there are indicators that Olga deploys ICL teaching strategies conducive to language development.

Regarding the question of EMI assessment, Olga's main preoccupation is to achieve and maintain fairness and consistency. Olga herself reports using a variety of strategies to promote EMI students' participation and provide them with different forms of corrective feedback (Lyster, 2007; Lyster & Ranta, 1997). For example, she rephrases students' answers, motivates them to use English, provides them with correct language models, and encourages them to avoid negative emotions. This is consistent with techniques frequently used in CLIL for scaffolding oral output such as asking questions, encouraging participation, providing students with feedback (Guerrini, 2009), shaping learner output (Walsh, 2012), and promoting learner uptake (Lyster & Ranta, 1997).

Olga's assessment practices are also leaning in the direction of ICL. For example, the way Olga formulates her assessment task is in line with Dalton-Puffer's (2013) CDFs.

All in all, Olga's story is marked by contradiction. She perceives herself as primarily concerned with content, regarding the EMI as merely a vehicle to transmit that content yet her classroom practices demonstrate a relatively high level of ICL. Olga's teaching and assessment practices range from providing EMI students with oral corrective feedback (recasting and shaping their answers, promoting uptake) to applying Dalton-Puffer's CDFs in task formulation. This contradiction also manifests itself with regard to assessment. For example, on the one hand, it is evident that Olga seems not entirely aware of the language-related descriptors she and her EMI colleagues included in the assessment rubric for student presentations. Yet on the other, she readily acknowledges that the intelligibility of students' answers affects their comprehensibility and consequently how she grades them.

CHAPTER 5: Case 2. Results and Discussion: Jordi's Story

Jordi's EMI story is marked by his previous CLIL experience. He reported having had the opportunity to travel abroad and receive training in CLIL i.e., before starting his EMI teaching career at university Jordi has already had experience in teaching CLIL both at primary and secondary school levels and he also mentioned having had previous experience in school management as a school principal. At the time of the interview, Jordi was also engaged in an EMI support programme organized by his university that was addressed to novice EMI instructors.

PART I: EMI Instructor background and their approaches to EMI teaching

5.1 Jordi's background in EMI

At the time when the first interview was recorded Jordi was teaching an EMI course within the category of *Subject-matter Pedagogy and Disciplinary Contents* at a Catalan public-funded university. His teaching experience in English was 15 years long. He reported having started teaching through English during his career as a primary school teacher back in 2003, and then he continued his career in teaching through English as a secondary school teacher. Finally, as of 2012, he has been engaged in teaching through the medium of English at the university level.

In his account, Jordi reflected on having had a mix of intrinsic and extrinsic motivating factors that led him to teaching through English. He talked about an incentive from the Catalan Department of Education, his internal affinity towards teaching through English, and his school's needs as a combination of factors that sparked his interest in teaching through English:

Excerpt #5.01JOR interview (Int1, turn 10)

'(...) it was because of, at that time back in 2008 the Department of Education here in Catalonia was fostering the use of English through subjects, throughout subjects different from the language itself. So, I liked it and somehow, I had the chance to go to the UK (to work) with a

well-known CLIL specialist because they sent some teachers there to get some training and yeah, partly because of the education system, part because I liked it, part of it because the school where I worked needed. So, these are the main reasons I guess, aham.'

In excerpt #5.01, we can see how Jordi's motivation centred around the 'education system', his school's needs, and his personal motives, 'I liked it.' He explained how he had been offered the possibility to receive training with one of the experts in the field of Content and Language Integrated Learning (CLIL) and he saw it as a great professional opportunity.

Excerpt #5.02 JOR interview (Int1, turn 10)

'The trick here, the good thing here is that I have a background all the way from primary. I've taught in English in P3, P4. So, this background gives you a lot of vision, wider vision, yeah. and I have been a principal in a school since last year, so I've seen many, many things.'

In excerpt #5.02 Jordi highlights his rich experience and the variety of roles he has held which enabled him to feel and understand teaching through English at different stages and from different perspectives. 'The trick here' alludes to the conclusion he draws, and that is- his approach to EMI resulted from his previous professional background, 'I've seen many, many things.' 'Wider vision', according to Jordi, has had high relevance for him as an EMI instructor.

5.2 About emotions and personal attitudes to new challenges

Jordi also looked back at the challenges he was facing as a newcomer in the world of teaching through English. He reflected on the issues of providing relevant course materials, students' language competence, and struggling to find a way to close the gap between EMI students' BICS and CALPS. Lastly, he spoke about the strategies he employed in order to create an effective EMI course. Early in his narrative, Jordi discussed the aspects he was struggling with at the beginning of his EMI teaching career.

Excerpt #5.03 JOR interview (Int1, turn 12)

'Well, first of all, I guess the materials that I needed to teach through English. Materials were hard to find at the very beginning, then the level of English of the students. So, if the linguistic competence of the students is low, how are they supposed to be taught in another language? And those, I guess, were the most difficult issues I found at the very beginning: materials and the language competence of the students.'

In excerpt #5.03 Jordi pointed at the difficulty of finding the appropriate materials for teaching through English and the low level of English of EMI students as some of the prominent challenges he had encountered at the beginning of his EMI teaching career. He also acknowledged that his main struggle was finding a way to approach teaching content to students whose 'linguistic competence (...) is low.'

Excerpt #5.04 JOR interview (Int 1, turn 24)

'So, how BICS... the students going all the way from BICS and CALPS was very, very difficult. And especially if they didn't have, let's say enough of this BICS part in English, so you have a lot of work. And basically, again the language and how to motivate them and how to maintain motivation when teaching through a foreign language. That was very difficult. Yeah.'

In excerpt #5.04 Jordi reflected on some of the challenging aspects closely connected to the English language in the EMI course he was teaching. According to him, EMI students' lack of 'specific academic vocabulary', their poor conversational skills in English, and inadequate academic proficiency were the components that required 'a lot of work.' In addition, students' motivation was another issue Jordi pointed at as being quite challenging, 'how to motivate them and how to maintain motivation when teaching through a foreign language.' What we can see here is that language arises as a very important feature of Jordi's EMI teaching approach. Jordi as an EMI instructor did not discard the necessity to focus on language. On the contrary, he highlights his professional struggles on the way to help his EMI students to improve their language-related weaknesses, 'the students going all the way from BICS and CALPS was very, very difficult (...) so you have a lot of work.'

Later in his narrative, he went on to talk about the strategies which could bring a change in the EMI classrooms:

Excerpt # 5.05 JOR interview (Int1, turn 46)

'Hmm, no. I think we have to focus more on the... what we expect from them in terms of linguistic outcomes. We have to focus on language and help them understand what we expect from them. Share with them the... our objectives in terms of language objectives, content objectives. It's good to talk about the methodology with them. I think we need that.'

Jordi expressed the necessity for defining clear 'linguistic outcomes' as a way to overcome the challenges they were facing in the EMI classrooms. Moreover, he talked about helping EMI

students understand what is expected from them on both language and content levels, ‘in terms of language objectives, content objectives.’ Finally, he argues for the profound transparency and teacher-students cooperation at all levels in order to surpass the obstacles encountered in EMI, ‘It’s good to talk about the methodology with them. I think we need that.’

5.3 About course planning

5.3.1 Language-related goals

Interestingly, when he was talking about the planning of his EMI course Jordi reflected that there were no language learning goals set for the subject:

Excerpt # 5.06 JOR interview (Int1, turns 87-90)

RES:	Okay. and do you have any clear language goals for your subject?
JOR:	Truth is, I don't. Yeah, no, no. I want them to, you know, to speak using academic English blah blah blah. Because it's, it's embedded in the subject but I don't have clear goals in terms of language. I should, I should, yeah.
RES:	But generally, for the subject, like set by the University's Guias Docents? Does it have any language goals? So, in the design of the subject?
JOR:	Yeah, through the rubrics we use, when we assess them. we have. Yeah, we have goals, certain goals. Like, aaaa I don't remember them now but, you know, they're not very specific. They're general language goals, but we... They know them in advance, it's true, with the rubrics, yeah.

In excerpt #5.06 Jordi spoke about language goals set for the subject he was teaching through English. It was only when he was asked about language goals that he realized there weren't any clearly defined language goals for the EMI subject he was teaching. On one hand, Jordi's answer pointed in the direction of content-oriented institutional policy ‘Truth is, I don't. Yeah, no, no.’ and further supported by ‘I don't have clear goals in terms of language.’, while on the other hand, Jordi's previous CLIL experience seemed to have influenced his rather integrative positioning expressed in his reflection, ‘it's embedded in the subject’ and justified by ‘I want them to, you know, to speak using academic English.’

What is more, Jordi also acknowledged that they did also have explicit language-related criteria integrated in the assessment tools ‘through the rubrics we use when we assess them we have. Yeah, we have goals, certain goals.’ Therefore, even if not explicitly stated in his course plan, his teaching practice documented through the assessment rubric shows language-related objectives integrated with the content. It is however relevant to note that he was not aware of this fact before the interview.

5.4 About EMI peer- instructors

Jordi provided information about his colleagues engaged in teaching through English, he revealed some of the issues they considered to be challenging, and then he explained the possible ways to respond to those challenges in Subsection 5.3.2.

5.4.1 Challenges EMI instructors were facing

During the interview, Jordi described the ongoing EMI activities at his university from his position of CLIL practitioner. He suggests that the source of all struggles arises from the EMI instructors’ ‘identity’ and their refusal to take an integrating stance, a stance that would embrace both content and language:

Excerpt #5.07 JOR interview (Int1, turn 28)

“Yeah. Yes, in general, yes. I know a little bit about this and yes, they have, they have the same, the same problems. The problem at the university levels is that people in general, they don't believe in CLIL. In the sense that, they say: ‘Okay, I teach, I teach, I don't know, I teach Physics, let's say, at the university level and how am I supposed to teach about language? No way! They know the language.’ So, what they do is content-based, that's it. So, it's very difficult at university levels to help them understand they have to teach both content and the language. They don't understand or they don't want to understand it.”

Jordi mentioned three major obstacles that from his point of view impede EMI instructors from generating a better EMI environment. First, their attitude towards teaching content through English ‘people in general, they don't believe in CLIL’ supported by the content specialists’ refusal to take the role of language teachers, ‘I teach Physics (...) at the university level and how am I supposed to teach about language? No way!’ By saying so, Jordi indicates that for him language component was not to be neglected. Furthermore, when he says, ‘so what they do is content-based’ he distances himself from the pure EMI approach and leads us to the conclusion that his notion of EMI was rather holistic. Jordi entered the world of EMI as

a fully shaped CLIL professional and for him, both content and language were two components of a single entity.

5.4.2 About overcoming the challenges

In his account, Jordi pointed at what he considered might be beneficial for the improvement of EMI instructors' teaching approach. In his view, the key was in learning and understanding how to teach through L2, and Jordi saw it as the only way EMI instructors could improve their teaching practices:

Excerpt #5.08JOR interview (Int1, turn 48)

'They need to train in CLIL. They need to be trained in CLIL. They need to, to go somewhere where they help them understand the methodology, understand how it works, understand very basic things that will help them a lot. It's not difficult, it's a matter of a good planning, and knowing the tools, knowing the ways, that's it.'

In excerpt #5.08 Jordi connected the experience he had gained through CLIL with the impressions he formed through working with other EMI instructors. This excerpt conveys a picture of someone who clearly understands the struggles his colleagues were facing and who has a practical solution to these issues. Training in CLIL in order to 'understand the methodology' is essential, according to Jordi. He believes that equipping EMI instructors with proper strategies would lead to success, 'a matter of a good planning, and knowing the tools, knowing the ways.' Interestingly, Jordi does not step away from his CLIL positioning, integrating content and language is not even a question.

5.5 About Institutional support

Jordi often talked from the perspective of providing support for his EMI colleagues. He explained how his previous CLIL experience qualified him for the status of an expert with regards to teaching through English, and how he participated in an EMI support programme organised by his university. In addition, Jordi talked about the support EMI instructors need and about the benefits of content specialists' and language specialists' collaboration. When asked about the support he received from the institution, Jordi reported being part of the EMI support program, organized by his university, addressed to EMI instructors.

Jordi mentioned that he was given a role of an 'expert' and was asked to provide guidance to new coming EMI instructors:

Excerpt #5.09 JOR interview (Int1, turn 34)

'Well, I am involved in a program where we help other teachers who want, from other, from other areas who want to teach through English. And what we do is, is help them to understand how CLIL works. But I did not have myself help because they used me as some sort of an expert. I'm not an expert, but I help them somehow so...'

In excerpt #5.09, Jordi talks about helping his colleagues, 'understand how CLIL works' which supports the understanding that Jordi's notion of EMI reflected his previous CLIL experience. That is to say, his EMI story was deeply intertwined with his CLIL background, and his perception of the EMI instructors' role and their responsibilities were grounding on Integrating Content and Language (ICL) principles:

Excerpt # 5.10 JOR interview (Int1, turn 50)

'Yeah, aham, aham. From the Escola de Llengües, or something like that. We... some teachers that we are involved in CLIL at university levels as I mentioned before. We, we, hmm... they send an email to everybody asking if they want to be trained in CLIL, and blah, blah, blah. So, what we...the first years we tried to, you know, go all the way from the theoretical background and all that, and now what we do is help them with specific units, with specific things they need. That's all we do.'

According to Jordi, the support program is organized in a way to offer a training program in CLIL to the university teaching staff willing to participate, 'from the Escola de Llengües they send an email to everybody asking if they want to be trained in CLIL.' He also mentioned that in the previous period they offered both theoretical and practical training, 'the first years we tried to, you know, go all the way from the theoretical background and all that', and that with time the training program reduced to 'help(ing) them with specific units, with specific things they need.' Jordi also added that he himself did not receive any additional support from the institution 'I did not have myself help.'

5.5.1 Support that he finds missing

When he spoke about the institutional support that EMI instructors might be missing, Jordi reflected that the possibility of having a language expert and a content specialist collaboration might be the form of support that is needed.

Excerpt # 5.11 JOR interview (Int1, turns 51-52)

'I guess having, having a language teacher with the content teacher like, as I said, Physics teacher (...) will help a lot. But imagine that is difficult to understand it at the secondary level. So, how professors at university will understand or will tolerate another professional inside. It's difficult, not impossible but difficult.'

Jordi as an experienced CLIL practitioner sees a window of opportunity in collaboration of two experts coming from different fields, in this case, a field of content and a field of language expertise. The only impediment he sees might be the question of professional authority and how to synchronize the 'co-teaching.' Furthermore, there are many indications in the literature that such cooperation between content and language specialists may bring to the desired results (Cots, 2013; Escobar Urmeneta, 2020; Lasagabaster, 2018a; Zappa-Hollman, 2018).

5.6 About EMI Pedagogy

When it comes to the question of EMI pedagogy Jordi's positioning is significantly inclined towards integration. Here he talked about providing scaffolding for his EMI students in order to facilitate their participation, after that he talked about the importance of incorporating language in the teaching practices and acting in a way to satisfy EMI students' needs for both content and language development.

5.6.1 Overall approach to teaching EMI

As mentioned before, Jordi's EMI teaching approach was influenced by his previous CLIL teaching experience to an extent. The air of CLIL could be noted all the way from his notion of EMI to the teaching strategies he employed in his classes.

Excerpt #5.12 JOR interview (Int1, turn 26)

'(...)when you plan a specific activity where they have to speak and they have to give, state opinions. Mainly, develop debates or presentations, or give an opinion about a particular topic, something like that, hmm it's difficult for them because the language required to do it's quite high. So, unless you give them scaffold tips or you know, you give them ideas and how to, how to speak in the foreign language, how to state their opinions it's very, very difficult and that's, that's an example that I found very much yeah.'

Excerpt #5.12 shows the way in which Jordi's EMI teaching approach was shaped by his previous CLIL teaching experience. Jordi was conscious that the lack of English language proficiency influenced students' participation in the classroom activities 'where they have to speak and they have to give, state opinions. Mainly, develop debates or presentations, or give an opinion about a particular topic.' In order to overcome these obstacles he encountered while teaching his EMI courses, Jordi mentioned the necessity of providing the EMI students with specific tools 'scaffolding tips' in order to facilitate their participation- 'you give them ideas and how to, how to speak in the foreign language, how to state their opinions.' This excerpt contrasts with the general notion of teaching content through English where the English language is not catered for.

Later in his narrative, Jordi spoke about strategies he implemented in order to attend to the requirements dictated by the EMI setting:

Excerpt #5.13 JOR interview (Int1, turn 30)

'Aaa, basically, again, hmm you have to be conscious of the fact that you need to teach language and then what I did was some PowerPoint presentations or give them some pieces of paper with, with linguistic structures that help them you know to speak or state opinions or something like that. So, scaffolding again, you know. It's a very important part of it.'

Here again, the starting point of Jordi's reflection centers on the question of language, 'you have to be conscious of the fact that you need to teach language.' By saying, 'you have to be conscious' Jordi acknowledges that language played an important role in EMI. His notion of the content-language synergy indicates their tight relationship which resembles the principle of communicating vessels. The strategy he employs in order to engage his EMI students in active participation and make up for the lack of their language competence relies on equipping them with the necessary tools, 'I did was some PowerPoint presentations or give them some pieces of paper with, with linguistic structures that help them you know to speak or state opinions.' Here, one more time he reinforces the necessity to nurture language in the process of content learning, 'It's a very important part of it.'

Later in his narrative, Jordi went back to talk about his EMI teaching approach and what strategies he used in order to facilitate learning:

Excerpt #5.14 JOR interview (Int1, turns 71-72)

RES:	Okay. and do (your EMI students) need any additional help with the tasks?
JOR:	Yeah, sometimes lists of vocabulary or, or you need to take some time apart to teach them, you know, structures or mainly, mainly the problem is with the vocabulary at this level. And all conectores or things like that. Connectors, yeah, I'm mixing languages this morning, so. and the problem is mainly with the written language, yeah, so... those are the main problems, specific vocabulary, academic writing, connectors, but the rest is fine.

Providing his students with ‘lists of vocabulary’, devoting some lecture time for teaching his students ‘structures’, and discourse markers are some of the strategies Jordi used to overcome challenges brought about by the EMI setting. What can be seen here is that Jordi was highly conscious of the necessity to equally attend to the development of both content and language.

Once he diagnosed the EMI students’ weak points, with regards to the language, he created opportunities for action, ‘you need to take some time apart to teach them.’ This leads Jordi to position himself as an EMI instructor who took an integrative approach to teaching. What is more, Jordi’s awareness of ‘language as discourse’ (Escobar Urmeneta, 2020) and his teaching approach is in line with what the author urged for i.e., ‘a secondary focus of attention and support – that of language as discourse – to the planning process, without deviating from the instructors’ main concern, which was the teaching of subject content by means of the pedagogical approach best suited to that purpose.’ (p.188)

5.6.2 Feedback practices

When he spoke about the teaching strategies he employed when teaching through English, Jordi reflected on the practice of providing his students with feedback:

Excerpt # 5.15 JOR interview (Int1, turn 83)

<p>‘Well, what we do because we, we are three teachers in the same subject, then we try to collaborate a lot. We give them opportunities to come to the office and see what problems do they have when writing, because they have to give us some texts and things and we are open to share with them the issues we find and yeah basically to meet them and to explain them what problems do we find in English, what things they need to do better next time.’</p>
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In excerpt #5.15 Jordi spoke about the purpose of the feedback, the timing, and its type. He explained here that the purpose of the feedback was the improvement of students' work, 'what things they need to do better next time.' As regards the type of feedback, Jordi mentioned that it was connected to the course tasks 'because they have to give us some texts and things.' When it comes to the timing of the feedback, Jordi explained that he and two of his colleagues who were engaged in teaching this EMI course together provided students with the possibility of attending a tutorial session on-demand, 'we give them opportunities to come to the office and see what problems do they have when writing.' What can be seen here is that Jordi's feedback practices are in line with 'teacher formative feedback practices' (Black & Wiliam, 1998) i.e., they represent improvement-oriented interactions between learners and instructors (ibid). What is more, feedback's timing is also one of the important aspects, Hattie and Timperley (2007) suggest that the timing of feedback depends on the feedback's content and when it comes to processes or complex task it is recommendable to allow students time to attempt the task without interruption i.e., delaying the feedback.

When it comes to the corrective feedback (CF) Jordi mentioned applying what Lyster and Ranata (1997) classified 'elicitation' within the prompts category. That is to say asking students to reformulate their own utterances, 'we stop them, we try to help them rephrase things.'

Excerpt # 5.16 JOR interview (Int1, turn 86)

'If the focus is on fluency, of course, if you start correcting them all the time- you block them. But, of course they... you ask them for a certain level of competence so if the mistakes aren't, you know, very big, like big mistakes in English. So yeah, we stop them, we try to help them rephrase things and, yeah...But it's quite okay because they have quite a good level of competence, in general, yeah.'

The feedback strategy mentioned in excerpt #5.16 can be described as output-oriented. It allows learners various trials to produce the target form. What is promoted in this case is learner repair, and explicit correction, as explained by Linares & Lyster (2014), and they lead to repetition of correct form by students. Research shows that explicit types of CF tend to be more effective than implicit ones as they help students to develop their hypothesis about L2 and they yield larger gains (Kartchava & Ammar, 2014).

5.6.3 Similarities and differences between L1 and L2 - medium of instruction

When being asked to compare his academic course delivered through Catalan to the EMI one, Jordi reflected that there were differences between the ways courses were delivered. He was convinced that the approach to teaching needed to be altered ‘you need to change the methodology’ even though ‘you're trying to do the same, and you have to because it's compulsory.’ In Jordi’s view, in order to achieve a similar effect to teaching through L1 in EMI ‘what you do is to adapt a lot.’ (see Appendix I -JOR interview 1)

Jordi reflected later on about the specific details of this process of EMI teaching adjustments:

Excerpt # 5.17 JOR interview (Int1, turn 60)

‘Yeah, in Catalan the materials you need or the things you ask them, you don't have to think about how you are going to present those materials, what language do they have, what specific vocabulary is inside because it's their L1. So, you don't have to consider those aspects. Whereas, when you are teaching in English you have to, you know, take some time to read what you will give them. To see if the PowerPoint presentations you are planning will be easy to understand, will have some aaa language, some cognitive aspects taking into account. So, it's, it's...it needs more preparation, more time and more aspects, you know, to consider. That's the main difference.’

Here Jordi touched on the idea that EMI instructors ‘needed to consider the EMI students’ English language competence when preparing and delivering their EMI courses ‘you have to (...) take some time to read what you will give them. To see if the PowerPoint presentations you are planning will be easy to understand, will have some (:::) language, some cognitive aspects taking into account.’ Jordi here acknowledged that it was the language of instruction that actually dictated the teaching approach. In his view, EMI was not just a switch in the language of instruction, on the contrary, preparing and delivering an EMI course assumed many details such as ‘how you are going to present those materials, what language do they have, what specific vocabulary is inside’, etc. Thus, it required ‘more preparation, more time and more aspects (...) to consider.’

When asked about the similarities between CMI and EMI academic courses he was teaching Jordi highlighted his CLIL position ‘it's- once you turn CLIL, you... it's difficult to go back’ in the sense that he cannot undo his CLIL experience and observe the two courses through the same lenses.

5.6.4 About learning outcomes

When asked to reflect on the EMI students' learning outcomes in terms of content in comparison to learning outcomes of students taught through L1, Jordi explained:

Excerpt #5.18 JOR interview (Int1, turns 67-68)

RES:	What about the content? So, do you feel that your students learn the same amount of content in both groups- like, the English group and the Catalan group?
JOR:	Yes, because, because you are teaching adults and they... the system has given them a quite solid base in English. I mean it's not like teaching in the primary. Primary students, they don't have communicative competence, but when they are at the university even though they don't have a C1 or they don't even have B2, they have a base, then let them build up more, you know, it's less, so you have less difficulties in language so, no problem, no.

In excerpt #5.18 Jordi reported that he did not find the English language as an impediment for EMI students' content acquisition. His argument pointed at university students having 'a quite solid base' with regards to the English language which further 'let them build up more.' Jordi explained that even though there were students whose level was even lower than B2 i.e., below the threshold for students at the tertiary level of education, 'having a base', according to Jordi, was a sufficient prerequisite in order to make progress.

5.7 About students

In this section that talks about EMI students Jordi reflected on challenges imposed by their low level of CALP (Cognitive Academic Language Proficiency), the difficulties of mastering content through foreign language (FL), and finally, he urged for the need of attending students' weak points language-wise in order to promote their content acquisition.

5.7.1 Students' language-related problems

One aspect on which Jordi expressed a certain level of worry was in relation to students' low level of academic vocabulary or CALP:

Excerpt #5.19 JOR interview (Int1, turn 24)

'Well, I don't know all the way from the vocabulary they're not used to the specific vocabulary, the academic vocabulary they need. It's the obvious difference between BICS (Basic Interpersonal Communication Skills) and CALPS (Cognitive Academic Language Proficiency), yeah.'

As soon as Jordi realized that there is a gap between EMI students' BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) he took some action in order to bridge it and he reported this process to be one of the challenges he was facing in EMI (see Section 5.2).

Later in his narrative when he was talking about the challenges his students were facing with regards to mastering the new content through foreign language (FL) Jordi went back to the theme of the lack of CALP.

Excerpt # 5.20 JOR interview (Int1, turns 69-70)

RES:	According to your opinion, do you think they find it difficult to learn new content in a foreign language at this level?
JOR:	Yes, they do. They do. Because again due to specific vocabulary that they have never seen. Due to CALPs, due to all these, specific vocabulary of the area, of the content that you are about to teach, academic English, so it is difficult for them, they are not used to that.

By analysing excerpts #5.19 and #5.20, we can see how Jordi mentions the word vocabulary five times 'vocabulary they are not used to', 'the specific vocabulary'- repeated three times, 'the academic vocabulary.' It leads to a conclusion that Jordi was conscious of the existent interrelationship between language and content and that one could not advance without the other. His acknowledgment served as a reminder of what needs to be attended to in order to see the progress in his EMI students. As we could see in Section 5.6, Jordi took the integrative approach in his teaching practices and equally supported their content and language development. His explanation for the existent difficulties with respect to the language is 'they are not used to that' and he creates opportunities in order to promote the development of their linguistic repertoire (see Section 5.6).

When asked about the possible hampering effect the English language may have had on students' ability to present their knowledge, Jordi explained:

Excerpt # 5.21 JOR interview (Int1, turn 114)

'(...) What they say in general. If they had the opportunity to express themselves in the L1 they could do it better, they could have you know better marks because they can express, they have more academic language in Catalan or in Spanish than they have in English. So, what they do is they... the exams are quite all right but they focus on basic, you know, language. That's what they do. So, yeah.'

In excerpt #5.21, Jordi points at a question that has already been discussed in the literature - and that is EMI students' inability to fully manifest their academic knowledge when assessed through foreign language (FL) (Shohamy, 2012). Even though students may feel hampered by the lack of language proficiency, Jordi states in this excerpt that they do manage to respond to the assessment tasks 'exams are quite all right' and shape their answers with the 'focus on basic (...) language.'

5.7.2 Authentic reading materials

Another opportunity for Jordi's students to develop their English language competence could be seen in providing them with the teaching material in English. This way students could see the language of discipline in its natural environment and make up for the lack of proficiency related to academic English:

Excerpt # 5.22 JOR interview (Int1, turns 73-74)

RES:	Okay. And the reading materials that you give to your students are completely in English?
JOR:	Yeah, yeah, yeah and they find it okay, so they tell me. Generally, what they say is they read better than they write and they understand better reading or listening.

Jordi went on and explained that the teaching material he used in his EMI course was authentic i.e., he did not introduce any accommodations to adapt it for their English language level.

Excerpt #5.23 JOR interview (Int1, turns 75-76)

RES:	And the materials are authentic, you don't adapt them?
JOR:	No. Only, only some specific things like giving them the dimensions y competencias of the curriculum, yeah, because we're talking about the curriculum de primaria all that and you don't have that in English so I translate it, I adapt it but that's the only thing I give them.

However, as Jordi mentioned in excerpt #5.23, there was a part of his course that talked about 'dimensions y competencias of the curriculum' in the national educational system, and what he did was translating into English the information related to that section. Even though

students could be provided with the original version in their L1, Jordi had chosen his students to be fully exposed to English. 5.7.3 Students' progress in relation to English

During the interview, Jordi suggested that his EMI students made a significant development language-wise and he ascribes it to:

Excerpt #5.24 JOR interview (Int1, turn78)

'Most of them, because of pragmatic things like passing the subject they take private lessons, they start watching films in English. So, they improve, they improve, yeah.'

Excerpt #5.24 suggests that setting a high standard for his EMI subject had an impact on EMI students' necessity to change their life habits and invest additional time and effort in order to 'pass the subject.'

However, EMI students' progress in relation to their English language competence cannot be ascribed to Jordi's EMI teaching strategies.

Excerpt #5.25 JOR interview (Int1, turns 79-80)

RES:	What aspects do you think they improve?
JOR:	Hmm, academic language, mainly and how to, how to write in English, how to construct sentences- longer sentences, yeah, basically.

In the above account, Jordi implies that higher exposure to English i.e., students starting to 'take private lessons, they start watching films in English' together with his pedagogical interventions mentioned in Section 5.6 (About EMI Pedagogy) led to notable progress reflected in students' 'academic language, mainly and how to, how to write in English, how to construct sentences- longer sentences.'

Part II: Approaches to Assessing Students in EMI Courses in Higher Education (EMI instructor Jordi)

'We think in generalities, but we live in details.' (Whitehead, 1943, p. 26)

5.8 Assessment policies and practices

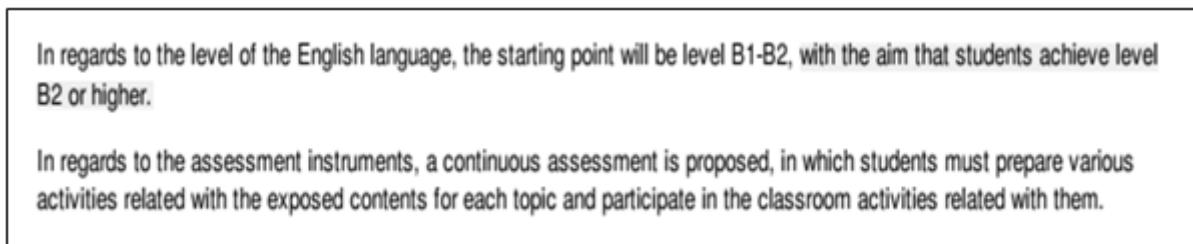
This section will look into assessment principles and practices for the subject Jordi was teaching through English within *Pedagogy and Disciplinary Contents* in Primary Education.

5.8.1 The official Study Guide

As stated in the study guide, it is a mandatory, attendance-based subject applying continuous assessment. The total number of ECTS credits for this subject is 7, and they are equivalent to 175 hours of student workload (Study Guide for Teaching and Learning of Languages, 2017-18). In addition, 70 out of the total 175 hours are assigned to classroom hours and 105 to non-classroom hours (see Table 5.1).

Figure 5. 1

Language-related components in the Study Guide; Source: reprinted from the Study Guide for subject Pedagogy and Disciplinary Contents



When it comes to learning objectives and requirements Figure 5.1 shows that they are related to both content and language. For example, by the end of the course, students were expected to ‘Satisfactorily express oneself in English, both orally and in writing’ (see also Appendix F). Moreover, the study guide states that students were expected to improve their English language level. As mentioned in the study guide, it is assumed that students enter the course with a B1-B2 level of English and by the end of the course, their English language level should be B2 or higher (see Figure 5.1).

Table 5. 1

Adapted from the study guide for Teaching and Learning of Languages, 2017-18

ECTS	Total no of teaching-studying hours	Distribution of 175 hours of student workload		
7	175	70 classroom hours	40% of the subject	<ul style="list-style-type: none"> • 10% lectures: 17.5 hours • 10% tutorials: 17.5 hours • 15% classroom practices: 26.25 hours • 5% conferences: 8.75 hours
		105 non-classroom hours	60% of the subject	<ul style="list-style-type: none"> • 45% individual study: 78.75 hours • 15% group study: 26.25 hours

The subject is divided into two units. Unit 1 is delivered through English and it weighs 70% of the final mark whereas Unit 2 is delivered through Spanish and it weighs 30% of the final mark. As far as the assessment principle is concerned in order to pass this academic subject students need to pass each of the units separately. In case that a student does not pass one of the units he/she would need to repeat the whole subject. The final mark of the subject is a mean score of the composing mark. The minimum required mark for success is five (5). The distribution of language and content in two units, together with the requirement to pass both units in order to pass the course, seems to be aimed at ensuring that students acquire not only the curricular competencies related to the content, but also those related to the vehicular language.

5.8.2 Assessment principles and practices reflected in the assessment tasks

As it has already been mentioned, Unit 1 forms part of the academic subject within Pedagogy and Disciplinary Contents in Primary Education. It is taught through English and delivered by the three EMI instructors. According to the study guide, assessment principles adopted for unit 1 entailed continuous assessment that comprised the following activities:

- Analysis of the work on languages in Primary Education
- Classroom simulation that consists of two parts: a) written work, and b) oral presentation
- Written theory-practical test

Assessment activities included individual, pair and group work. Some of the assessment tasks had the purpose of both learning and assessment and some were targeted at the assessment only (see Table 5.2).

Table 5. 2

*Assessment tasks for the Unit 1 of the academic subject Teaching and Learning of Languages;
Source: Adapted from the study guide*

Assessment task		Function	Individual/team task	Weight	
AT1	Analysis of the work on languages in Primary Education	Learning assessment and	Pair work	1 point/10%	
AT2	Classroom simulation	Written work	Learning assessment and	Small group	1 point/10%
		Oral presentation	Learning assessment and	Individual	1.5 points/15%
AT3	Written theory-practical test	Assessment	Individual	3.5 points/35%	

In the following sections I will proceed to report on three of the assessment tasks (AT) above: AT1, AT2 and AT3 following Jordi's account.

5.8.3 Analysis of the work on languages in primary education (AT1)

In his narrative, Jordi explained that for AT1 -'Analysis of the work on languages in primary education', students were expected to 'analyse a linguistic project of a primary school', and 'state their own opinions.' Jordi here does not mention whether students were provided with any guidance on how to proceed the analysis and/or if they were provided with support to carry it out. At a later stage, he reflected on the assessment rubric that had been shared with the students:

Excerpt # 5.26 JOR interview (Int1, turn 94)

'As I said, mainly, through rubrics where they... first of all they have to, they have to write and they have to analyse the linguistic project of a primary school, they have to state their own opinions and they have a rubric where they know what we expect from them in terms of academic writing, in terms of, of a content of the topic, in terms of the analysis blah blah blah (...). They know that in advance.'

From what Jordi says in excerpt #5.26, we can conclude that the rubric he provided his students with for the assessment task ‘analysis of the work on languages in primary education’ was not specifically designed for the purpose of the analysis of ‘school linguistic project.’ It was a formal rubric directed at the assessment of students’ output. What is important here is that this rubric was presented to EMI students beforehand ‘They know that in advance’, and that it played the role of a writing guide as well. By saying, ‘a rubric where they know what we expect from them in terms of academic writing, in terms of, of the content of the topic, in terms of the analysis (...)’ he refers to the aspects that were taken into account when he was assessing EMI students’ assessment performance. Unfortunately, the researcher did not have access to the rubric Jordi used for assessing AT1 so deeper analysis of it is not provided. On the other hand, Jordi here does not mention if students received any additional guidance on how to perform the analysis of the linguistic project or it was left up to their own judgement to accomplish the task. However, later in his interview Jordi went back to the theme of ‘analysis of the linguistic project’ and explained:

Excerpt #5.27 JOR interview (Int1, turn 134)

‘(...) the first evidence, for example, the analysis of language because hmm, I don't know.... they try to write down their opinions, their analysis but it's, it's difficult. Schools don't collaborate very much because this Proyecto Linguistico in schools is very old and they don't, you know, they're supposed to have it up-to-date but they don't, yeah. In terms of language, it's the first evidence and maybe they don't have enough training, you know, they are not trained enough in English to do it. I would change that.’

In excerpt #5.27, Jordi acknowledges how students encountered difficulty in performing the task of the linguistic project analysis. His arguments included the lack of collaboration from the part of the schools and he also hints in the direction of the lack of training on how to perform the task which further supports the assumption that Jordi’s students did not receive any support or guidance on how to approach the process of analysis. When he says, ‘they try to write down their opinions, their analysis but it's, it's difficult’ suggests that the task is found to be challenging for his students but he does not provide any information on how his students needed to approach the process of analysis, but seems committed to change in the future. On the other hand, Jordi does not provide information on how to proceed in relation to the content of the analysis.

Excerpt # 5.28 JOR interview (Int1, turn 118)

'When they, for example, fail the first thing they have to give us. They come to the office, we talk about this, we talk about that and I give them support in terms of language, I give them examples, I give them, I don't know, like papers or where what they are can compare how language works, things like that and they, they, they improve. They improve.'

5.8.4 Classroom Simulation (AT2)

As it can be seen from the information provided in the study guide, AT2 -classroom simulation consisted of two parts:

- a) written part of the simulation.
- b) oral part of the simulation.

All together AT2 weighted 25% of the 70% total for unit 1. While the written part of the simulation was an individual task with 10% share, the oral part of the simulation was an individual task within a group and it had 15% share (see Table 5.2 above).

Excerpt # 5.29 JOR interview (Int1, turn 94)

'And then they have to do a presentation, what we call a simulation, where they have to pretend that they're teaching a unit in English. And again, they have a specific rubric for the written part and for the oral part.'

a) Written part of the simulation (AT2a)

In his interview Jordi did not go into details on what the written part of the simulation consisted of. On the other hand, Jordi provided the researcher with the rubric he used for assessing EMI students' written output, and its analysis will be provided into more detail. What is important here is to mention that Jordi shared the rubric with his students in advance and that they were familiar with the aspects of it i.e., they were familiar with the targeted learning outcomes beforehand. Interestingly, this is one of the characteristics of the assessment for learning and it has strong formative value for the students.

➤ Rubric for the written part of the simulation

By analysing the rubric Jordi created and used for assessing his EMI students' written part of the AT2- written simulation, we could observe that there are 14 dimensions of the rubric,

namely, introduction, class profile and about the unit, methodology, competences, aims, contents, assessment criteria, activities, materials and resources, extension and reinforcement, bibliography and webliography, the session, accuracy/register and validity/reliability/ timing (see Appendix H). Out of these fourteen (14) dimensions twelve (12) refer to content only and one refers to language and one is integrated and refers to content and discourse (see Table 5.3).

Table 5. 3

Dimensions and Features of the written simulation assessment rubric; Source: adapted from the rubric 'written simulation'

No.	Dimensions	Features
1.	Introduction	Integrated; both content and discourse are represented
2.	Class profile and about the unit	Content based
3.	Methodology	Content based
4.	Competences	Content based
5.	Aims	Content based
6.	Contents	Content based
7.	Assessment criteria	Content based
8.	Activities	Content based
9.	Materials and resources	Content based
10.	Extension & reinforcement	Content based
11.	Bibliography and webliography	Content based
12.	The session	Content based
13.	Accuracy/Register	Language based
14.	Validity/Reliability Timing	Content based

What can be concluded is that through the written simulation Jordi evaluated mainly content with only a single category referring to the linguistic accuracy and inside this category we can see 'accuracy/register.' Furthermore, if we look into the descriptors of this category there is only 'words seem accurate' but there is nothing about being error free. On the contrary, this category is much more focused on the writing style 'vivid words and phrases', 'draw pictures

in reader's mind', 'choice and placement of words seem (...) natural and not forced' (see Table 5.4).

Table 5. 4

Language-related component of the assessment rubric 'written simulation'; Source: AT2 Rubric

Accuracy/Register	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seem accurate, natural, and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch, or flair.	Writer uses a limited vocabulary, which does not communicate strongly or capture the reader's interest.
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b) Oral presentation (AT2b)

AT2b was delivered orally and was designed in the form of a 'simulation.' As Jordi explained, students were required to simulate 'teaching a unit in English':

Excerpt # 5.30 JOR interview (Int1, turn 94)

'(...) So, when they have to present their simulation in front of the class, they know all the way from body language, timing, use of vocabulary. They know that in advance.'

In excerpt #5.30, we can see that the assessment criteria set for this activity included language 'all the way from body language, timing, use of vocabulary.' Importantly, for this assessment activity Jordi's EMI students were informed on the expected learning outcomes beforehand- 'they know that in advance' which positions his assessment practices in line with Sadler's (1989) understanding of purpose of formative assessment' i.e., closing the gap between current states and final goals. By looking into the categories of the assessment tool Jordi used for assessing his students' oral simulation, exposed in Table 5. 5, we can see the presence of the mentioned dimensions, namely, timing, body language and vocabulary within the category 'fluency and accuracy.'

Table 5. 5*Excerpt from AT2 rubric 'oral simulation'*

Timing	The speaker gives the speech within the time given. His/her volume is adequate.	The speaker spends some more time than given. His/her volume is a bit low.	The speaker spends less time than given. He/she speaks low and hesitates.	The speaker surpasses the time given or speaks for a very short time.
Boby Language	Eye contact, interaction with aids, and physical gestures demonstrate the speaker's energy and interest, guiding the listener through the presentation	Eye contact, interaction with aids, and physical gestures are natural and fluid.	Made some eye contact. Voice was too soft. Seemed uncomfortable. Speaker sometimes looks at his/her notes.	Eye contact with the audience is lacking. Gestures are missing or awkward. Speaker depends heavily on written speech or notes.
Fluency and accuracy	Speaker uses tone, speed, & volume, to emphasize important ideas & hold listener's attention. Vocabulary is descriptive & accurate, engaging the listener through imagery.	Speaker uses adequate speed throughout the presentation. Vocabulary provides clarity & avoids confusion.	Much effort is required to maintain the conversation. There may have been many long pauses. Vocabulary is not connected to the topic but the register is adequate.	Speed & volume are inappropriate for the presentation and important ideas are missing. Vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand.

➤ **Rubric for the oral part of the simulation**

In this section, dimensions of the 'oral simulation' rubric and their main features will be discussed. Table 5.6 provides an outline of the rubric's categories and is adapted from the original rubric Jordi created and implemented for assessing AT2 b of his EMI academic subject (see Appendix H).

Table 5. 6

Dimensions and Features of the oral simulation assessment rubric; Source: adapted from the rubric 'oral simulation'

	Dimensions:	Features:
1.	Introduction	Discourse related
2.	Timing	Forms part of the communication strategies
3.	Body language	Related to communication
4.	Fluency and accuracy	Accuracy and linguistic strategies
5.	Basic mistakes	Accuracy
6.	Content	Content related
7.	Question by the teacher	Content related
8.	Conclusion	Content related

As it can be seen by looking into Table 5.6, a rubric Jordi created and used for assessing his students' oral part of the simulation, contained 5 out of 8 dimensions referring to language and discourse, which is approximately 65%.

What we can see is that, in the rubric that Jordi uses for the assessment of the written part of the simulation the dimensions are predominantly content related whereas in the rubric for the oral part of the simulation they are mostly referring to the language.

5.8.5 Test (AT3)

For Jordi's EMI subject, the exam with summative purpose was administered at the end of the course and in the form of open-ended questions. When he was talking about the exam as the assessment task Jordi explained:

Excerpt #5.31 JOR interview (Int1, turn 108)

"They are told that if they do like 10 big grammar mistakes in English that's a zero in the exam. So, there's, there's a lot of pressure. But I don't know what happens but from the first thing we asked them to do until the exam there is up, up, up, an enormous progression. I don't know what they do. Sometimes I joke with them and I say: 'Okay, quit the gym and go to English lessons, come on! Change your focus, right?' And the thing is they improve, they improve."

Here we can see that Jordi's EMI practices significantly differed from his rationale on EMI as declared in part I of this narrative account. In excerpt #5.31, Jordi acknowledged setting the limit for the number of grammar/spelling mistakes EMI students were allowed to make or else they will be disqualified, 'if they do like 10 big grammar mistakes in English that's a zero in the exam.' This approach to assessment shows much resemblance to traditional L1 practices. Jordi does not indicate if/how he helped his EMI students cope with the English language challenges, just that the number of mistakes they made was reflected in their academic success. From what we see, it can be concluded that he did focus on language but taking a rather punitive approach to assessment and as he mentioned above 'there's a lot of pressure' imposed on students. When he says, 'quit the gym and go to English lessons, come on! Change your focus!' creates an impression that students were made responsible for finding their own path to success out of the institution B. We are missing the information on whether Jordi employed any strategies and scaffolding in order to support his EMI students' journey towards successful assessment task completion. However, Jordi's approach to language learning is clear, his assessment practices 'push' students to learn English and he highlights it twice in the excerpt #5.28. First, he says, 'But I don't know what happens but from the first thing we asked them to do until the exam there is up, up, up, an enormous progression', and then at the very end of the excerpt, he concludes 'And the thing is they improve, they improve.' In this way, he values this sort of penalisation as a successful strategy for its intended purpose. By saying, 'I don't know what happens but from the first thing we asked them to do until the exam' he recognises that the improvement of his students is not necessarily connected to his EMI teaching pedagogy but rather to the additional effort of the EMI students.

Later in his narrative, Jordi reflected on an additional assessment tool he used when evaluating his EMI students' academic performance in the exam. He mentioned creating a checklist in order to maintain consistency during the evaluation process 'we have like a list of things they have to say, a list of vocabulary we want them to say or expressions.' This assessment tool, according to Jordi's words, was not shared with their EMI students, 'it's like a rubric but they don't have it this time.' It served as a support for maintaining reliability during the process of assessment. Furthermore, when asked about the assessment criteria set for the exam, Jordi reflected that language had its fair share in the criteria:

Excerpt #5.32 JOR interview (Int1, turn 124)

'(...) you read, you take into consideration cohesion. If they, if the introduction is okay. If they, if they talk about the main features of the topic. If they have authors for example, or bibliography sometimes, if needed, or references. And that's what I have in my lists.'

In excerpt #5.32, Jordi reflected on the assessment criteria naming some of the features that were expected to be found in students' written work: 'cohesion', 'introduction', 'main features of the topic', 'authors', 'bibliography' and 'reference.' As it can be seen, both content and language were represented here. When being asked if he felt comfortable to correct language together with content during the process of EMI assessment, Jordi explained:

Excerpt #5.33 JOR interview (Int1, turn 132)

'(...) Well, we are focused on language a little bit because they're learning... We want them to learn a little bit, or to improve their English. So, I don't have problems with that, I don't mind correcting the grammar.'

In excerpt #5.33, Jordi clearly expressed eagerness for teaching and correcting language. Intrinsically he wanted his students to improve their English language competence and he did not refuse to take the responsibility for it. In his narrative Jordi reflected on students' comments about better academic performance in the exams if given the opportunity to express themselves through the L1:

Excerpt # 5.34 JOR interview (Int1, turn 114)

'(...) What they say in general. If they had the opportunity to express themselves in the L1 they could do it better, they could have you know better marks because they can express, they have more academic language in Catalan or in Spanish than they have in English, so what they do is they... the exams are quite all right but they focus on basic, you know, language. That's what they do. So, yeah.'

Jordi did not discuss whether he had any difficulties when he was assessing his students' written output but he acknowledged that 'exams are quite all right but they focus on basic, you know, language' and thus indicating that perhaps he would expect the EMI students to use more complex forms i.e., language that is more appropriate for the tertiary level of

education and EMI setting. Another thing Jordi talked about was the difference in EMI students' capacity to express themselves orally and in writing:

Excerpt #5.35 JOR interview (Int1, turns 115-116)

RES:	Do you, for example, find sometimes that your student performs well in the oral part of the exam but then has problems in the written part?
JOR:	Yeah, yeah, I find it a lot, yeah.

Jordi's statement 'I find it a lot' leads to a conclusion that the assessment outcomes also varied in relation to the written and oral language skills of EMI students.

5.9 Differences in the assessment procedures according to the language used as a medium of instruction

Section 5.9 deals with Jordi's EMI assessment practices and to what extent they differ from his L1 assessment practices. To the researcher's question if the CMI assessment practices were equal/similar to those of CMI, Jordi said:

Excerpt # 5.36 JOR interview (Int1, turn 98)

'No. No. We don't give this importance to the oral medium.'

Judging by his answer, it seems like Jordi's approach to assessment in EMI differed significantly from his CMI approach to assessment. Jordi here acknowledged that his EMI assessment practices were more centred around the linguistic goals they set for the subject and that language was observed as a priority when it comes to EMI.

In his narrative, Jordi also talked about the assessment accommodation with respect to the assessment practices they applied when assessing students' academic performance through L1:

Excerpt # 5.37 JOR interview (Int1, turns 98)

'(...)sometimes of course in the rubrics you don't have use of, well you have use of language because you want them to focus on academic language, but maybe it doesn't have as many parts yeah. You don't focus on many things.'

In excerpt #5.37, Jordi explained how his assessment practices in CMI course differed from those of his EMI course. According to Jordi, the main distinction centred around the question of language- ‘you want them to focus on academic language (in L1), but maybe it doesn't have as many parts, yeah. You don't focus on many things.’ By saying, ‘(not) have many parts’ he seems to suggest that the focus on language in his EMI assessment practices was much more detailed than that of his CMI assessment practices. Jordi here also pointed out that in the EMI course, students’ oral expression was one of the dominant features whereas in the CMI course this was not the case. From what he acknowledged, we can conclude that Jordi was well aware of some of the intricacies of learning through a second language, also he focused at improving EMI students’ language competence, and that he adapted his assessment practices to serve the learning outcomes.

5.10 About the influence of language on the assessment outcomes

When asked about the impact EMI students’ language proficiency had on the grading, Jordi acknowledged having a developed grading system that incorporated the English language:

Excerpt #5.38 JOR interview (Int1, turns 101-102)

RES:	How does English, so students’ English, affect the assessment process? For example, do you give them better marks if your students perform well or lower marks if they...
JOR:	Yes, of course. of course, yeah, yeah. of course, of course. There are different grades if they make no mistakes or make just a few mistakes or they have a high-quality English with, you know, academic writing and academic English, with very few mistakes. Yes, there are like 4 different levels.

Again, as in Section 5.7.3 Jordi talks about creating a grading system in relation to quality of English language use. He explained in more detail the role of language in the process of evaluation. There were ‘four different levels’ of grading reflecting students’ language performance ‘if they make no mistakes or make just a few mistakes or they have a high-quality English with, you know, academic writing and academic English, with very few mistakes.’ What can be seen here is that both language mechanics and written discourse are both taken into account, although the repetition of the term ‘mistakes’ suggests that accuracy may have a more prominent role than the ‘academic’ style of English. Jordi does not say anything about content-language relationship here. His answer centres around the quality of English language use and it remains unclear how his ‘4-level’ criteria combined with the essence of students’ answers i.e., the content.

5.10.1 Helping EMI students to overcome the assessment struggles

When asked about the situation where students were unable to demonstrate their content knowledge due to the lack of English language proficiency Jordi explained:

Excerpt #5.39 JOR interview (Int1, turns 117-118)

RES:	Or you know that this person really knows the content but finds it difficult to express? What do you do in these cases?
JOR:	Aaa, what I do, because this, what you mention happens. What I do is...when they for example fail the first thing they have to give us. They come to the office, we talk about this, we talk about that and I give them support in terms of language, I give them examples, I give them, I don't know like papers or where they can compare how language works, things like that and they, they, they improve. They improve.

Jordi acknowledged that in cases when students expressed difficulty in demonstrating their content knowledge due to the lack of language competences they had at their disposal tutoring sessions outside of academic hours during which he provided them with feedback and guidance in order to enable them to advance in the command of the language ‘we talk about that and I give them support in terms of language, I give them examples, I give them, I don't know like papers or where they can compare how language works, things like that and they, they, they improve.’ What we can see here is that Jordi’s assessment practices were sensitive to the linguistic needs of the students/ language-led and how he used ‘feedforward’ in order to enable the acquisition of the expected language competences, although this specific guidance seems not to have been an ordinary part of lesson, but some extra support the students could benefit of at office times.

During the interview Jordi once more reflected on the theme of tutoring sessions that were at EMI students’ disposal:

Excerpt #5.40 JOR interview (Int1, turn 82)

‘We give them opportunities to come to the office and see what problems they have when writing because they have to give us some texts and things and we are open to share with them the issues we find. And, yeah, basically to meet them and to explain to them what problems we find in English, what things they need to do better next time.’
--

Here again, Jordi talks about support that was available for his EMI students outside the academic hours, which indicates that students needed to invest additional time in order to receive feedback and support they needed. From his wording it does not seem that Jordi provides support in the classroom, only in the office. In excerpt #40 Jordi formulated his answer in a way that leads to a conclusion that students were responsible for their own progress. He says, 'we are open to share with them', which indicates that feedback and support were provided at students' demand and that catering for their learning progress was not incorporated in his classroom practices. By saying, 'we give them opportunities to come to the office' could mean that students have the possibility to use this additional service provided by EMI teachers but it is left to their own decision if and when they want to use it.

When being asked if his students were willing to participate in the tutorial sessions outside the classrooms Jordi said:

Excerpt #5.41 JOR interview (Int1, turn 84)

'Some of them. Not all of them. Some of them.'

From excerpt#5.41, we can see that students were not prone to attend the tutorial sessions they were offered. It can be suspected that the reason for this might be either that they were not willing to invest additional time outside the regular classroom hours or that attending the tutorial sessions had a sort of 'stigmatising' notion that would label them as underachievers. What is more, Jordi's response in both excerpts #5.40 and #5.41 focuses exclusively on the linguistic difficulties of the students in a way that he omits/overlooks any information about the content. Jordi does not reflect on the difficulties his EMI students experience with respect to the content mastered through L2.

Part III: Recap of Jordi's EMI story

Table 5. 7

Summary of Jordi's Profile

L1	Teaching Experience	EMI Teaching Experience	Subject	Previous Training	Interviews
Catalan	15 years	6 years	Subject-matter Pedagogy and Disciplinary Contents	Master's degree in CLIL	1

Assessment in EMI and furthermore the role that language plays for both students and instructors is an area that calls for attention. On one hand, EMI instructors neglecting language when teaching and assessing content, and on the other, EMI students mastering the new content and demonstrating academic knowledge through L2 is never an easy task. A significant challenge reported by the literature is the correlation between the assessment outcomes and the language. Macaro et al. (2018) indicate that the students with weaker linguistic competencies are more likely to perform less successfully.

Throughout his narrative, Jordi demonstrated that he has carefully planned the assessment activities introducing a variety of tasks and formats. The tasks cover both oral and written language, as well as individual performance and teamwork. In relation to his approach towards the evaluation through an L2, Jordi expressed a high level of consciousness with regard to the language component in his EMI course. Jordi's focus on language could be detected all the way from the learning objectives, it formed part of his teaching and assessment policy, and the teaching and assessment practices. On one hand, considering the way his approach to the English language is expressed, it can be characterized as a traditional EFL approach. As it could be seen, Jordi is sanctioning students' mistakes rather than providing specific support before or while carrying out the task so that they could overcome their struggles. Furthermore, we see an instructor who is really concerned about the language, for example, in the teaching of language and communication-related strategies, often- it seems- at the expense of content, or even at the expense of how the language conveys the meaning of the content.

Finally, in some respect, his profile is very close to that of a foreign language teacher, and in which his account differs most from that of other CLIL or ICLHE teachers. When Jordi talks about his assessment practices is when we see what is inside, like looking at it through an X-ray. In a way, having insight into Jordi's assessment practices helped us unveil his approach to teaching and to see what is underneath. Once we got to observe Jordi's assessment practices we saw what matters most to him as an EMI instructor. As an experienced CLIL teacher in both primary and secondary schools he was not able to focus on content and neglect language, acknowledging that one cannot prosper without the other. Also, it is interesting to note his absence of awareness on this point previous to the interview. Jordi's assessment practices seem not to be fully in line with the premises of assessment for learning (Black et al., 2004) as he penalizes the students for making mistakes. Finally, according to the teaching guide and Jordi's explanations, at least one activity (the test) has been provided for the sole purpose of validating learning.

CHAPTER 6: Case 3. Results and Discussion: Mireia' Story

At the time that I interviewed Mireia, she was teaching an academic subject *Society, Family, and School* at a private Catalan university through both Catalan and English. In her interview, Mireia reported having had around 18 years of teaching experience and approximately 7 years of experience in teaching through English. She explained how she had obtained a PhD degree from a university in the USA and it influenced her decision and willingness to take up a position of an EMI instructor.

On an individual level, Mireia's story illustrates a teaching and assessment approach of a pedagogue who was conscious that language and content are interwoven and she adjusts her methodological approach so as to embrace them both.

In the following portrait, an attempt will be made in order to convey an idea of the ways in which Mireia constructs her EMI perspective and how she relates to her views of teaching through an additional language, of her EMI colleagues, and of EMI students. The first section follows her EMI path from the beginning and challenges she was facing to the EMI instructor she became. The subsections highlight the strategies she employed and the methodology she adopted with a focus on the road towards a higher rate of students' participation, use of support and scaffolding material, and finally EMI students' successful task performance. The second section focuses on the EMI assessment and Mireia's assessment practices.

PART I : EMI Instructor background and their approaches to EMI teaching

6.1 EMI background

Mireia reported having started to teach through English during her PhD studies, 'while doing my PhD in the United States I taught some courses. It was EMI because it was everything in English. So, I had to speak in English.'

Later, Mireia explained, when the university where she was teaching decided to implement some courses that would be delivered in English, she was selected based on her previous experience in studying and teaching through English.

Excerpt #6.1 MIR interview (Int1, turn 18)

'Basically, because we were required by the University to teach certain courses in English. Making a balance of the faculty who could do it I was one of the candidates and they asked me and I was very happy to do it because I have taught before in English and I liked it so I was up for it.'

The initiation of Mireia's EMI career was driven both extrinsically and intrinsically. As it can be seen in excerpt #6.1, it centred on the university's need for qualified professors and her eagerness to continue her career in teaching through English. Mireia's discussion around the topic of intrinsic motivation related to getting the opportunity to broaden the scope of relevant research information and enrichment of the course content:

Excerpt #6.2 MIR interview (Int1, turn 20)

'First, that I can teach on the basis of research that is international. So it really...I am keen to bring to the class information that is not just local or national. So, I am really happy I can teach in English, and I can bring information from all over the world. Just put examples from all over and give them the direct quotes and the direct texts from the authors that I use for research to the students directly, not using translations or just telling them what I have interpreted from other people's research.'

A strong component of Mireia's motivation was the possibility to use the original research papers and not have to translate or interpret the class material for her students. In her answer, she also expressed enthusiasm when it comes to using the 'direct quotes and the direct texts from the authors' as well as the opportunity to 'bring information from all over the world' and not limit herself to 'information that is (..) just local or national.'

6.2 About Emotions and Personal attitudes

In this section, Mireia talked about her anticipated fears and about the strategies she employed once she started teaching through English. She reflected on an important discovery she had made and how well-structured guidance leads towards successful task performance. In this section, Mireia also exposed some of the challenges she was facing at the beginning of her EMI career and how she approached resolving them.

6.2.1 About challenges and agency

When being asked about the fears she had had prior to stepping up on a position of an EMI instructor, Mireia's answer centred around EMI students' language competence:

Excerpt #6.3 MIR interview (Int1, turn 22)

'Hmm. Basically, were the things that I was wanting to do in the class maybe were not feasible because the level of the students won't be necessary for the task.'

In excerpt #6.3, Mireia mentions students' language ineptitude as one of the anticipated classroom challenges. What is more, she feared the effect that a low level of English language competence might have had on both the efficacy and the outcomes of the classroom tasks. Mireia continued on and described how she approached teaching in the new setting:

Excerpt #6.4 MIR interview (Int1, turn 22)

'But then I realized that it all had to do with my expectations on what students were capable of doing or not. So, if I were asking them to do a research paper they were capable of doing it because I only had to teach them the steps. It was the same as if I was doing it in Catalan or in Spanish. Just if you help them to follow the steps they can do everything.'

In excerpt #6.4, Mireia expressed an important discovery, she mentioned that she made a distinction between what she expected the EMI students could do and what they could actually do 'But then I realized that it all had to do with my expectations of what students were capable of doing or not.' She realized that in order to accomplish the tasks her EMI students needed structured guidance 'if I were asking them to do a research paper they were capable of doing it because I only had to teach them the steps.' Here we can see how Mireia identified the possible weak points that might have influenced the flow of her classes and she managed to turn the situation around. As a pedagogue, Mireia took the necessary actions in order to achieve her objectives 'if you help them to follow the steps they can do everything.' Later in her interview, Mireia described her major challenges as those of students feeling insecure while using English and finding it difficult not to adhere to their L1, and making the EMI students realize that they could perform the required tasks through English. At several points in the interview, she mentioned the low level of students' self-esteem English language-wise as one of the inhibitors she could observe.

Interestingly, Mireia regarded these instances as an invitation to act, and she considered herself responsible for directing the EMI students towards successful accomplishment of the tasks:

Excerpt #6.5 MIR interview (Int1, turn 24)

'(..)And the challenge here was that you have to make it appealing besides the English. So, it was very interesting to show them that they were capable of taking a course in English, that they were capable of passing it, and that they were able to learn and contribute, not just be there staring at you like ' What are you talking about?' But that they were capable of making contributions, finding information, building something, creating knowledge from that.'

In excerpt #6.5, Mireia uncovers her EMI teaching approach which embraces both content and language. Her reference to the successful completion of the tasks as 'show them that they were capable of taking a course in English' suggests that her role as an EMI instructor and a pedagogue was to provide students with the content and with the proper scaffolding which further led them to realize that 'they were capable of making contributions, finding information, building something, creating knowledge from that.'

6.3 About EMI Instructors

When being asked about challenges her colleagues were facing when teaching through English, Mireia reflected on how she had participated in a research project that focused on EMI instructors and how she was familiar with this theme more profoundly. She talked about their insecurity when it comes to teaching through English, she made a comparison to her own experience at the very beginning of her EMI career, and then she spoke about strategies for overcoming these challenges.

6.3.1 Challenges EMI instructors were facing

According to Mireia, the main challenge her colleagues were facing stemmed from their insecurity when it comes to the use of language. Consequently, they seem to have put more effort into being accurate and not focused on content as much:

Excerpt # 6.6 MIR interview (Int1, turn 30)

' (...)people who were not confident in their English were more hesitant that they would make mistakes, that they were going to say something that was incorrect, that...so they were more concerned on the delivery of the sentences in English than on the content.'

In her interview, Mireia drew parallel to her own experience when she was teaching through English in the USA during her PhD studies. She explained that a low level of English language competence made her become predominantly focused on the delivery rather than on the content:

Excerpt #6.7 MIR interview (Int1, turn 30)

"(...) I had to face this situation in an English context, that is in the United States I was the one with less English knowledge at that time, I had second-year students, they had studied all their lives in English and I was the one coming from outside and not knowing so much the language. So, I faced that situation at that time, not here. Here, I know that I make mistakes and I say in classes: 'I'm sorry. This is not how you say it.' You just go around and you do it. The best you can do and that's it."

In excerpt #6.7, Mireia also explained how she managed to overcome this challenge and reflected that with time her priority shifted from a focus on form to a focus on conveying the message: "I know that I make mistakes and I say in classes: 'I'm sorry. This is not how you say it.' You just go around and you do it. The best you can do and that's it."

6.3.2 About overcoming the challenges

When it comes to EMI and the challenges it may bring to professors who are non-native speakers (NNS) Mireia's motto is 'just try':

Excerpt #6.8 MIR interview (Int1, turn 38)

'More than try, actually, more than recommendations I learned that different people had different types of fears. Some of them for their own level of the language, others recognized that they learned things teaching in English that then they integrated into the courses that they were teaching in Catalan. So, I think were all interesting just to talk to other people and share the experience. So everybody sees it differently or experiences it differently and then you say 'It's not such a big deal and you can do it. And so just try.'

In excerpt #6.8, Mireia talks about the importance of interacting and learning from each other's experiences. In her opinion, 'everybody sees it differently or experiences it differently' and she thinks that it is important 'to talk to other people and share the experience'. Finally, Mireia highlights that once the first step is made challenges are perceived differently, 'It's not such a big deal and you can do it. And so just try'. Mireia sees the solution in action and

interaction the more we talk about the challenges we understand them better and through acting we learn 'so just try.'

6.4 About EMI students and English

When she was talking about her EMI students Mireia tackled important themes such as EMI students' willingness to participate, foreign language anxiety, students' capacity to master new content through an additional language but she also spoke about the strategies she employed in order to help her EMI students to overcome the challenges they were facing.

6.4.1 EMI students' participation in class

In this section, Mireia discussed the theme of EMI students' participation in her EMI academic course classes.

Excerpt #6.9 MIR interview (Int1, turn 166)

'It's less than in the Catalan group. But only for that because I think they are afraid that they are going to say something wrong. So they actually participate when they are very sure that what they are going to say is something that is correct, interesting, and contributes to the class. Although by discussing the text in group I have told them that they don't have to be afraid of saying something that it's redundant or that it's something that they have already, somebody else has said or that's, that's okay. That's, even if you're saying something that somebody else has said, just go ahead and say it again. But it's your contribution. So that's right.'

Mireia discussed lack of confidence and fear of making mistakes as key factors that prevented her EMI students from having a more active role in EMI classes. Previous research on EFL students' reluctance to speak in L2 places it into one of the biggest problems in the EFL setting. Littlewood (2004) found that factors such as 1) tiredness, 2) fear of being wrong, 3) insufficient interest in the class, 4) insufficient knowledge in the subject, 5) shyness and 6) insufficient time to formulate ideas were majorly influencing the students' willingness to participate. In line with the literature, Mireia emphasized that in order to participate, EMI students need to be 'very sure that what they are going to say is something that is correct, interesting, and contributes to the class'. Here, Mireia also acknowledged that she did not leave such a situation unattended, and as it can be seen from excerpt #6.9 Mireia encouraged her EMI students to lose fear ' don't have to be afraid' and she promoted participation by creating an atmosphere where they would feel comfortable 'that's, that's okay. (...) just go

ahead and say it again. But it's your contribution.' In this account Mireia as an experienced pedagogue did employ various strategies that are usually associated with EFL teaching.

When being asked if she considered that EMI students found it difficult to master new content through a foreign language Mireia explained:

Excerpt #6.10 MIR interview (Int1, turn 66)

'I think it is if they are blocked because they are not capable of delivering or understanding even if they are capable of it. But it's something that I think it's on our side to break that stage of 'I wouldn't be able to do it. I don't understand. I think I'm not capable.' And then when you start returning them tasks or talking to them individually, and helping them to see that they can do it and that it is just a matter of the language. I think they're capable of doing it.'

In excerpt #6.10, Mireia talks about foreign language anxiety (Horwitz et al.,1986) and self-perceived communication competence (McCroskey & McCroskey, 1988) as factors that influenced EMI students' participation and learning 'they are blocked because they are not capable of delivering or understanding even if they are capable of it.' In addition, she mentions 'it's on our side to break that stage' which indicates her willingness to help students alleviate and/or overcome the inhibition. Mireia's approach to feedback in the EMI setting is in line with the previous studies which have found that the best remedy for FLA is an amiable and non-harsh attitude (Aida, 1994; Young, 1990). 'When you start returning them tasks or talking to them individually, and helping them to see' illustrates Mireia's strategies. We can see how she approaches students individually, builds trust, and thus creates a safe space for her students to act.

In her interview, Mireia also mentioned cultural factors that brought to students' low rate of participation:

Excerpt #6.11 MIR interview (Int1, turn 70)

"(...) I think the cultural background that we have is that we have to fear and we have to be opposed to English. Just because of that. And it used to be cool in school to say: 'I don't know English. And my grades are very bad in English.' - And you are the best. And I think that's something that it's not helping us a lot because when you find someone that is very good in English and you recognize them it's like: 'Don't say too loud because then I won't be as cool as I used to.' And it's like- 'Why? But you do it very well.' - 'Yeah, that's okay. That's okay.'"

By saying 'the cultural background that we have is that we have to fear and we have to be opposed to English' Mireia highlights another aspect of students' reluctance towards using English. This finding is supported by previous studies that show how cultural factors may add to language anxiety (Cetinkaya, 2005; Young, 1992) and thus decrease students' readiness to actively participate through English. Also, MacIntyre et al. (1998) identified language anxiety, perceived competence, and social context as factors that affect students' willingness to communicate (WTC).

6.4.2 Real reading materials

In her interview Mireia reported using authentic teaching materials that were fully written in English.

Excerpt #6.12 MIR interview (Int1, turns 77-82)

RES:	And what percentage of reading material is given in English?
MIR:	In the courses that I teach in English everything.
RES:	Everything?
MIR:	Yeah.
RES:	You don't adapt, it's in the original form?
MIR:	It's original, yeah!

When being asked if her students struggled with understanding the content of the materials she used in her classes, Mireia reflected:

Excerpt #6.13 MIR interview (Int1, turns 83-84)

RES:	Is it difficult for your students?
MIR:	Sometimes, and I tell them beforehand, I actually start with hard texts and not very long but for example legal texts from the European Commission, and then they say: 'But this is so hard. 'I'm like- 'Yeah if you read it in Spanish it's very hard too because it's all legal terms and nobody understands anything but this is why I want you to read it because I know it's hard beforehand. So, now we know it's hard, let's read it.' And then we go over it. And that's it.

In excerpt #6.13, Mireia talked about the strategy she used in order to make her students aware of the 'language for specific purposes' and its difficulty in any language. She described an example of setting their EMI students with a task over 'legal texts from the European Commission.' The purpose of this task, according to Mireia, was to make students realize, 'it's all legal terms' and that it would be difficult for them to understand even 'if (they) read it in Spanish'. She also added that once she made her students realize that the English language was not a barrier that prevented them from understanding they would proceed to its analysis, 'So, now we know it's hard, let's read it. 'And then we go over it.'. By doing so, Mireia intended to lessen the level of stress and/or anxiety EMI students automatically ascribed to their English language competence. Mireia also used a comparison to their L1 and brought their attention to the same type of difficulty they might be facing because of the specific legal terms.

6.4.3 Progress made by the students in relation to English

In her interview, Mireia reported that her EMI course lasted 'for a semester.' She was clear that the focus of her EMI academic course was on the academic content 'what I want them to learn is the content.' Yet, she expected her students to improve their language competence as well 'I hope so, although it's not my purpose'. When being asked about the improvements she could notice with EMI students, she formulated her answer around the issues of accuracy:

Excerpt #6.14 MIR interview (Int1, turn 96)

'Very little sometimes. Because we still have people at the end of the semester that they say 'peoples', 'childrens', and I'm like- 'Come on! We're all the time talking about that.' With that, they confuse he and she, and if they deliver the content I just try not to listen to those things. But that's it.'

Even though Mireia reported that her priority in EMI classes was teaching content to her EMI students, her reflection on students repeating the same type of mistakes throughout the course 'we still have people at the end of the semester that they say...' indicates how she had expected to see their improvement language-wise, especially since it seems like she had put an effort in providing her EMI students with the corrective feedback ' We're all the time talking about that.' Having said that, we can see that Mireia was attending to her EMI students' language needs, and consequently, she wanted to see them improve their English language competences.

6.5 Institutional support

In this section, Mireia reflected on the institutional support for the EMI instructors offered by her university. According to her, EMI instructors at her university received a financial incentive during the first year of their EMI teaching placement. In addition, Mireia mentioned the service of revision and correction of the teaching material offered by the university's language centre. When it comes to the support they were missing, Mireia reflected on a 'peer support system' where students studying to become experts in the field of linguistics help their colleagues from other study programmes by guiding them through the process of revision and correction of their written work.

Excerpt #6.15 MIR interview (Int1, turn 34)

'Actually, in the beginning, at University C, you were given, you had economic support for teaching in English. It lasted I think one year then it disappeared.'

In excerpt #6.15, Mireia talks about University C providing financial support for the university professors who embarked on teaching through English. She mentioned here that this kind of support was intended to compensate for the additional effort they had to invest in preparing and delivering their academic courses through L2:

Excerpt #6.16 MIR interview (Int1, turn 36)

'That you get paid a little bit more just for the first year I think it was. That it was a kind of trying to make people teach in English even if they were scared of doing it to help them make that step. But it lasted, as I said, one year.'

In addition, she reflected that the purpose of this incentive was to motivate professors to make a step out of their zone of comfort and enrol in the new teaching experience. As Mireia mentioned, this kind of support was limited to the first year only.

Excerpt #6.17 MIR interview (Int1, turn 34)

'Now they are thinking to do it again or if it's not financial support, it's a recognition in hours or part of your work.'

In excerpt #6.17, she explained that University C was reconsidering the reimplementation of this kind of support as such or compensating for additional work or for the number of working hours. She continued to expand on this 'new type of recognition':

Excerpt #6.18 MIR interview (Int1, turn 36)

'And now they are trying to make another type of recognition that it would be more in terms of hours not so much in getting paid for that specific task, and only for the first time. If you do a subject, a course for the first time. Because they assume that if you keep on doing it, you use similar materials. You don't have to prepare so much for, for the course.'

Here, Mireia acknowledged that instead of receiving extra payment EMI instructors could receive compensation 'in terms of hours'. She also mentioned that this kind of incentive would be available only to those at the beginning of their EMI teaching experience. Further institutional support actions addressed at EMI instructors, according to Mireia, were revision and correction of their teaching material (documents and presentations), that they prepared for and used in classes. In addition, Mireia noted that this support action was offered by the university's Language Service:

Excerpt #6.19 MIR interview (Int1, turn 46)

'You can go for your own interest to the support service of languages, I don't know if it's the name, and then you can have either PowerPoint corrected or documents that you share in class also revised that everything is correct.'

6.5.1 Support that is missing

Later in the interview, Mireia reflected on the support they were missing at her university. The comment she made was based on her previous experience as a PhD student in the USA. She described how at the university in the USA they had a developed network of student-to-student assistance so that students helped each other with proofreading and editing each others' written produce:

Excerpt #6.20 MIR interview (Int1, turn 46)

'I would miss for example a system that I discovered in the United States that both students and faculty have the entire service of language correction, and I think it's very helpful for the students not so much for the faculty but for the students that you bring your paper and you have someone who is learning or becoming a teacher or a professional corrector or in linguistics or..and then what they do is they go with you over your paper and it's not only that they correct it but you learn how to do in the process of correcting it. (...) So, just simple things but you learn in the process of correcting.'

Mireia here touched on the idea of a 'peer support' system where students who were learning to become 'experts' in the field of linguistics helped other students who were studying in other study programmes. In this specific case, Mireia suggests that 'someone who is learning or becoming a teacher or a professional corrector or in linguistics' help other colleagues from other study groups in a way that they 'go with you over your paper and it's not only that they correct it but you learn how to do in the process of correcting it.' When it comes to the benefits of such a 'peer support' network Mireia highlights that in this way students get the opportunity to 'learn in the process of correcting'. Interestingly, Mireia's comment on the support that was missing is addressed at improving students' language competence i.e. writing skills.

6.6 About EMI Pedagogy

In this section, Mireia talked about her teaching approach in EMI. She described how she prepared her EMI students for the successful delivery of the tasks and she touched on some strategies coming from the field of English foreign language teaching. Furthermore, Mireia talked about the theme of corrective feedback, she brought out the questions of content specialist's identity and legitimacy and she concluded this section with the acknowledgement that content and language are interrelated and as such, they should be submitted to equal treatment.

6.6.1 Strategies to teach through English

When Mireia talked about preparing the EMI students for the assessment tasks she mentioned some of the strategies typically associated with foreign language teaching:

Excerpt #6.21 MIR interview (Int1, turn 30)

'We also do oral presentations in class and we prepare how to do them. So, I tell them if you don't know the exact word that you want to use for that particular time don't worry, don't get stuck there just go around it because you have other words, you have other expressions, and you just have to make yourself understood and that's it.'

In excerpt #6.21, Mireia reflected on how she prepared her EMI students for oral presentations advising them on communication strategies they could use in order to deliver their presentation more effectively. Here, she instructed students to use 'circumlocution' (Dörnyei, 1995; Swan, 2008) or description when they have problems using a particular word in English. Circumlocution is a 'problem-solving' strategy applied in foreign language teaching. When it comes to instructing her EMI students on more effective writing performance Mireia said:

Excerpt #6.22 MIR interview (Int1, turn 46)

"Okay, what we tell students later- 'Make shorter sentences, say something in each of the sentences that you want to say.'; 'Don't just try to put all the information in one paragraph and no commas and no full stops.'"

Here, we can see Mireia drawing her students' attention to effective sentence structure and punctuation and helping them convey their message in a clear and easily understandable manner. In this section, Mireia acknowledged the importance of language when delivering content, and she applied some EFL strategies so that her EMI students would improve their speaking and writing skills and perform better in their EMI academic course. This section sheds light on Mireia as an EMI instructor who was attending to her students' English language needs and who prepared them for successful academic performance through English.

6.6.2 Feedback practices

When it comes to providing her EMI students with the corrective feedback Mireia explained:

Excerpt #6.23 MIR interview (Int1, turn 100)

'Yes and no. Yes, if it's very big and it's very difficult to understand for an English reader but not of everything. Because I am not an expert in English, so I am afraid that I won't say it correctly or that I can make a bigger mistake. And I prefer that this task, that the specialist on the language that they have courses on, that they do it. So, I will only go over things that they are making very huge mistakes and something they have been told once and again that this has to be corrected.'

In excerpt #6.23, Mireia acknowledged that she provided her EMI students with CF for the mistakes that interfered with understanding their answers 'if it's very big and it's very difficult to understand.' In excerpt #6.23, she also talked about the themes of content specialists' identity and legitimacy (Airey, 2012; Dafouz, et al., 2014; Escobar Urmeneta, 2018). Mireia said 'I am not an expert in English' justifying why she did not want to go into the deeper correction of students' mistakes and only corrected some of them 'so I am afraid that I won't say it correctly or that I can make a bigger mistake.' When being asked if providing students with feedback on language was important, Mireia said:

Excerpt #6.24 MIR interview (Int1, turn 104)

'Yes, of course. Yes. It's important to give them feedback on the content and in the language. Yes, because as a colleague of mine says, from a language department, it's all connected. If what you deliver is not correct in the form and in the content then you are not being accurate in what you are saying. So, yes, we should correct everything.'

In excerpt #6.24, Mireia acknowledged the necessity for attending to EMI students' language needs and providing them with feedback. When she says 'It's all connected' suggests that Mireia felt there was an interrelatedness between the content and the language and how one influenced the other. Her reference on the quality of students' answers illustrated through 'If what you deliver is not correct in the form and in the content then you are not being accurate on what you are saying' confirms that both components require equal treatment and that in the EMI courses language should not be neglected. The final sentence in this excerpt - 'Yes, we should correct everything' could indicate that internally Mireia knew she could not separate one from the other, but that perhaps she lacked clear guidance when it comes to the assessment criteria.

6.6.3 Similarities and differences between L1 and L2 - medium of instruction

When it comes to the organization of her EMI course and the tasks that were assigned to EMI students, Mireia reported that there were no differences in comparison to L1 medium instruction:

Excerpt #6.25 MIR interview (Int1, turn 50)

'It's not different at all. I try to do more or less the same things. I do discussions on research papers. They have to read prior to the articles and then we discuss them in class. They do oral presentations. They have to create a research paper, first reading from research they have found and they have...they also do reaction papers to different topics. It could be a documentary that we pass in class. It's a reading that we discuss in a session or from a specific presentation that I deliver. So, we mostly do the same things.'

In excerpt #6.25, Mireia listed the similarities between the courses taught through L1 and L2. She mentioned that the classroom activities and assessment activities did not differ in their form and/or content (see Table 6.1):

Table 6. 1

Overview of the class and assessment activities. Adapted from excerpt #6.25; Source: Researcher's production

CLASS ACTIVITIES	<ul style="list-style-type: none"> ● discussions on research papers ● watching documentaries
ASSESSMENT ACTIVITIES	<ul style="list-style-type: none"> ● oral presentations ● create a research paper ● reaction papers to different topics

When being asked if she considered that EMI students mastered the same amount of content as CMI students, Mireia said:

Excerpt #6.26 MIR interview (Int1, turn 64)

'I don't know that. I hope so. Because that's my purpose. We deliver the same type of content, we go through the same type of authors, processes. I ask the same type of evaluation processes, so, I hope so. I hope they don't miss it because of the language.'

In excerpt #6.26, Mireia outlined that she expected her EMI students to learn the same amount of content as their colleagues who were taught through their L1. The only impediment she could observe in mastering the content was related to their language competence 'I hope they don't miss it because of the language.' Apart from that, she did not consider there were any differences related to the course organization 'We deliver the same type of content, we go through the same type of authors, processes. I ask the same type of evaluation processes'.

However, two times in excerpt #6.26 Mireia indicated that there might be certain differences between CMI and EMI courses. The first time she said, 'more or less the same things' and the second time, 'we mostly do the same things.' At a later point of the interview, we went back to the theme of differences and Mireia explained:

Excerpt #6.27 MIR interview (Int1, turn 62)

"The only thing that I mentioned and at the beginning, I think it's treating them not so autonomously. It's the first sessions that I do in English is that I show them that in the virtual campus that I have posted a folder called 'survival kit' In which I have posted several documents with the basic vocabulary of research, the basic vocabulary of the class, then a couple of links to APA that they will have to use for the research paper and then another link, or other documents on how to use connectors when they write and how to use correct writing. But this is, I don't do that when I do it in Catalan. But this could be the only specific thing that I do differently when I teach in English. So, just to focus at the beginning, saying: 'Hey, you have this here! Pay attention to this. This is, this can be helpful if you want to use it.'"

In excerpt #6.27, Mireia explained that under the assumption that EMI students might be struggling with the language in her EMI course she prepared a 'survival kit' which contained scaffolding material for students to refer to and to use if needed. However, she wouldn't prepare any sort of scaffolding for students taught through L1. As can be noted in table 6.2 Mireia provided her EMI students with the necessary tools and resources, all related to language, in order to facilitate their understanding of the content and successful completion of the tasks.

Table 6. 2

Writing scaffolding 'Survival kit'; Source: adapted from MIR interview excerpt #6.27

Survival kit
<ul style="list-style-type: none"> ● several documents with the basic vocabulary of research ● the basic vocabulary of the class ● a couple of links to APA that they will have to use for the research paper ● another link, or other documents on how to use connectors when they write and how to use correct writing

In the above account, we can see that Mireia did not neglect students' language needs. She took the time and the effort in order to provide support for effective content teaching and learning. Once she detected that there might be issues arising from the lack of vocabulary, essay writing style, and organization, she created useful tools to help students surpass the

possible difficulties. As has already been mentioned, she did not provide her CMI students' with such a support tool.

6.6.4 Language goals

In this section, Mireia talked about the language goals set for her EMI subject. Initially, when being asked if she had any language goals for her EMI subject Mireia said:

Excerpt #6.28 MIR interview (Int1, turns 61-62)

MIR:	No.
RES:	And do you think you should have them?
MIR:	Excuse me, only that they are exposed to English content all the time. I mean, I don't have a specific goal that to learn English but because I think that...

Here, we can see that there were no language goals set for the subject Mireia was teaching through English. From the way, Mireia answered the question it can be concluded that she followed the university policy and operated in EMI mode 'only that they are exposed to English content all the time.' Mireia even confirmed the EMI perspective of the course explaining that language development did not form part of her subject goals 'I don't have a specific goal that to learn English.' At a later point of the interview, we went back to discuss language goals and I asked Mireia if she considered there should be language goals set for her EMI subject:

Excerpt #6.29 MIR interview (Int1, turn 112)

'No. I think that just being exposed to the language that's a big issue. Because I'm sure that if they listen and perceive all the information on that content, and they have to make an effort to understand the videos or the documentaries or the text or the faculty professor talking to them in English that's something that's going into their brains but not specifically, no.'
--

In excerpt #6.29, Mireia explained she considered that the students' increased exposure to English should lead towards language learning 'that's something that's going into their brains' and she concluded that there was no need for any additional or specific language goals. This finding is in line with previous literature on CLIL pedagogy where the simplest approach to language learning is referred to as 'language bath' (Dalton-Puffer, 2007) i.e., students are expected to learn TL just by being immersed into it.

On the other hand, when she was asked to observe language from a different perspective and to talk about the discursive goals in her EMI subject, Mireia explained:

Excerpt #6.30 MIR interview (Int1, turn 110)

'Of course, yeah, yeah, yeah. They have to be able to present in English, they have to be able to write and read and understand what they are reading in English of course. But not. My purpose is always connected to the content. So, they can relate, explain, express in relation to the content that we are teaching and not the language. Although as I was saying before it's always connected if you can deliver a better discourse, of course, you're going to be able to be more specific on the content.'

In excerpt #6.30, Mireia maintained her positioning of a content specialist claiming to be responsible just for the content 'my purpose is always connected to the content' and yet she revealed that language was an important part of her EMI course 'they have to be able to present in English, they have to be able to write and read and understand what they are reading in English'. By saying so, Mireia confirmed that language is not neglected, it was actively participating in EMI teaching and learning processes. Perhaps its role was not clearly defined, but as Mireia acknowledged students needed to be able to 'relate, explain, express in relation to the content.' Broadening the view and observing language outside the morphosyntax permit concluding what Mireia concluded: 'it's always connected if you can deliver a better discourse, of course, you're going to be able to be more specific on the content'. Mireia's comment reflects the literature which suggests that 'the focus on language as discourse might contribute to developing a greater understanding of content-related issues on the part of students' (Escobar Urmeneta, 2020, p.195). It is our false preconception to regard expanding grammar and vocabulary as the exclusive language goals and not consider other aspects of language as equally or even more important for the EMI setting. As it can be concluded from Mireia's interview she does work on students' language skills and language requirements and goals are present in the EMI course she is teaching.

Part II: Approaches to Assessing Students in EMI Courses in Higher Education (EMI instructor Mireia)

'Due to the [...] importance of academic language use throughout the school, we have welcomed in an age where every teacher is now a language teacher.' (Gottlieb, 2016, p. 1)

6.7 Assessment policy

This section will look at the assessment policy for the EMI academic subject Mireia was teaching based on the official study guide. During the second semester of the academic 2017/18, Mireia taught the subject Society, Family, and School which was a part of the study programme Early Childhood Education and Primary School Teaching, majoring in English. As stated in the study guide, Society, Family, and School is a compulsory subject and it understands mandatory attendance and class participation. Assessment is continuous-based, and there are 6 ECTS credits assigned for this subject. Subject's study guide lists the assessment activities as follows:

Table 6. 3

Assessment tasks for the EMI subject Society, Family, and School. Source: own production; adapted from the official study guide

Task number	Assessment activities	Function	Individual/team task	Weight	Who set the task
AT1	Attendance and class participation, individual and group meetings.	Learning and assessment	Individual	10%	Official requirement
AT2	Analysis of documents	Learning and assessment	Individual	20%	Official requirement
AT3	Activity of knowledge, expression and applying contents of the course.	Learning and assessment	Individual	40%	Official requirement
AT4	Analysis activity and detailed communication with scientific and ethical criteria.	Learning and assessment	Individual within a group	30%	Official requirement

According to Mireia, the former assessment tasks could undergo slight format/task alterations:

Excerpt #6.31 MIR interview (Int1, turn 58)

"It has to be mentioned priorly on the document that it's published on the guide of students. So they, students already know the type of evaluation that you use, the type of contents, and objectives. Then you can make it a little bit different but it has to be adjusted to that type of evaluation, for example. You cannot then if you have an exam on that document that it's published before they sign up for the courses, you cannot then say- 'No, there's no exam.' So, you just have to follow what you have first said."

In excerpt #6.31, Mireia acknowledges that slight adjustments could be negotiated with the students while respecting the official study guide 'you can make it a little bit different but it has to be adjusted to that type of evaluation.'

6.8 About Mireia's assessment principles

As was explained in detail in Chapter 2, AfL is designed in a way that students' learning takes the central position meaning that its design and practice lead towards students' learning (Black et al., 2004, p.10). When talking about the assessment principles Mireia applied in her EMI subject in excerpt #6.31 above she explained that students were fully informed on the evaluation procedure by means of the study guide before they enrolled in the subject. About the specific ways, she dealt with assessment she stated that:

Excerpt #6.32 MIR interview (Int1, turn 174)

'At the beginning of the course I give them the syllabus and the first attempt for the evaluation and we agree on them, with them, with the students. So, if they say- 'No, no. We want to take an exam.' I give them an exam, I have no problem. But actually, we agree on it all, together. Everybody decides on whether they agree with that evaluation task or not.'

From excerpt #6.32, we can learn that from the very beginning of the course, Mireia included her EMI students in the decision-making process. She explained that EMI students and herself, an EMI instructor, agreed on how they should be assessed ' we agree on them, with them, with the students'. By saying so, we can see how Mireia is encouraging students to take responsibility for their own learning.

6.9 About assessment tasks

In her interview, Mireia explained that the assessment tasks for the EMI course she taught at the time of the interview consisted of three papers and an oral presentation. She also reported

that there was not a written test as an assessment activity for the EMI subject she taught at the time.

a) Written papers

Written papers as assessment assignments were listed in the study guide for Mireia's subject Society, Family, and School (see subsection 6.6.3 Table 6.1). In her interview, Mireia reflected that for one of the papers students had the task to create a theoretical framework of a research paper:

Excerpt #6.33MIR interview (Int1, turn 76)

'You ask them to read a couple of articles and try...couple or more, minimum I request is two articles, and then create a theoretical section of an article of a future paper that they don't have to complete but they like, create the theoretical background of that topic that they choose.'

Mireia described the process of writing this kind of paper as difficult for both CMI and EMI student groups. According to her opinion, the problem arose from the fact that it was students' first encounter with the task that required students 'to be more creative or to have a responsibility more like in a research process':

Excerpt #6.34 MIR interview (Int1, turn 76)

'When I do it in Catalan sometimes I have to explain it also to specific people that maybe they don't understand the task. But I think it's because up to that moment we have been very, we have been taught to do very specific tasks in terms of underline and deliver the result of it. And that's it. Not to be more creative or to have a responsibility more like in a research process.'

In excerpt #6.33 above, Mireia acknowledged the first component of the task included choosing a topic and selecting a minimum of two articles that will be used to support a theoretical framework they will later write. The next steps understood:

Excerpt #6.35 MIR interview (Int1, turn 76)

'You have to read them, find what's interesting, then you use it for your own theoretical background, whatever, whatever you want to write on that topic that you have read from different places and then you, for that specific idea, then you have to mention those other authors who are using that.'

Here Mireia outlined that after deciding on the articles students needed to get familiarized with them i.e. read them and select relevant information 'You have to read them, find what's interesting.' This information will later be used in the process of writing 'then you use it for your own theoretical background.' Mireia also reflected that prior to assigning students with this task she leads them through the process and prepares them for the autonomous work:

Excerpt #6.36 MIR interview (Int1, turn 76)

'You explain that you have the examples, we read, we go to the databases, we find those articles, we read examples. They have all that.'

When being asked if EMI students' were allowed to use tools such as spelling checker and grammar corrector for this assessment task Mireia noted that they could but they often did not make use of this possibility: 'I assume they don't. Because they send a lot of mistakes.' (Int 1, turn140). In her interview, Mireia also acknowledged that the applied assessment tool for this assessment activity was a rubric. In addition, she reflected on the practise of transparency- her students were informed both on the assessment requirements and on the way they were going to be assessed:

Excerpt #6.37MIR interview (Int1, turn 142)

'Yeah, they have the rubric. And they have a rubric for the final paper and they have: ' You have to have this, you have to...You gonna get a grade like this if you put this, this and this. And if you put this- you're gonna get this other grade.'

b) Oral presentation

The oral presentation was another assessment activity in Mireia's course. She reflected that during the course students were prepared on how to perform oral presentations:

Excerpt #6.38 MIR interview (Int1, turn 30)

'(...) we also do oral presentations in class and we prepare how to do them.'

When she was talking about how they prepared students for this assessment activity Mireia noted:

Excerpt #6.39 MIR interview (Int1, turn 30)

'I tell them if you don't know the exact word that you want to use for that particular time don't worry, don't get stuck there just go around it because you have other words, you have other expressions, and you just have to make yourself understood and that's it.'

Here we can see that Mireia attends to her EMI students' language needs. She drew EMI students' attention to the situation when they lack the specific word and she indicated to them how to improve the way they deliver the content 'don't get stuck there (...)you have other words (...)to make yourself understood'. Mireia, as an EMI instructor did not neglect the importance of communication strategies (CS) for the successful delivery of content and she suggests 'circumlocution' i.e. CS that allows learners to express themselves even when there is a gap in their linguistic knowledge (Worden, 2016).

Later during the interview, she went back to the theme of the oral presentation. Mireia now talked about peer feedback:

Excerpt #6.40 MIR interview (Int1, turn 126)

'And they have oral presentations in which the entire class gives them feedback orally in the class. Although this year... and I think I'm very happy about it, we started that since they prepare the individual oral presentation in groups of threes they give a specific mark. The two colleagues that are in the audience to the one presenting. And it's the percentage of the final grade for that task. They decided that they wanted me to put 40% and they, the colleagues, were giving 60%. We agreed on that so we'll see how it works for other years.'

In excerpt #6.40, Mireia described the process of evaluation of the oral presentation. According to her words, it was an individual task within a group 'they prepare the individual oral presentation in groups of threes.' Students were assessed by their peers as well as by the instructor. Mireia noted that the final score for the task comprised 40% that was the EMI instructor's share and 60% that belonged to peer feedback 'they wanted me to put 40% and they, the colleagues, were giving 60%'. The decision on the procedure was a result of mutual consensus 'We agreed on that.' So, after one of the three students who form a group presents, the other two members of the group take up the role of the audience. For this assessment activity, Mireia includes peer feedback as one of the assessment tools 'the entire class gives them feedback orally in the class.'

In this excerpt, we can see Mireia adopting another feature of AfL and that is including her students in the process of assessment both through taking part in a decision making on how to assess and through peer feedback. By fostering students' active involvement in the process of assessment she is engaging them in the metacognitive reflection about their learning (Bloom et al., 1971).

6.10 About assessment practices

When we talked about her assessment practices I asked Mireia what components she took into consideration when assessing her EMI students' written produce:

Excerpt #6.41 MIR interview (Int1, turn 144)

'(...) it's the same in Catalan. If I ask them a research paper and there's no abstract or there's no title, that happens, it's the same in Catalan or in English. There's no abstract, there's no title there is... Yeah, you get fewer marks because some parts are missing.'

Mireia formulated her answer by drawing parallels to the CMI programme, and explained that students' were downgraded if they lacked basic components of the paper 'There's no abstract, there's no title'. Excerpt #6.41 shows that Mireia is teaching some main conventions of academic discourse. These conventions are common to both Catalan and English and equally 'foreign' to students as they are far from proficient in academic language itself.

Later, when being asked on whether she assessed language besides the content in the EMI subject she was teaching Mireia said:

Excerpt #6.42 MIR interview (Int1, turns 146-148)

MIR:	No, I assess content written in English or expressed in English.
RES:	Uhu. What is your criteria? What is your assessment criteria?
MIR:	I usually look at the content. If the content is not understandable because of the language then I really think that I have, I take into account also the language. But if not, I only look at the content. Because it's, I think it's, as I said before, it's not my task to evaluate their English, because I'm not a specialist on that.

Lack of it was reflected in the evaluation score. In excerpt #6.42, she also evoked the theme of identity and pointed at her lack of competence with respect to the English language 'it's not my task to evaluate their English, because I'm not a specialist on that.'

Another indicator that showed how things are not black or white is the part of the interview where Mireia was talking about the importance of the specific vocabulary:

Excerpt #6.43 MIR interview (Int1, turn 152)

'(...)I tell them:'You have this vocabulary to use in research or you have these texts, with this vocabulary that we use in this course. Or hmmm you should, I even tell them: ' You should use the vocabulary that we use in class or the concepts that we have been reading in different classes to create or to build up your own paper. ' If they do, I really appreciate that they do it because they are... but the same in Catalan if they integrate vocabulary that they have learned it in class or the concepts that we have been discussing or the authors that we have discussed, that's great. That's what I'm expecting them to do.'

Firstly, we can see how many times in this excerpt Mireia mentioned the word 'vocabulary' which indicates the importance attached to it. Secondly, from the way she formulated her answer it can be concluded that students were expected to incorporate the language of this academic subject into their written/oral performance. When she says 'if they integrate vocabulary that they have learned in class or the concepts that we have been discussing or the authors that we have discussed, that's great. That's what I'm expecting them to do' depicts probably her true stance. For Mireia, content (substance) cannot be observed without the form (language) either English or Catalan. On the other hand her use of the term 'vocabulary' reminiscent of language lessons, instead of the term 'terminology', commonly used in disciplinary fields, could reveal an approach to the positions of foreign language teachers.

Even though she had previously pointed out that content is in the focus of her interest, Mireia is catering to her students' language as well. She employs different strategies and scaffolding material so that students improve their language skills. As it can be seen from this excerpt Mireia expects that students master certain language aspects as part of their learning outcomes both in CMI and EMI programmes.

6.10.1 About Feedback

Subsection 6.11.1 will discuss Mireia's assessment practices in more detail:

Excerpt #6.44 MIR interview (Int1, turn 114)

'I return them three papers that they deliver over the semester. With feedback both in content and language. Sometimes only saying: 'This you have to redo it because nobody would be able to understand that sentence. I know what you're saying because I know Catalan or Spanish and I see that if I translate it somehow into the other language I know what you mean. But if you read it in English, makes no sense. So, you know to do it better, change it!'

By looking at excerpt #6.44, we can see Mireia reporting how she provided her students with 'feedback both in content and language'. Going deeply into the explanation on what the feedback consisted of, Mireia acknowledged how she would ask her students to rephrase their answers 'this you have to redo it', clarify the idea behind their answers 'if you read it in English, makes no sense (...) change it'. We can see that Mireia's feedback on language did not focus on grammar/spelling mistakes but 'asking for clarification'. Furthermore, Mireia explained that upon receiving feedback students revised their piece of writing:

Excerpt #6.45 MIR interview (Int1, turn 115-122)

RES:	And then they change it?
MIR:	They change it.
RES:	And deliver it again?
MIR:	Yeah.
RES:	Okay. So, they have three papers?
MIR:	Yes.
RES:	And for each of them, they have this, like second delivery with improvements?
MIR:	Yes. Yes.

In excerpt #6.45, Mireia reflects that after providing her EMI students with feedback on their written product, they are asked to introduce the corrections and deliver the second draft. Here,

we can see that Mireia's assessment practices are in line with learner-oriented assessment (LOA)- assessment whose goal is to promote learning. She is integrating an assessment cycle with diagnostic and final assessment and thus supporting learning since it 'shows students where they are, how much they have improved, and what still needs to be worked on, which puts them in the driver's seat and allows teachers to consider both progress and product.' (Kunschak, 2020, p 98.). Even though such assessment practices require more time investment on the part of the teacher they make the process of assessment meaningful for the learner and they provide a perspective on the very learning (ibid).

Later, when being asked if she assessed the first draft or the second one or both Mireia explained:

Excerpt #6.46 MIR interview (Int1, turn 126)

'Depends on the year. I have been changing it. Sometimes I only assess the first time and if they improve it, good for them because they have learned how to do it better. Sometimes I only take the grade of the second one, once they have been assessed. Although I have found out that because they assume that they are delivering for a second time one paper they're going to get a better grade. I give them the first grade and then they have to redo it and send it again and they're expecting, I don't know if they got a 6 they're expecting an 8 now. Maybe not, because your content information is exactly the same, the only thing that you did was to correct the mistakes that I pointed out. So, it's interesting on that side.'

In this account, Mireia reflected how she sometimes assessed first delivery and sometimes the second-improved one. Interestingly, she noted how students expected a better grade with the second delivery 'they assume that if they are delivering for a second time one paper they're going to get a better grade.' In doing so, she emphasizes that even though students introduce changes with respect to the language 'correct the mistakes that I pointed out' - the form, they maintain the same content, and she indicated that for her improvement needed to be visible in both language and content.

In excerpt #4.46 Mireia made another important acknowledgement with respect to the process of learning- 'If they improve it, good for them because they have learned how to do it better'. By saying so, she confirms the purpose of the assessment she had chosen to apply- students' learning. This statement goes in line with how literature sees as the main purpose of feedback -promoting students' learning (Boud & Molloy, 2013; Carless, 2015; Henderson et al., 2019).

In her Interview Mireia also spoke about how she assessed the final research paper:

Excerpt #6.47 MIR interview (Int1, turn 126)

'(...)And then the research paper that they turn in two times. They do it in the middle of the course. I give them feedback on how to continue. If it's a final paper, it's a 5-page paper and they have to send in the first draft with two pages. Those two pages are just like the beginning of the different sections of their final paper and how they will continue and, but they will read, but they will do that. So, I have the opportunity to give them feedback mostly on the content. So, why don't you go and think about putting some information on this or take into account this organization to put more data for your paper. And then they deliver the five-page paper that I give feedback on, but they cannot return it again.'

In this account Mireia described more profoundly 'a teaching-learning' assessment cycle reflected in her feedback practices. Namely, students were asked to hand in the first draft of their work in the middle of the course. According to Mireia, the first draft contained the fragments of different sections of the research paper together with the explanations on how they will complete them 'the beginning of the different sections of their final paper and how they will continue and, but they will read, but they will do that'. Mireia then provides feedback which, according to her words is 'mostly on the content'. By saying 'mostly' leaves some space for us to assume that she did also provide students with feedback on language. Students are then required to finish the paper by the end of the course and implement the suggestions from Mireia's feedback 'then they deliver the five-page paper that I give feedback on, but they cannot return it again.' From this excerpt, we can learn that Mireia assessed the second-improved version of students' written product and thus closed the teaching-learning assessment cycle.

6.10.2 The role of English in EMI assessment

Mieia talked about the influence of the English language on the EMI students' assessment outcomes. She discussed how she approached language within the EMI assessment including the comprising components of the final grade:

Excerpt #6.48 MIR interview (Int1, turn 134)

'I don't deduct for spelling mistakes. I think that's something difficult. I think it's an overall impression. I think it does affect the final grade if there are mistakes if there's bad grammar all over.'

Even though at first Mireia mentioned that she did not take language mechanic into account when assessing her EMI students' written work 'I don't deduct for spelling mistakes', she soon contradicts her own words and says 'it does affect the final grade if there are mistakes if there's bad grammar all over'. From what she said, we can conclude that the language component in EMI could not be fully neglected. She continued to explain what aspects of students' work she valued positively:

Excerpt #6.49 MIR interview (Int1, turn 134)

'But I really appreciate it if they make progress. So, if in the different deliveries they make fewer mistakes, they improve their writing, they... I take that into account on the grade.'

Mireia noted that if she could observe her students' progress in the second delivery i.e. after they had received feedback, it was reflected in the grade 'if in the different deliveries they make fewer mistakes, they improve their writing, they... I take that into account on the grade.' Interestingly, Mireia bases her answer on language aspects - 'make fewer mistakes (...), improve their writing', which also stands as an indicator that in Mireia's case, the language component of EMI could not be neglected. If students make progress and if they do improve their writing and make less mistakes, it leads to a conclusion that learning has taken place and that apart from content EMI students master the English language as well.

Later in the interview, when she was asked if she paid attention to subject specific vocabulary in the process of assessment, Mireia said:

Excerpt #6.50 MIR interview (Int1, turns 149-152)

MIR:	Yes, of course. Because I told them.
RES:	Is it important?
MIR:	Of course. Because I tell them: ' You have this vocabulary to use in research or you have these texts, with this vocabulary that we use in this course. Or hmmm you should, I even tell them: ' You should use the vocabulary that we use in class or the concepts that we have been reading in different classes to create or to build up your own paper. ' If they do, I really appreciate that they do it (...).

From excerpt #6.50, we can learn that Mireia gave importance to subject specific vocabulary. In this account, she mentioned the very word vocabulary several times which adds to its

importance 'this vocabulary to use in research', 'these texts with this vocabulary', 'vocabulary that we use in this course', 'concepts'. Mireia did care about her students' language development and she did attend to their language needs. She provided them with support in that respect and she expected them to incorporate it in their assessment performance, 'You should use the vocabulary (...)to create or to build up your own paper.' Finally, when she says 'if they do, I really appreciate that they do it' is another indication of the role that language played in Mireia's academic subject.

6.10.3 Assessing students' participation

When she talked about assessment activities that comprised the continuous assessment approach applied for the academic subject Mireia was teaching through English, students' participation together with attendance was listed as one of the activities with 10% share in the final mark. When being asked whether she considered EMI students' participation to be important Mireia said:

Excerpt #6.51 MIR interview (Int1, turn 158-160)

MIR:	Very much. They are required to participate in each class. They don't do it, but yeah, they are required.
RES:	And how do you evaluate this?
MIR:	Because we have small groups and I really know who talks and who don't and by the end of the class I know who has spoken and who hasn't on that class. And I tell them and even more when we discuss for example a research paper and everybody has to read it and prepares a comment and then we share it in class and you are expecting people to say something and you can say: 'Remember you have to participate. We still have three people who haven't said anything today. Yeah? 'And so, they are like: 'Mhm, yes, me.' -'So, go ahead. You have the opportunity to do it.' So, yeah.

In the above account (#6.51) Mireia also talked about strategies she employed in order to promote students' participation: she gave them preparation time before speaking in front of the group 'has to read it and prepares a comment', she encouraged them to make a contribution by saying, 'You have the opportunity to do it.' Mireia, as an experienced pedagogue, enabled students to elaborate on their answers and she did not call students out but rather indirectly suggested that everyone should participate.

Another strategy Mireia used in order to promote participation was talking to students individually in one-to-one sessions:

Excerpt #6.52 MIR interview (Int1, turn 164)

'I'll also do individual meetings. So, I tell them. Certainly, at the beginning I confront them more, when I meet them individually I'm like: 'Why don't you participate?' -'I'm afraid I will say something that is not correct.' I'm like: 'I don't care. Just say it. I need you to participate. Your mark is there.' So, I tell them.'

In excerpt #6.52, we can see Mireia applying another strategy used in EFL teaching in order to help students overcome foreign language anxiety (FLA) and that is providing them with the opportunity to talk to her individually and using this opportunity to let them know why and how it is important to participate.

6.10.4 The challenges of the EMI assessment practice

When she talked about the difficulties she was facing when assessing her EMI students Mireia explained:

Excerpt #6.53 MIR interview (Int1, turn 138)

'That's because they don't trust what they know , they do tasks that...no, let me think how do I say that. That they put together papers or reaction papers or comments that are less interesting or less knowledgeable than they are, then the students themselves know. As like when you talk to them they know more than what they show in their writing or what they do in a specific task just because they don't trust their English.'

6.11 About assessment criteria

In this section Mireia spoke about the assessment criteria for her EMI students' assessment performance:

Excerpt #6.54 MIR interview (Int1, turn 148)

'I usually look at the content. If the content is not understandable because of the language then I really think that I have, I take into account also the language. But if not, I only look at the content. Because it's, I think it's, as I said before, it's not my task to evaluate their English, because I'm not a specialist on that.'

Mireia opens her explanation with the focus on content but she soon changes the perspective of her answer and centres around the theme of understanding. 'If the content is not understandable because of the language then I really think that I have, I take into account also the language.' By saying so, Mireia suggests that implicitly she does include language as one of the criteria in the process of EMI assessment. Even though she does not talk about language criterion overtly she indicates that language bears the meaning i.e. it serves as a vehicle for the content delivery. The account #6.54, reveals that criteria for EMI assessment consisted of both content and language aspects.

Furthermore, Mireia justifies the reason why she does not explicitly include language as one of the criteria and evokes the theme of identity 'it's not my task to evaluate their English, because I'm not a specialist on that.'

Later during the interview Mireia was asked if she included any language criteria when assessing students learning outcomes:

Excerpt #6.55 MIR interview (Int1, turn 168)

'Well, that it has to be understandable in English, that's if they don't know how to say something they say it in Catalan, I stop them and I say: 'No, try to do it in English. And you can ask other colleagues to do it.' So, they help each other. Yeah, that basically has, everything has to be in English.'

Mireia's awareness of the interrelation between the content and language together with her pedagogical experience seem to influence her attitude towards language in EMI. In excerpt #6.55, where she talked about language criteria she included in her EMI subject Mireia mentioned that she expected students' answers to be understandable. She also mentioned how she required them to use English at all times, 'I stop them and I say, 'No, try to do it in English.' and how she encouraged students' cooperation, 'you can ask other colleagues to do it. So, they help each other.'

We can see that even though Mireia reported not having any language goals set for her subject (see Section 6.6), she did work on developing students' language competences.

Mireia then discussed how specific vocabulary of the subject should be considered as one of the criteria:

Excerpt #6.56MIR interview (Int1, turn 152)

'(...)the same in Catalan if they integrate vocabulary that they have learned it in class or the concepts that we have been discussing or the authors that we have discussed, that's great. That's what I'm expecting them to do.'

This excerpt sheds light on another aspect of language that played an important role in Mireia's academic courses and that is the mastering of the specific vocabulary of the subject. Mireia points out that both her CMI and EMI students needed to show the capacity of incorporating specific vocabulary of the subject into their academic performance. By saying, 'if they integrate vocabulary that they have learned it in class or the concepts that we have been discussing or the authors that we have discussed' Mireia acknowledges that integrating content and language is something natural and anticipated 'That's what I'm expecting them to do.' Her approach to assessment is what Wolff (2005) describes as 'an approach which is content-oriented but at the same time language-sensitive' (p. 17).

PART III: Recap of Mireia's EMI story

Table 6. 4

Summary of Mireia's Profile

L1	Teaching Experience	EMI Teaching Experience	Subject	Previous Training	Interviews
Catalan	18 years	7 years	Society, Family, and School	not reported	1

Mireia's story revealed a profile of a teacher educator whose professional identity predominantly rests on her expertise but at the same time, she adopts many teaching and assessment strategies leading to students' language learning. Not only does it refer to L2-medium instruction classrooms but to L1- medium instruction classrooms too. Mireia demonstrated being conscious of the difficulties academic language and specific language of discipline may impose on her students and she took necessary steps in order to support learning i.e., she addressed both content and language in her teaching and assessment practices. Specifically, we could see Mireia employing various strategies and scaffolding material so that students improve their language skills. Even though Mireia reported not

having any specific language goals set for her EMI subject, once she reflected on her practises it was clear that Mireia expected students to master certain language aspects as part of their learning outcomes in both CMI and EMI programmes.

Mireia considered participation to be an important aspect of her academic course taught through English. She even mentioned that her students 'are required to participate in each class' meaning that they were provided with the opportunities for using and practising their oral skills. Importantly, creating opportunities for students to practice their oral skills is recognized by the literature as one of the strategies in overcoming speaking anxiety- 'The increased contact with the language in the immersion program seems to give the students an opportunity to improve their ability to predict and confirm expectations (McCroskey & Richmond, 1987), thereby increasing their perceived competence. This sets off a chain of behavior in which the student feels less anxious about communicating and thus more competent. (Baker & MacIntyre, 2000, p. 333 in He, 2018, p. 38).

When it comes to her assessment practices, Mireia indicates adopting the AfL approach as part of her teaching/assessment strategy. She involves students in the assessment process where they all collaborate and make assessment decisions. Mireia reports on nurturing an important feature of AfL - the 'partnership between teachers and learners' (Carless, 2017).

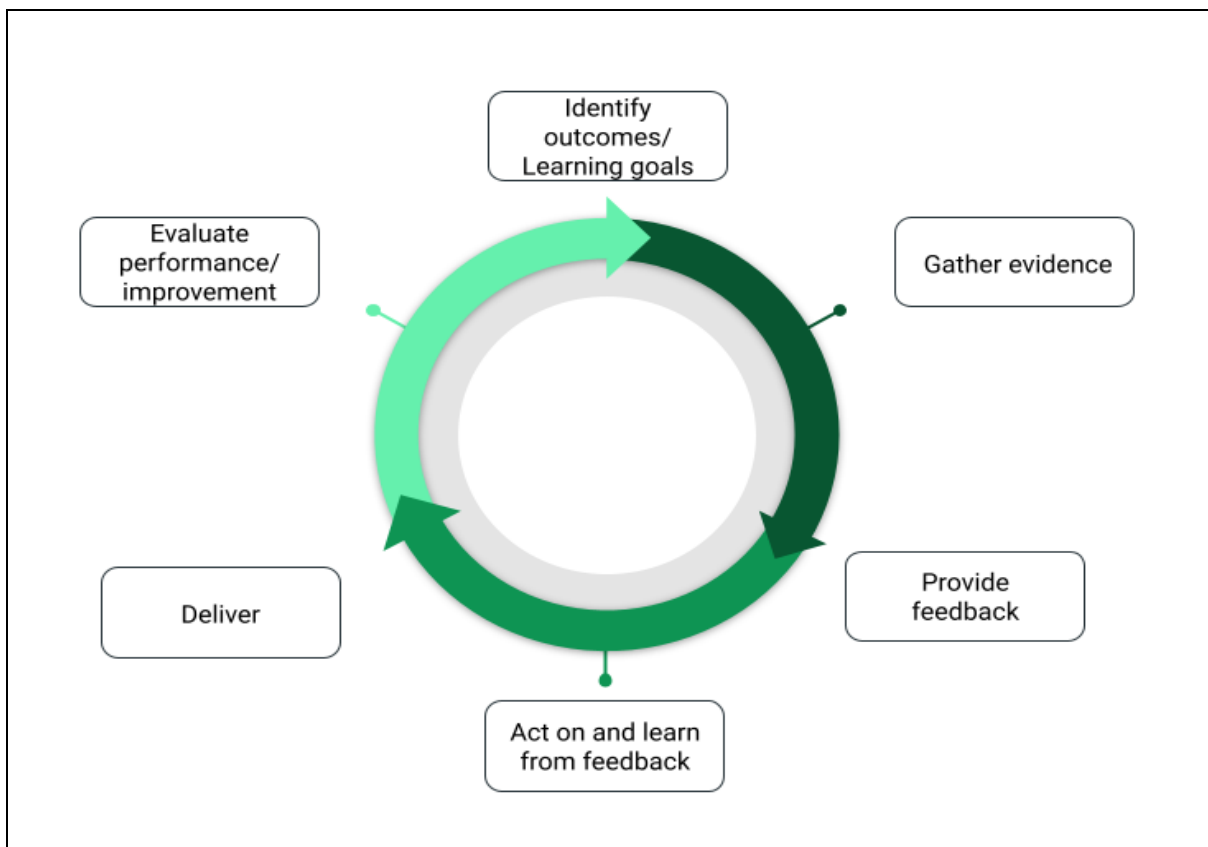
She did not simply assign students to the assessment tasks, but she did take the time and effort to guide them through the process and provide examples. Her assessment principles mentioned in part II of this chapter depict two of the AfL strategies emphasized by Wiliam & Thompson (2008): the first one 'clarifying learning intentions and success criteria', and the second one 'activating students as owners of learning' (p.15).

In addition, Mireia reported adopting the teaching-learning assessment cycle and guiding students towards learning (see Figure 6.1)

As shown in Figure 6.1, there are several stages comprising the teaching-learning assessment cycle. An important feature of adopting the assessment circle strategy is that it provides timely and feed-forwarding feedback hence directing and regulating students' actions and helping them to bridge the gap between the learning objective and the outcome. In other words, learners are indicated how they can move forward towards specific learning objectives and both learners and teachers have key roles in assessment. Furthermore, it merges formative and summative assessment and keeps the balance between the pedagogical purposes of assessment and its grading purposes (Xavier, 2020).

Figure 6. 1

Teaching-learning cycle; Source: Adapted from Davison, 2008



All in all, Mireia's story depicts a profile of an EMI instructor taking an ICL approach to her teaching and assessment practices. A pedagogue who is conscious of the possible pitfalls students may encounter in their learning process and in order to facilitate a smooth journey she embraces both content and language aspects of the academic subject she teaches.

This chapter finishes with a short summary of the findings reported in Chapters 4-6 (see Table 6.5). Data obtained from three other instructors whose individual results have been omitted for reasons of space were analysed in the same way and the complete table with the same system of analysis will be presented in Chapter 7.

Table 6. 5

Summary of findings presented in Chapters 4-6

OLGA	JORDI	MIREIA
PART I		
Olga’s Background in EMI <ul style="list-style-type: none"> • <i>Olga’s rationale for teaching through English</i> 	Jordi’s background in EMI	Mireia’s background in EMI
About expectations, emotions and reactions <ul style="list-style-type: none"> • About challenges and agency • <i>EMI instructor’s eagerness to receive support</i> 	About expectations, emotions and reactions	About expectations, emotions and reactions <ul style="list-style-type: none"> • About challenges and agency
About EMI students <ul style="list-style-type: none"> • <i>Number of EMI students</i> • EMI students’ participation in class 	-	About EMI students <ul style="list-style-type: none"> • X • EMI students’ participation in class
About EMI students and English <ul style="list-style-type: none"> • English as a threat • Authentic reading material • Students’ progress in relation to English 	About EMI students and English <ul style="list-style-type: none"> • Students’ language-related problems • Authentic reading materials • Students’ progress in relation to English 	About EMI students and English <ul style="list-style-type: none"> • X • Authentic reading materials • Students’ progress in relation to English
About EMI-peer instructors <ul style="list-style-type: none"> • <i>Concerns</i> 	About EMI peer- instructors <ul style="list-style-type: none"> • Challenges EMI instructors were facing • About overcoming the challenges 	About EMI peer- Instructors <ul style="list-style-type: none"> • Challenges EMI instructors were facing • About overcoming the challenges

OLGA	JORDI	MIREIA
<p>About EMI pedagogy</p> <ul style="list-style-type: none"> • Strategies to teach through English • Similarities and differences between L1 and L2 - medium of instruction • Feedback provided to students • Language-related goals • <i>Strategies EMI instructor applied in order to promote participation</i> • <i>Instructor's legitimacy to teach through English</i> 	<p>About EMI Pedagogy</p> <ul style="list-style-type: none"> • X • Similarities and differences between L1 and L2 - medium of instruction • Feedback practices • Language-related goals • <i>Overall approach to teaching EMI</i> • <i>About learning outcomes</i> • <i>About course planning</i> 	<p>About EMI Pedagogy</p> <ul style="list-style-type: none"> • Strategies to teach through English • Similarities and differences between L1 and L2 - medium of instruction • Feedback practices • Language-related goals
<p>About the institution and EMI institutional issues</p> <ul style="list-style-type: none"> • X • <i>About teachers' requirements</i> • <i>About organizational issues affecting the quality of instruction</i> • <i>About teacher training and teacher development</i> • <i>About the flow of information on EMI</i> 	<p>About Institutional support</p> <ul style="list-style-type: none"> • Support that he finds missing 	<p>About Institutional support</p> <ul style="list-style-type: none"> • Support that is missing

OLGA	JORDI	MIREIA
PART II		
Assessment practices after Bologna <ul style="list-style-type: none"> Assessment is always an issue 		
Assessment policies and practices <ul style="list-style-type: none"> X EMI assessment policy and the related issues 	Assessment policies and practices <ul style="list-style-type: none"> The official study guide 	Assessment policies <ul style="list-style-type: none"> The official study guide
Assessment principles and practices reflected in the assessment tasks <ul style="list-style-type: none"> Test Essay Group project Oral presentation 	Assessment principles and practices reflected in the assessment tasks <ul style="list-style-type: none"> Test X X X Analysis of the work on languages in Primary Education Classroom simulation 	Assessment principles and practices reflected in the assessment tasks <ul style="list-style-type: none"> X Written papers X X Oral presentation
Assessment practices and challenges in EMI courses <ul style="list-style-type: none"> How and when to provide feedback on language Fairness when grading Teacher's identity 	Assessment practices and challenges in EMI courses <ul style="list-style-type: none"> X About the influence of language on the assessment outcomes Differences in the assessment procedures/practices according to the language used as a medium of instruction Helping EMI students to overcome the assessment struggles 	Assessment practices and challenges in EMI courses <ul style="list-style-type: none"> About Feedback The role of English in EMI assessment Assessing students' participation The challenges of the EMI assessment practice About assessment criteria

*Data obtained from three other instructors, namely Julia, Thais and Eva, that are not presented in detail, were analysed and the complete table with the same system of analysis will be presented in Chapter 7.

CHAPTER 7: Themes across participants and discussion

7.1 Introduction

The details of EMI teaching and assessment approaches of three EMI instructors teaching in three different PTED institutions have been presented in Chapters 4-6.

This chapter will discuss the results of the thematic analysis of data obtained from three EMI instructors presented in the previous analytical chapters together with outcomes of analysing, in the same way, interviews conducted with three other instructors whose individual results have been omitted for reasons of space.

Added together, this makes a total of eleven semi-structured interviews. Participants that will be introduced in Chapter 7 are Julia, Thais, and Eva. Julia and Thais come from University A and Eva teaches at University C's Seaside campus. In the excerpts from the interviews obtained from these participants, they will be referred to as JUL, THA, and EVA.

The themes that emerged from the semi-structured interviews were compared and contrasted in order to find patterns among participants, as well as case specificities. The results will be analyzed by means of thematic analysis within the context of the literature discussed in Chapter 1. In order to illustrate the themes that emerged from the data quotations from the interviews are provided.

The chapter is structured in three parts. Part I, Entitled *EMI Instructors' background and their approaches to teaching students in EMI PTED courses* comprises six themes. Namely, EMI instructors' background, EMI Instructors' feelings and expectations towards EMI, challenges EMI peer-instructors were facing, institutional support, EMI students, and EMI pedagogy. Part II deals with themes directly related to assessment: About EMI assessment policy, EMI instructors' attitudes towards EMI assessment, components of EMI assessment, assessment practices directed at language learning, challenges in EMI assessment, recognition, incentives, and workload.

Each section presents the topic illustrated by extracts from the interviews to Julia, Thais, and Eva not presented in the results chapters. Each section concludes with a recap/synthesis of the patterns observed among the six participants and a summary table.

Part I: EMI Instructor background and their approaches to teaching students in EMI PTED courses

7.2 EMI instructor EMI Background

When the participants were talking about their EMI beginnings, three themes emerged: influence of a study programme through L2 that they experienced as students, previous training in CLIL, and the invitation/decision of the department to appoint them to a position of EMI instructor. As Table 7.1 shows, four out of six participants have had previous experience in studying through English- two participants during their doctoral studies and two participants during their master's studies. Three out of six participants have had previous teaching experience through English. Three out of six participants have been selected by the department for an EMI teaching position, and one participant volunteered. These findings are similar to what has been reported by Dearden (2015) with respect to the EMI teachers' qualifications 'They had been nominated to teach through EMI because they had been abroad, spoke well or had volunteered' (p.31). Three informants out of six hold a PhD, two of them, namely Olga and Mireia, obtained their PhD degrees from universities in the USA. Both participants reported having experienced teaching through English during their PhD studies as it was a part of the very programme. Eva, however, obtained her PhD degree in the field of EMI. Both Olga and Mireia expressed enthusiasm at the possibility of teaching an EMI subject. In Olga's case, an initiative to start teaching an EMI subject was bottom-up, coming from herself 'when I was in my former university I was always trying to introduce English medium teaching in some subjects.' Mireia reflected that she was offered the position of an EMI instructor by her faculty and that she received this opportunity positively 'I was one of the candidates and they asked me and I was very happy to do it.'

Eva explained that upon finishing a PhD in EMI she wanted to take a break from the research field and decided to enter the labour market. Furthermore, she mentioned that in her EMI teaching she implemented knowledge obtained during her previous studies 'Everything I do is actually somehow connected to what I've been researching on, or if it's not I try to find a way to incorporate all those ideas and knowledge, and learnings.'

Two participants, Jordi and Eva, acknowledged having previously obtained training in CLIL. In addition, Jordi mentioned that he had taught CLIL subjects at the primary and secondary school levels prior to getting the opportunity to teach an EMI subject at the university level. He reflected that both internal and external driving forces led him to teach through L2,

namely, an incentive from the Department of Education and his personal affinity towards English. Another participant in this study, Julia, explained how she was invited to teach an EMI subject by her department and how she welcomed this opportunity.

Thais, however, explained that the decision to start teaching through English was made for her by the department and she accepted it as a part of her job 'they made me feel like I was the best option and I couldn't, well, it's my job so if they ask me I have to do it. And I did it.'

The analysis indicates that previous experience in a study/work programme related to L2 medium of instruction brought to participants' positive attitude towards teaching an EMI subject. Five out of six participants expressed willingness to start teaching through English, and only one participant, Thais, expressed reluctance. In particular, this participant reported not having had any previous experience in relation to internationalisation.

Table 7. 1

Overview of the EMI instructors' background features

DIMENSION S	ASPECTS	UNIVERSITY A			UNIVERSITY B	UNIVERSITY C	
		<u>Olga</u>	Julia	Thais		Hill campus	Seaside campus
					<u>Jordi</u>	<u>Mireia</u>	Eva
PART I							
Background	Training	PhD in the USA. ³	-	-	Master's degree in CLIL in the UK.	PhD in the USA.	PhD on EMI. Master's degree in CLIL. Master's degree in the UK.
	Appointment	Offered herself.	Invited by the department.	Assigned by the department.	-	Invited by the department.	Received an offer from a university.
	Internationalisation	ERASMUS experience as a student.	International research experience Lived abroad.	-	-	-	Research experience in the field of EMI.
	Previous teaching experience	EMI Teaching experience during her PhD studies. Took part in EMI in HE programme implementation.	-	-	Teaching experience in CLIL in primary ed.	EMI Teaching experience during her PhD studies.	-
	Reception	Enthusiastic.	Happy.	Reluctant, took it as a part of her job duty.	Interested.	Eager.	Willing.

³ Information not volunteered by the participant

7.3 EMI instructor feelings and expectations towards EMI

Participants described their feelings and expectations prior to having started teaching an EMI course. In addition, they reflected on the initial struggles they were facing at the beginning of their EMI careers. The researcher decided not to make a distinction between the participants' premeditated fears and their initial challenges because the majority of the emergent themes overlapped, providing a rich picture of the participants' sentiments regarding EMI practice. The themes that emerged included the international dimension of the academic course, the language of instruction, EMI instructor language competence, the specific vocabulary of the academic subject, and students' language level.

➤ *Notions of EMI*

When talking about driving forces that stood behind their decision to teach an EMI subject a theme of 'notions' emerged. The exact reasons why four participants of this study welcomed the opportunity to teach an EMI academic course slightly differed but they all named some of the features that stood behind the idea of 'internationalisation.'

Participant Olga held an opinion that EMI would permit university students to reach a greater scope of information 'you're going to be academics(...) you need to look for the information, you need to access information which may be in another language.' Apart from educational benefits, Olga mentioned benefits for students' personal growth, 'languages are the keys to open everything like not only knowledge but human relations, trips, life experiences.' Mireia, however, saw EMI as an opportunity to broaden the scope of information 'bring information from all over the world', and provide students with 'the direct quotes and the direct texts from the authors.'

Another aspect of 'internationalisation' mentioned by the participants referred to 'student mobility'. Participants Julia and Olga expected that they would welcome ERASMUS students in their EMI subjects. Furthermore, Olga hoped that EMI courses would spark the interest of local students language-wise 'our students are going to be more interested in the language.' On the contrary, Julia's reflection was focused around her expectation to teach ERASMUS students, and to her surprise, the majority of students who enrolled in the EMI programme were local students hoping to improve their English language competence: 'And we thought that most of the students would be Erasmus students(...), but it turned out that it was not, you know, this case. Actually, they were (...)what we call local students (...) because they thought, yes, this is going to be in English'.

In the same line, but from a different aspect, one of the participants expressed concern and willingness to help EMI students improve their language skills. Namely, participant Eva explained how she saw a gap in the system of education and she wanted to bring about change 'my main motivation is to help to improve the level of English teaching and learning.'

The findings coincide with the literature on expected outcomes of the EMI programmes within the Spanish context which discusses all of the above 'it is widely believed that offering courses and programmes in English will help to attract international students and international faculty members, to foster more publications in English, to improve local students' English proficiency and their professional future, to be better placed in international rankings, to stimulate educational and research partnerships' (Lasagabaster, 2021, p.80).

➤ *Language of instruction*

When talking about expectations and initial challenges they were facing, two participants drew parallels to their L1 courses. Namely, Olga reflected that her initial fears were not connected to the language of instruction, 'I mean the fears would be the same regardless of the language. [English] language was not one of my fears.' Similarly, Julia explained that she was not worried about the English language and that her expectation was 'to have a course that actually was pretty coherent. Similar to the Catalan course but with their own, you know, differences.' We can see that Julia did not expect her EMI course to have any major changes in comparison to her L1 medium of instruction course. Both Olga and Julia draw parallel to the L1 courses and explained that they were not feeling an additional burden because of the change in the language of instruction.

➤ *Language competence*

Two out of six participants expressed concern about their own fluency and pronunciation, and about making themselves understood when teaching through L2. These findings are consistent with the previous research that highlights linguistic proficiency and being understood by the students as the main concerns of newly incorporated EMI instructors (Block, 2020; Doíz et al., 2019; Werther et al., 2014). Below Thais describes what worried her the most at the thought of teaching through English:

THA Excerpt 7.1

'I wasn't sure that I had enough fluency to teach. I don't know, sometimes I do two hours of a theory in English, and I felt like wow I don't know if I have the fluency, also the accent. I knew and I think still now it's not really wonderful. I had this fear too. And also another fear was that I was not sure of being able to transmit the information as well as I do it in Catalan. You know, because it is not my language. So it was like, my fear.'

As it can be seen, Thais feared she would lack fluency when teaching through English, that her pronunciation would not be correct, and that she would be unable to convey the message through L2. In the same line, Olga reflected that her worries centred around her ability to convey the message to the students, 'I would have the fear to be able to make myself understood.' Later on, when talking about her initial struggles, Olga also mentioned feeling the need to improve her pronunciation 'It was maybe my struggle to improve pronunciation.' Both Thais and Olga were concerned about the clarity of their instruction and the capacity to transmit the knowledge to their students, and for both participants, English language pronunciation was one of the aspects they wanted to improve. These findings of the participants' concerns related to their language limitations coincide with what has been reported by literature about performance challenges EMI instructors in Spain needed to bridge (Lasagabaster, 2018; Macaro, 2019). In addition, our data show how similar concerns affect instructors very differently, with Olga showing a high degree of affiliation to the EMI programme (see Table 7.2) while Thais presents herself as reluctant to start teaching through an AL.

➤ *Subject-specific terminology*

Three out of six participants expressed the need for improving subject-specific terminology they were teaching or about to teach. Eva described the lack of subject-specific terminology as an important issue which she, as a new EMI instructor, was about to face, 'all the technical vocabulary I lacked. I didn't have any technical vocabulary in English.' Several other participants described similar experiences of facing the lack of subject-specific terminology. Thais described how she needed to improve the vocabulary required for her EMI subject, as it was different from the vocabulary register she used in her research. Olga also mentioned the need for expanding the vocabulary of the EMI subject content 'It was maybe my struggle to (...) enlarge my vocabulary regarding the contents I was going to teach, of course.'

This finding coincides with previous research indications for the necessity of EMI teachers' training in terms of the academic register (Macaro et. al., 2019)

➤ *Students' foreign language competence*

Another facet of expected and encountered issues concerned students' English language competence. Two participants mentioned how they expected insufficient English language competence on the part of their EMI students which they described as preoccupying. Mireia worried that students would have an insufficient level of English to respond adequately to the EMI course needs, 'that things that I was wanting to do in the class maybe were not feasible because the level of the students won't be necessary for the task'. It can be said that Mireia's expectations mirrored the general notion of students' foreign language abilities in Spain (Arnó-Macià & Mancho-Barés, 2015; Lasagabaster, 2021), that she would encounter struggles with EMI students' performance of class activities.

In the same line, Jordi revealed that the focus of his premeditated fears referred to EMI students' language command 'if the linguistic competence of the students is low how they are supposed to be taught in another language.'

On the other hand, Julia explained how her EMI students expected to work on improving their English language abilities once they entered an EMI course 'they are expecting that we are not only teaching them in English but we kind of help them with their English improvement (...) and we are not English teachers.' This statement, however, opens another issue, that is of 'EMI instructor identity' and their refusal to take responsibility for EMI student progress language-wise (Airey, 2012; Costa, 2012; Dafouz, 2011; Escobar Urmeneta, 2018).

➤ *Lack of clear guidelines*

Two participants spoke about institutional guidelines. Both of them mentioned the lack of clarity and that there were important decisions that they, as EMI instructors, had had to take by themselves. Eva explained she faced significant challenges at the beginning of her EMI career, reflecting that she felt unsupported by the institution 'I did the whole thing from the very beginning by myself and it was a big challenge but I had no support from the university. No guidelines, yeah.' According to Eva, the problem stems from the lack of a unified policy for EMI implementation 'universities have not reached an agreement on how to implement these courses and that's how I see it.' Eva's sentiments are aligned with previous research

findings on EMI instructors' frustration due to the lack of institutional support (Doiz & Lasagabaster, 2016).

Another participant expressed facing challenges provoked by the lack of clear guidelines that would instruct them on how to treat language in the process of assessment. Julia explained it was a subjective decision on how to consider students' command of English while assessing content 'I think it's an issue(...) because we need to have from the faculty from the university we need to have some guidelines that actually point into this direction and we haven't had any in line with that.'

EMI instructors who participated in this study seem to operate in a rather individual manner. The only clear pattern among the institutions is reflected by the challenges caused by EMI students' L2 language command. Namely, five out of six participants reflected on this aspect and thus marked full coincidence between Universities A and B, and partial coincidence with University C as shown in Table 7.2.

Table 7. 2

Overview of EMI instructors' initial attitudes towards EMI

DIMENSION S	ASPECTS	UNIVERSITY A			UNIVERSITY B	UNIVERSITY C	
	Driving force	Broader spectrum of available information for HE students.			An incentive from the Department of Education. Affinity towards teaching through English.	Hill campus	Seaside campus
	Expectations	<u>Olga</u>	Julia	Thais	<u>Jordi</u>	<u>Mireia</u>	Eva
PART I							
Initial attitudes towards EMI	Driving force	Broader spectrum of available information for HE students.	Teaching international (Erasmus) students.	- ⁴	An incentive from the Department of Education. Affinity towards teaching through English.	Broadening the scope of teaching information. Authentic teaching materials.	Contribution to the level of English teaching and learning. Contribution to the improvement of the Education System.
	Expectations	-	A course similar to the L1 medium instruction course. To teach ERASMUS students.	-	-	Low level of students' English language competence.	Clearer guidelines from the institution. More institutional support.
	Conceded about their language competence	√ ⁵	-	√	-	-	√
	Conceded about students' language competence	-	√	-	√	√	-
	Conceded about teaching through L2	√	-	√	-	-	-
	Concerns regarding teaching materials	√	-	-	√	-	√
	Challenged by students' L2 language command	√	√	√	√	√	-
	Challenged by the lack of explicit institutional guidelines	√	√	-	-	-	√
	Challenged by the ESP	-	-	√	-	-	√
	Challenged by students' attitude to learning through L2	-	-	-	-	√	-
	Challenged by teaching materials	-	-	√	√	-	√

⁴ Information not volunteered by the participant⁵ Yes

7.4 Challenges EMI peer-instructors were facing

Data submitted to this study regarding the challenges that EMI peer-instructors were facing show the following: inadequate level of language proficiency and the lack of confidence when teaching through L2, challenges in structuring longer teaching sessions, and challenges caused by a lack of support and clear guidelines from the institution.

The findings show that half of the participants reported an inadequate level of English language proficiency, and a lack of confidence when teaching through L2 as the main struggles their EMI peer- instructors were facing. Julia mentioned that her colleagues did not expect their EMI courses to be delivered entirely in English 'half and half- maybe half in Catalan and half in English' and that they struggled with structuring and delivering longer teaching sessions through L2 'you have to face your students for five hours.' Also, she pointed out that in order to be able to teach for five consecutive hours EMI instructors needed to 'be confident enough with [their] own skills to be teaching and talking and speaking.' Thais reported that according to her notion her EMI peer-instructors lacked English language proficiency and consequently were not comfortable while teaching through L2, 'they don't know much English and so they don't feel comfortable with that.' She also held the opinion that poor command of English would not permit her EMI peer-instructors to improvise or enable them to attend to the situations that were not planned 'things happen in the class.' Both Julia and Thais explained that they happened to know about their colleagues' struggles through their students. While Julia mentioned her status as a tutor, Thais made reference to official student complaints 'the students get bored or they have complaints, and I have seen that.'

Mireia reported she had taken part in research on EMI instructors at her university which was how she had become familiar with their challenges. She talked about EMI instructors' lack of confidence regarding the use of English, which made them focus more on the accuracy of content delivery than on the content itself 'they were more concerned about the delivery of the sentences in English than on the content.

Jordi, however, reflected that his colleagues struggled with the way to approach the English language in EMI courses, 'I teach Physics at the university level and how am I supposed to teach about language?'

Eva mentioned that her EMI peer-instructors were challenged by the lack of institutional support. In her opinion, everyone at University C's seaside campus struggled with the lack of

clear guidelines for the EMI courses and the need to take important decisions by themselves. She thought that it was of the utmost importance 'to create a system that is a bit more reliable'. Eva also mentioned that the complaints received on the part of students were understandable since each of the EMI instructors made their own decisions on how to organise the course 'every teacher does things in a different way. It doesn't make sense. There should be a common strategy, there should be common goals, there should be common materials, there should be a common training.'

One participant did not say anything about her EMI peer instructors' challenges. Olga built her answer around the lack of strict language requirements for those aiming at an EMI teaching position 'I think it should be a very specific and strong requirement in the hiring processes, of course. That's also a problem here.' Olga's reflections are in line with previous research pointing at English language proficiency as a necessary hiring requirement (Vinke et al., 1998).

The findings of this study are consistent with previous research on EMI teachers' English language proficiency and the challenges EMI teaching imposed on them (Ball & Lindsay, 2013; Coleman, 2006; de Bot, 2011; Vinke, 2011). However, it has to be noted that EMI teaching is not just a mere translation and/or interpretation of PowerPoint presentations and it requires a change in the teaching approach (Dearden, 2015).

When it comes to challenges EMI-peer instructors were facing, there was a strong level of agreement among the participants from University A who all pointed at the 'poor English language competence' as the main struggle among their peer-instructors. Overall, on the level of three different institutions, four out of six participants reported this issue. Another theme that emerged among the EMI instructors from University A was the challenge of long teaching sessions, something that can be regarded as a point of agreement within institution A as it was acknowledged by two out of three participants.

Table 7. 3

Overview of the challenges EMI peer-instructors were facing

DIMENSIONS	ASPECTS	UNIVERSITY A			UNIVERSITY B	University C	
		<u>Olga</u>	Julia	Thais	<u>Jordi</u>	Hill campus	Seaside campus
						<u>Mireia</u>	Eva
PART I							
EMI peer-instructors	Poor English language competence	✓	✓	✓	-	✓	-
	Challenged by the long teaching sessions	-	✓	✓	-	-	-
	Institutional support issues	-	-	-	-	-	✓

7.5 Institutional support

With regard to institutional support, this study revealed that in the context of EMI programmes at three Catalan universities it ranged from EMI instructors being offered different courses, financial support, a support group aimed at EMI instructors, service of revision and translation of the teaching materials, to no support at all.

Five out of six participants mentioned being offered a possibility to attend different courses aimed at EMI instructors. Two participants highly valued the courses they attended and both of them pointed out that they learned and later applied many EMI teaching strategies. Julia, however, mentioned that she was offered the possibility to attend a course but she did not consider it to be necessary for herself 'they ran a course (...) for all the faculty members that wanted to participate in this degree (...) I wasn't part of that.'

Olga expressed satisfaction with the course by concluding that all newly incorporated EMI instructors ought to attend, 'it helped me a lot to improve (...) you go there and then you put it into practice, then also you share things with other professors and I think it should be compulsory for all the professors'. Likewise, Thais expressed a high level of satisfaction with the courses offered by the institution 'I really enjoyed that. And there were really nice teachers and they worked on fears and not only the vocabulary.' Mireia reflected that she was interested in attending a course on ICLHE as her university initially opted for implementing an integrative approach to teaching through L2 'I was very interested in taking a course on

ICLHE (...) because at the beginning we were in the process of integrating content in English in the courses.' Jordi acknowledged that his institution offered a course on CLIL which was organised by the language service 'they send an email to everybody asking if they want to be trained in CLIL, so ...what we do is help them with specific units, with specific things they need.' In addition, he explained that as he formed part of this support action he also provided advice for the EMI instructors on how to approach teaching through L2 'we help other teachers from other areas, who want to teach through English, and what we do is help them to understand how CLIL works.'

Three out of six participants, namely, Julia, Thais, and Mireia reported having the possibility to have their teaching materials revised and corrected. Two participants reflected on participation in a support group addressed at EMI instructors. Both participants mentioned that their interaction in this group was extremely valuable, especially as they were given an opportunity to share their doubts and EMI teaching challenges with other colleagues. Julia described the group's working method:

JUL Excerpt 7.2

'We [discussed] many things not just about English but about methodology and if we had a special need in a particular moment, particular time. Yeah, and I kind of appreciated those. Because, sometimes you just need to have somebody else with you that is part of the same thing that is new and kind of, you know, kind of a gathering together while explaining your own (...) feelings about it and since it was very brand new and we didn't have our, you know, experiences around us with other faculties so that was really helpful.'

In the same line, Olga reflected on her participation in the support group 'for me that was very helpful, very helpful (...) it was a group [to] reinforce and give support to teachers (...) we were putting together resources, materials, templates, you know, we were having good ideas'. Thus both participants use the same wording to refer to what was behind this support group. Both Olga and Julia use the adjective 'helpful' to describe this form of institutional support.

Two participants, Thais, and Mireia mentioned obtaining financial support from the institution. Thais defined it as a grant that could be invested in paying a language assistant who would revise the teaching materials in English, and Mireia mentioned that the financial support was provided for novice EMI instructors during their first year of teaching as a sort of compensation for the extra work they were doing. Eva, however, described a complete absence of support on the part of the institution 'I felt very, very alone in that course and in

that university.’ Previous research has also pointed at the lack of support and the feeling of loneliness (Doíz et al., 2013b; Fortanet-Gómez, 2010; Lasagabaster, 2018).

Support in the form of courses then, according to our participants, was offered by all three institutions except for the seaside campus of University C. In her answers, participant Eva pointed at the absence of any institutional support. As reported by three participants, Universities A and C provided EMI instructors with the possibility of having their EMI teaching materials revised and corrected. Within University A, two out of three participants highlighted a support group as a form of positive action which helped them overcome the initial struggles and receive the guidance they needed.

Table 7. 4

Overview of the institutional support addressed at EMI instructors

DIMENSIONS	ASPECTS	UNIVERSITY A			UNIVERSITY B	UNIVERSITY C	
		<u>Olga</u>	Julia	Thais	<u>Jordi</u>	Hill campus	Seaside campus
						<u>Mireia</u>	Eva
PART I							
Institutional support	Courses	✓ ⁶	✓	✓	✓	✓	X ⁷
	Support group	✓	✓	-	- ⁸	-	X
	Revision and correction of the teaching materials	-	✓	✓	-	✓	X
	Financial incentive	-	-	✓	-	✓	X
	Member of a team that provides support for the EMI instructors	-	-	-	✓	-	-

⁶ Yes.

⁷ No.

⁸ Information not volunteered by the participant.

7.6 EMI students

When the participants in this study spoke about EMI students their responses revealed the following: five out of six participants mentioned the lack of EMI students' willingness to participate (Littlewood, 2004). According to Jones (2004) 'language anxiety, for an untold number of learners, has its origin in the fear of making mistakes and attracting the derision of classmates' (p.33). In the same vein, five participants of this study reported that their EMI students felt afraid of the possibility of making a mistake in front of their classmates.

Three out of six participants mentioned teaching a high number of students in their EMI courses, and a further three participants reflected on language level diversity among EMI students. Two participants noted that EMI students start introducing English into their everyday routine, and two participants mentioned EMI students taking additional English classes.

With respect to the EMI students' participation in classes, the participants in this study stressed different factors that influenced their participation or the lack of it. Namely, Olga mentioned two patterns she encountered in her classroom. When EMI students hold a similar level of English language competence they are more willing to participate than when there is a more pronounced diversity within the group. In cases where there is a student who is a native speaker, other EMI students' willingness to participate drops 'When there is someone who is very good because she or he is native. Hmmmm, phew. It has an effect on others. It has the effect that they feel more insecure.' Olga also mentioned that she could observe how the EMI instructor's English language proficiency had an effect on EMI students' participation 'they also feel intimidated by my level of English, which is not good, not perfect but they're like- 'Aaaa, this knows a lot (...) now we are in trouble.'

Julia developed her answer on students' participation by making a comparison between her EMI and CMI classes. She reported that students' participation in the CMI group was greater, 'they tend to ask me questions.' She mentioned a few factors that were the possible reasons for the weaker participation in her EMI classes. For example, EMI students are 'afraid of making mistakes, and they are afraid that somebody is [going to laugh] at them.' She also referred to the group size as one of the inhibitors 'they are put together in classes that are huge' and this according to Julia is a great switch in comparison to their previous experience in secondary school 'this is a big change regarding what they did just one year ago.' Julia explained that the number of students enrolled in the EMI programme is around 90 'this group

tends to be at least during the first year, it tends to be almost around 90 students.' Furthermore, an additional factor that, according to Julia, prevented students from taking more active participation in EMI classes was the English language 'if you add English into it, it's a difference.' Another aspect that Julia described as an impediment to interaction was the language proficiency of some EMI students 'when you have a native, 'local' native, in a small group what is happening is- the others get so overwhelmed by, you know, her English or his English skills that they stop talking.' Language level diversity directly reflected students' participation. The fact that there is a proficient user of English in EMI classes made other students, with a lower level of English language, feel 'overwhelmed', 'intimidated', and 'afraid'. Julia pointed out that the result of such circumstances was poor interaction 'they stop talking.'

Mireia reflected on the students' lack of confidence and their fear of making mistakes as impeding factors of participation. According to her, EMI students hesitated to participate unless they were completely confident that their answer was correct 'that what they are going to say is something that is correct, interesting, and contributes to the class.'

Thais spoke about EMI students' low level of English language command 'I feel like sometimes they miss many things because of their level of English.' She was aware that, because of their low level of English, her students might be losing content. In her opinion, the subject she was teaching was difficult in both L1 and L2. She explained:

THA Excerpt 7.3

'There's 90 and there's also always people that are between one and other. But I would say a big part, they have some problems because it's Science and it is in the Faculty of Education. Science is difficult for them because it's [Natural] Science because they come, most of them come from the [Humanities], and I mean it's difficult in Catalan. So, when you put the English it's more difficult to understand formulas or another vocabulary of a formula. This thing is kind of another degree of difficulty I think.'

Thais pointed at the size of the EMI group and at the English language as factors that influenced students' participation and understanding. She reported that the EMI groups were quite numerous 'a class of 90'. She also made reference to the diversity of EMI students' language proficiency 'sometimes...there are three persons that have a much better level than me but a nice proportion is also low' and explained that students' participation mostly depended on their confidence with regards to their English language knowledge 'people that

don't have fears, that has a really good English'. Thais has shown awareness that, because of their low level of English, her students might be losing content 'they miss many things', and she continued 'I feel like I am explaining things of science and they don't get it.'

Participant Eva explained that EMI students' participation in classes counted for 15% of the final mark for her academic subject and that she took note of their participation at the end of each class. Eva mentioned that she could observe her students struggling with the acquisition of the new content through L2 'they feel a lot of frustration and many of them told me about this frustration.' Eva also acknowledged that due to the pressure caused by their command of the English language, EMI students start changing their daily routine and trying to incorporate English, 'They become obsessed with watching TV in the original versions et cetera, et cetera. So they change their, their daily life in order to make English, to turn English into a daily tool for them.' Eva also added that many students pay for additional English classes 'they have to pay for extra courses. they have to attend English classes in the evenings.' She reflects further, saying that, by being so focused on improving their English language skills, EMI students lose the purpose of their studies 'el perquè de tot plegat- the reason why they are there', and finishes by highlighting that they are studying to become primary education teachers not English language teachers.

Mireia opened her reflection on EMI students by explaining that lack of confidence regarding their English language proficiency marked their attitudes towards task performance since they were reluctant to rely on their own skills 'I think it is if they are blocked because they are not capable of delivering or understanding even if they are capable of it.' According to Mireia, such an attitude was also mirrored by students' participation in classes 'they actually participate when they are very sure that what they are going to say is something that is correct, interesting, and contributes to the class.'

In addition, Both Mireia and Eva pointed at 'cultural factors' (Cetinkaya, 2005; Young, 1992) that added to foreign language anxiety causing a lower rate of participation in EMI classes. Mireia said 'I think the cultural background that we have is that we have to fear and we have to be opposed to English. Just because of that.' Similarly, Eva explained 'that's one of the biggest problems that our country has that we are terrified of making mistakes.'

When talking about EMI students Jordi considered that his EMI students had a solid base with respect to the language but they lacked a subject-specific vocabulary and described it as 'difficult for them, they are not used to that.' However, Jordi mentioned that his EMI students

improve their language competence through taking additional English language classes and incorporating English into their daily routine 'they take private lessons they start watching films in English. So, they improve, they improve.'

Overall, the results regarding EMI students indicate a clear pattern within University A where all participants described EMI groups as rather big, containing up to 90 students, and also referring to the aspect of students' 'English language competence'. Students' aversion to participation appears as a consistent pattern within Universities A and C. A certain level of consistency between these two universities also exists regarding 'foreign language anxiety.' This pattern may lead to the conclusion that foreign language anxiety and reluctance to participate are closely related.

Table 7. 5

Overview of the features related to EMI students

DIMENSIONS	ASPECTS	UNIVERSITY A			UNI.	UNIVERSITY C	
					B	Hill campus	Seaside campus
		<u>Olga</u>	Julia	Thais	<u>Jordi</u>	<u>Mireia</u>	Eva
EMI students	Large number of students	✓	✓	✓	-	-	-
	Willingness to participate	X	X	X	-	X	X
	Foreign language anxiety	✓	✓	✓	-	✓	✓
	English language competence	✓	✓	✓	-	✓	-
	External resources to improve English language command	-	-	-	✓	-	✓
	English language courses	-	-	-	✓	-	✓

7.7 EMI pedagogy

This section reports on how the participants of this study approached teaching through L2 and about the strategies they applied to teach their EMI academic subjects. Firstly, all participants declared there was a lack of any specific language goals. Furthermore, the majority of the participants of this study reported a feeling of illegitimacy in dealing with language within their EMI courses. However, from the comments they made, it appears that, at different rates, all of them assisted their EMI students' language needs. All participants reported 'shaping' learners' language (Escobar Urmeneta & Walsh, 2017). Half of the participants reported rephrasing and recasting students' answers and also promoting student uptake. Four out of six participants mentioned encouraging their EMI students to lose fear and plunge into using English. Half of the participants talked about applying 'circumlocution' (Dörnyei, 1995), a strategy typically associated with foreign language teaching, and advising their EMI students to use description when they cannot remember the exact word they need. Half of the participants reported providing their students with scaffolding, and one participant talked about changing the pace of content delivery.

➤ *Course planning*

Consistent with the past research, the participants of this study claimed they didn't have any specific language learning goals set for their EMI academic courses. The study reinforced the findings of earlier studies by Dearden (2015), Dearden & Macaro (2016), Smit & Dafouz (2012), Unterberger (2014), Unterberger & Wilhelmer (2011) which highlight academic content as the focus of EMI academic courses and emphasise the lack of explicit language learning goals.

Even though all the participants answered negatively when asked about specific language goals, Eva added that she was instructed that 15% of EMI students' final marks should be assigned to English. She further explained that it was left to her own decision how and what to account for this 15% of the final marks:

Excerpt 7.4 EVA

'The only thing they told me was that I had to count- 15 % of the students' final mark had to be related to their English. So, I managed to find a way to assess their English, and then 15% of their final mark was about their English. But I managed the whole thing in my own way and aaa. So, you feel a bit lost, you know what I mean.'

Thais, also reflected that there might be some rather general language goals within the study guide for her academic subject but she said that she was not completely sure, 'Maybe it's something general, like being able to express but not a concrete goal for the English. No.'

➤ **EMI instructor legitimacy**

Past research suggests that EMI instructors are reluctant to take responsibility for EMI students' language development, defending their stance by referring to a lack of training in the field of linguistics (Airey, 2012; Dimova, 2015; Escobar Urmeneta, 2020). In line with past research, legitimacy emerged as one of the themes of this study. When asked if she considered that language goals should be set for her EMI academic subject, Olga remarked: 'You know what, yes but I don't know if we as teachers are the ones able to do it. Because we are not language teachers and that's the problem you know we are not English teachers. I never studied English linguistics, never. So, it's like trying to do something that I'm not, have not been trained to do.'

Thais explained that her personal affinity towards English did not make her competent enough to address EMI students' language needs 'we are not teachers of language, so I mean I know the language because I have always liked that, and I know, and I like writing but it's because I like [it]. But they come from Science and sometimes I really don't feel sure enough of being able to correct some mistakes you know, of a language.'

Julia intended to clarify the misconception over what comprises an EMI instructor's teaching domain. She referred to it as a 'grey area' that is not clearly defined, an area where EMI instructors' capacities 'what we can do' overlap students' learning hopes 'what [is] expected [of us]'. Clearly, in her view, the students are anticipating guidance or correction in their use of language, 'if they send, they submit something like a piece and they expect us to kind of help them with grammar or structure or something.' However, Julia feels that she is not responsible for teaching or correcting language 'we are not English teachers.' This highlights an imbalance between EMI instructors' competences and EMI students' language learning requirements.

Mireia also mentioned the reluctance to correct EMI students' language mistakes 'I am not an expert in English so I am afraid that I won't say it correctly or that I can make a bigger mistake.' She also made reference to her identity by saying 'my purpose is always connected to the content' and thus she positioned herself as a content specialist.

➤ *Shaping learner language*

a) *Feedback*

In accord with the results of the studies on the immersion classrooms and content-based classrooms, this study also found that incidental language learning may be happening in EMI classrooms by EMI instructors' focus on form (Long, 2007). Incidental language instruction, as argued by Long 'is encapsulated by a notion of 'focus on form' in which teachers, while teaching content other than language itself (e.g., biology, mathematics, geography), 'overtly draw students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning' (as cited in Lyster, 2007, p.27).

When it comes to providing students with CF all participants responded positively. In her answer, Thais spoke about choosing the adequate moment to provide students with feedback 'that's not really good in public', as she was concerned about the effect it might have on their feelings 'if I correct them then they feel ashamed.' Thais further explained that she used the opportunity to provide her students with feedback when they were 'at a table in a lab' and it was a kind of individual feedback 'from one to the other.' She did not want her students to feel ashamed if she corrected them when they were in 'a big group.' Even though providing her students with feedback was 'important' for her, Thais reported she found it difficult to determine 'the way' or 'the moment' to react and she concluded it could be useful for her to receive additional support on 'how to do that.'

Eva outlined that she considered CF to be important but she also pointed out that feedback has to be occasional and aimed at specific things 'not all the time because otherwise, it's exhausting for them. And you lose sight of what you're doing.' She acknowledged that the English language should be attended as well as content saying, 'it's very important because I mean at the end, they want to learn English.' However, she found the job of an EMI instructor overly exhausting and more voluminous than that of CMI instructors 'it's you who makes such a huge effort to do everything right and you cannot do everything right if you don't have enough time.' In saying this, Eva opens two more themes- that of high workload and that of time pressure which will be further discussed within Section 7.13.

Jordi explained that he considered feedback should be intermittent 'if you start correcting them all the time- you block them'. In addition, he mentioned that EMI students have a possibility to receive feedback on their assignments in a tutorial session outside the classroom hours 'we give them opportunities to come to the office and see what problems they have

when writing.' He reflected that feedback is also provided on their English ' (we) explain to them what problems we find in English.' Jordi's perception happens to be supported by previous research that highlights how it is more beneficial to correct fewer errors than attempt to correct all of them (Ellis, 2009; Lasagabaster, 2018).

b) Instructional practises

Participant responses regarding the strategies they used while teaching through L2 are consistent with the past research on Canadian immersion classrooms. They lend support to Lyster and Ranta's research (1997) who found that teachers most frequently used recasts i.e., corrective rephrasing. Half of the participants in this study mentioned the practice of recasting and shaping EMI students' answers.

Jordi mentioned rephrasing EMI students' answers and helping them with the correct structures 'we stop them, we try to help them rephrase things.' In addition, Jordi talked about providing his EMI students with scaffolding '[we] give them some pieces of paper with linguistic structures that help them you know to speak or state opinions or something like that. So, scaffolding.'

Eva reflected that she facilitated the use of compensation strategies stimulating students to overcome problems in oral production, 'I always try to encourage them to lose this fear [of participation] and to express themselves as they can.' This finding is in line with previous research in CLIL on effective language teaching performance (De Graaff et al., 2007).

Julia reported that she found activating her EMI students' participation quite challenging. She mentioned applying different strategies in order to promote classroom interaction. For example, Julia explained that she reminded her students of the opportunities they might lose if they did not react in time 'if you don't ask questions during the first year, you're gonna end up finishing your fourth year and you don't start participating while you are in the first year.' By doing so, Julia tried to make students realise 'ask them to reflect' how important it was to overcome the participation halt and plunge into it without fear. The strategy of making students take responsibility for their own learning is one of the components of learner training within language learning (Dickinson, 1987; Holec, 1981). Julia mentioned another strategy she applied in order to promote students' participation- providing them with a 'place where they [students] are confident' and where 'nobody is gonna laugh at them, nobody is gonna mock at them'. Creating a warm and easy-going classroom atmosphere is found to be one of the most important strategies for reducing FLA (Horwitz et al., 1986; Lucas, 1984).

As an experienced instructor, Julia also used humour in her classes with the purpose of reducing FLA (Wagner & Urios-Aparisi, 2008), and creating a pleasant atmosphere, which are marked as the features of foreign language enjoyment (FLE) (Dewaele and MacIntyre, 2014) 'we laugh all about something that is laughable, but not about someone, because of English.' Furthermore, Julia explained how she stimulated her EMI class interaction by rewarding her students' participation frequency with some extra points that would be included in their final mark. By doing so she intended to give positive reinforcement to the effort students made. According to Julia, it was necessary to find ways to initiate students' active involvement in the EMI classroom. By saying, 'with my assessment, I include 10% of the final grade if a person has steadily been using English' reveals that she was fully aware that offering students a reward instead of punishment would motivate them and help produce the desired results. Her final goal was to boost participation 'within the large group' so she offered her students a possibility to increase their final mark just by active participation in the classes 'if you participate, then it also reflects your final mark.' Julia also talked about pedagogical intervention she used in order to help her students with their language development. In her view, the key for successful interaction is well-structured feedback 'I never say this is wrong or this is right or I'm right and you're wrong, no.' This indicates she clearly understood the pedagogical principles of successful teaching and applied a wide palette of interventions in order to reach the goal she set. Julia knew how easy it was for her EMI students to get 'more anxious' and that her reactions could further inhibit them 'then they wouldn't participate.' By guiding students to look for different models when formulating their answers and by making them realise there are 'different ways of getting to the point or to the solution' she was providing them with the ideal setting for their language development. This finding lends support to Rysdam and Johnson-Shull's (2016) research which implies that feedforward 'suggests a direction toward greater success' (p. 13).

Olga spoke about how she rephrased students' answers 'I see what you are saying, you want to say that, and I rephrase', she also mentioned using shaping 'I would try to rephrase what they're saying using a proper vocabulary, proper English structure' and she promoted uptake 'then they repeat it correctly.' This strategy is consistent with previous studies in the field of CLIL, for example, Llinares and Lyster (2014) concluded that the amount of uptake and repair produced by students immediately following CF are more effective if delivered intentionally with a didactic purpose. By saying, 'I encourage them to use it in small groups. I encourage them to use it with me when face-to-face encounters' Olga indicated she promoted

repair by creating opportunities for her students to demonstrate the correct structure, hence maximising authentic use of English in interaction. This finding is in line with previous literature on output production which 'can enhance fluency, by raising the learner's awareness of language deficits, thus increasing their motivation for learning' (De Graaf et al., 2007, p. 609). Olga was also concerned about students' lack of participation due to foreign language anxiety and she explained 'I encourage them to lose fear. I encourage them to not be ashamed if they [make] a mistake' which is one of the features connected to language teachers.

Mireia talked about facilitating output production by guiding students to use English through instructions (De Graaff et al., 2007) 'I only had to teach them the steps (...) Just if you help them to follow the steps they can do everything.'

Participant Thais noted that her teaching style and the pace of presenting new content changed when she taught through English. She referred to her teaching style as 'another way of explaining' and described how the techniques she used differed. For example, she reported speaking differently 'another pronunciation', making frequent pauses 'talk slower', and taking time to formulate her content 'preparing the words, choosing the word.' Thais also reflected that presenting content more slowly was 'better' for her students' understanding 'since I really like to stop and think about what I'm going to say.' Thais' pedagogical approach to EMI corresponds to previous research in the field of SLA. Willis (1996) stresses 'exposure' as one of the essential conditions for language acquisition and explains how teachers modify their speech so as to facilitate students' understanding. The response of Thais, particularly regarding the slower speech rate, longer pausing, segmentation of words, and more careful articulation were found to be in line with previous studies in SLA regarding 'foreigner talk' (Hatch, 1983; Long, 1983).

All participants reported using authentic English material (books, articles, video material, etc.) in their EMI courses which is consistent with previous findings in CLIL where authenticity (Coyle et al., 2010; Dalton-Puffer, 2007) appears as a defining aspect, permitting the natural use of the target language (TL). Moreover, three out of six participants reported facilitating students with the material available in home language(s) as well. These practices are in line with previous literature arguing for 'multilingual facilitation' and not limiting course material to only those available in English. Furthermore, an English-only policy is believed to lead to students feeling they can only consult materials that are written in English, and/or that materials written in a language other than English are not as scholarly or as

important as those written in English. Kirkpatrick (2014) reflects that ‘the use of the L1 is fully justified when it can be shown that this use helps students with their learning of the L2. For example, it can help make the content comprehensible.’ (p.8)

This section of the study found strong patterns and a high rate of agreement among the participants especially in comparison to the previous sections. All participants noted the lack of explicit ‘language learning goals’ set for their EMI courses (see Table 7.7). However, all participants also reported providing their students with some sort of corrective feedback—either written or oral, and all participants mentioned using authentic teaching materials. When it comes to EMI instructors’ legitimacy to attend to their students’ language learning needs, the majority of the participants, namely four out of six, reported feeling a lack of competence. Jordi and Eva are philologists which accounts for their feelings of legitimacy in this area. However, five out of six participants mentioned providing their EMI students with tools that supported their language development. Four out of six participants reflected on promoting their students’ participation and encouraging them to overcome foreign language anxiety and this aspect appears as a pattern at Universities A and C.

Table 7. 6

Overview of the EMI course planning features

DIMENSIONS	ASPECTS	UNIVERSITY A			UNIVERSITY B	UNIVERSITY C	
						Hill campus	Seaside campus
		<u>Olga</u>	Julia	Thais	<u>Jordi</u>	<u>Mireia</u>	Eva
PART I							
Course planning	Language learning goals	X	X	X	X	X	X
	Legitimacy to teach English	X	X	X	✓	X	✓
	Feedback	✓	✓	✓	✓	✓	✓
	Promoting participation	✓	✓	-	-	✓	✓
	Scaffolding students’ language learning	✓	✓	✓	✓	✓	-
	Adaptations in the teaching approach	-	-	✓	-	-	-
	Multilingual facilitation reflected in course materials	✓	X	✓	X	X	✓

Part II: Approaches to assessing students in EMI courses in PTED- analysis across cases

7.8 About EMI assessment policy

7.8.1 About the study guide

The examination of study guides for EMI subjects at three Catalan universities shows that language competence forms part of assessment outcomes in four out of six academic subjects taught through English. Several instances in the study guides indicate the presence of language awareness thus suggesting an integrative approach to the EMI assessment.

Table 7. 7

Excerpts from study guides that indicate language outcomes

Uni.	Participant	EMI course	Description:
A	OLG	Processes and Educational Contexts	In order to pass this subject students have to demonstrate a high level of communicative competence both orally and in writing, a good command of a language or languages present in the study guide. All evaluable activities will be subject to formal criteria, including spelling, writing, and presentation. Regardless of the language of the group (Catalan, Spanish or English) the students must be able to express themselves with fluency and correctness and to read with a high degree of comprehension of extensive and specialized texts.
A	JUL	Educational Processes and Contexts	Linguistic correction, writing and the formal aspects of presentation in all activities (individual and group) are also important. In addition, it's necessary to express fluently, accurately, and show proficiency in the comprehension of academic texts. In this sense, an activity can be rejected (not evaluated) or failed if the teacher considers that it doesn't fulfill these requirements.
A	THA	Experimental Sciences	*All activities are subject to formal criteria, including spelling, wording, and presentation. It is possible to fail an activity if it does not carry out a minimum of the mentioned academic aspects.
B	JOR	Subject-matter Pedagogy and Disciplinary Contents	*Express oneself in English, both orally and in writing.
C	MIR	Society, Family, and School	a) Observation: Attendance and class participation, individual and group meetings. (10%) b) Monitoring activities: Analysis of documents (20%) c) Written assignment: activity of knowledge, expression, and applying contents of the course. Individual. (40%) d) Assignments: Analysis activity and detailed communication with scientific and ethical criteria. Group. (30%)

This finding raises the question of EMI pedagogy and supports previous research on language issues in EMI ‘if [language] is identified as one of the learning outcomes (...) it needs to be developed within learning and teaching activities’ (Perrin, 2017, p.167).

7.8.2 About institutional recommendations

The EMI instructors in this study had substantial teaching experience in both their academic courses and in English. They had also been teaching EMI courses for three to seven years. None of them reported having received explicit instructions from the institution on how to assess the content matter expressed through an AL. Two participants reflected on the lack of clear guidelines on how to approach the English language in the EMI assessment:

Excerpt 7.5 JUL

'the assessment is kind of difficult because we don't have proper guidelines from the faculty.'

Eva explained that she was merely told that 15% of the final mark should account for students' English competence, 'The only thing they told me was that I had to count, 15% of the students' final mark had to be related to their English.' However, she hadn't received any instructions on how to approach assessing English 'not knowing to what extent English is important if you don't have guidelines. Not knowing how much that counts for their degree (...) if you don't have general guidelines from the university you don't know what they are pursuing with that course (...) So you feel a bit lost.'

Olga mentioned that she received a suggestion not to pay attention to grammar and spelling mistakes and she made a comparison to the L1-medium instruction course where they stopped correcting students' exams once they surpassed the limit of 5 grammar/spelling mistakes, 'In Catalan, it is like more than four or five mistakes and this exam is not, hmmm, I'm not going to correct it. In English no. In English, it is not. The mistakes are not gonna decrease your mark.'

Thais mentioned receiving recommendations to allow students to use L1 in cases when they could not remember a word or an expression 'from the beginning in the courses and so on they told us we could do that. We could tell them that if they don't remember a word they can put it in quotation marks because maybe they know it but they don't know the word.'

7.8.3 About adjustments to EMI assessment

When it comes to the EMI assessment adjustments, three out of six participants engaged in teaching cross-disciplinary EMI subjects, and mentioned inter-departmental cooperation and decision-making. Namely, four participants reported that their EMI courses formed part of a broader transversal subject which included instructors from other academic areas, and provided information on how they reached consensus on adjustments to their assessment criteria.

Olga explained that the assessment system within the transversal subject was substantially rigid 'it's a very much complex subject so you're not free.' However, she mentioned that EMI instructors could make some autonomous decisions, for example, they could choose which individual task to assign to their students 'each professor can design which is going to be this other assessment evidence.' Likewise, Julia explained the design of the transversal subject was 'very rigid' but certain adjustments could be discussed among the EMI instructors engaged in its implementation 'So we all come to this agreement.' Participant Thais also mentioned how all the instructors involved in the transversal subject came to a consensus on how to approach the EMI assessment 'So we are 20 teachers because there are 9 groups that do this subject and these 20 teachers try to agree on things and one of the things is the way we assess and the percentage and everything.'

Jordi reported that his subject was shared among three instructors and that they made decisions on the assessment adjustments together 'we are three teachers with the same subject and we decided to do the same.'

Mireia, however, explained that she followed the assessment principles from the study guide but that she could negotiate and agree upon slight changes with her students 'at the beginning of the course I give them the syllabus and the first attempt for the evaluation and we agree on them, with them, with the students.'

Our data show that in the study guides of five out of six EMI subjects there are some 'communication-related' goals that indicate a high level of agreement among the three institutions with the exception of University C's seaside campus. Also, there is a high level of coincidence between Universities A and B regarding the 'adjustments to EMI assessment' which are, as reported by the participants, negotiated with their colleagues who share the same EMI subject. However, when it comes to 'institutional recommendations' on how to approach the English language in EMI assessment, three out of six participants mentioned

receiving implicit recommendations, but the nature of these recommendations differed significantly, producing a low level of agreement both between the three institutions collectively and within the individual institutions themselves.

Table 7. 8

Overview of the assessment policy across participants in relation to language

DIMENSION	ASPECTS	UNIVERSITY A			UNIVERSITY B	UNIVERSITY C	
		<u>Olga</u>	Julia	Thais	<u>Jordi</u>	Hill campus	Seaside campus
						<u>Mireia</u>	Eva
PART II							
Assessment policy	Study guide: communication-related goals	✓	✓	✓	✓	✓	X
	Institutional recommendations	Suggestions not to evaluate morphosyntax .	No explicit instructions on how to approach language in EMI assessment.	Suggestion to accept a word/expression in L1 when students lack the English word/expression.	-	-	English accounts for 15% of the final mark. No explicit instructions on how to approach language in EMI assessment.
	Adjustments to EMI assessment	More than ten teachers involved in the subject. Slight adjustments within existing assessment tasks are allowed.	More than ten teachers involved in the subject. Slight adjustments within existing assessment tasks are allowed.	More than ten teachers involved in the subject. Attempt to reach consensus on general approach and weighting.	Three teachers involved in the subject. Consensus reached among them.	Negotiation of certain issues with students.	Individual decisions.

7.9 EMI instructor attitudes towards EMI assessment

Even though EMI instructors reported not receiving clear guidelines on how to approach language in the assessment phase (see Section 7.8.2) all participants acknowledged focusing on both content and language in this process. The majority of participants, five of them, share similar attitudes towards EMI assessment i.e., the stance that the primary focus lies on content but that language is taken into consideration as well.

Olga explained that being focused exclusively on content and not taking language into consideration represents a big challenge ‘I have a struggle because we are supposed not to pay attention to [language]. So, we are supposed just to pay attention to content.’ This view suggests that not including language in EMI assessment induces challenges to some EMI instructors because they find it difficult to separate one from the other. In addition, Olga recognized that in spite of directing her assessment focus on the content, the role of language could not be discarded ‘maybe not in a very obvious way but it affects probably the [marks].’ In the same vein, Mireia reflected on content as the focal point of EMI assessment ‘my purpose is always connected to the content’ but she also highlighted the integration of content and language as an inevitable aspect of the assessment practices ‘it’s always connected, if you can deliver a better discourse, of course, you’re going to be able to be more specific on the content.’

Julia reflected that she targets both content and language in the process of EMI assessment ‘I go more for the content and substance then yeah, then the structure or grammar.’ Likewise, Eva reflected ‘I evaluate the content, most importantly. And then, that they’re able to express themselves in English, yes.’

Thais, however, explained that she paid attention to the language but it did not significantly affect students’ marks ‘Yes, I pay attention but I don’t really reflect it in the mark, I think.’ She mentioned that her primary focus was content ‘if they explain what I ask’ and that she did not systematically evaluate students’ language mistakes since she did not know how to categorize their weight ‘I don’t feel like I know if I have to take one point, two, or a half.’

In contrast, Jordi explained that he and his colleagues had created a system for language evaluation so they approached language in a more structured and explicit manner ‘there are different grades if they, if they make no mistakes or make just a few mistakes or they have a high-quality English with, you know, academic writing and academic English, with very few mistakes.’

Results presented in this section indicate that all six participants have an integrative approach to assessing students’ assessment performance. Even though there were no language goals mentioned in the study guide of Eva’s EMI subject (see Section 7.8.1) and four out of six participants expressed a lack of legitimacy regarding the students’ language development (see Section 7.7), they all acknowledged taking into consideration both content and language in their assessment practices and thus reached a high level of coincidence on the level of three institutions.

Table 7. 9*Overview of the declared assessment principles across participants*

DIMENSIONS	ASPECTS	UNIVERSITY A			UNIVERSITY B	University C	
		<u>Olga</u>	Julia	Thais	<u>Jordi</u>	Hill campus	Seaside campus
						<u>Mireia</u>	Eva
PART II							
Assessment principles claimed	Assessment of content	✓	✓	✓	✓	✓	✓
	Assessment of language	✓	✓	✓	✓	✓	✓
	Incentive	-	Additional 10% for participation	-	-	-	-

7.10 Components of EMI assessment

When it comes to the assessment tasks in EMI courses at different PTEDs, this study identified four types of tasks: test, individual written product, pair/group project, and teaching simulation. Individual written projects required that students write an essay, scientific paper, or an article. Pair/ group project contained written and oral components, as well as teaching simulation that also consisted of written and oral parts. Among assessment tasks, the most usual ones among EMI instructors who participated in this study were pair or group projects (all six participants), tests (five participants), and individual written products (four participants). Only two EMI instructors included participation as an assessment task and one participant, Julia, mentioned that she offered a bonus task for students who wanted to increase their final mark ‘you have the other option of doing (...) work aside, like writing an argumentative essay, individually.’

➤ *Tests*

Five out of six participants in this study reported assigning their students with the written exam. Four participants explained that the exam contained several open-ended questions and students were required to provide up to three pages of written answers. The study also found that the type of questions EMI instructors in this study set for their students permitted insight into EMI students’ written expression. For example, participant Olga mentioned ‘I need to see how they write. For me, it’s important they’re going to be teachers; I need to see how they write, how they connect things.’

Two participants in the study mentioned providing students with the possibility to improve their exam marks. Namely, Olga mentioned that her students had a chance to retake the exam in case they failed

or in case they wanted to pursue a higher mark ‘they do the second chance because (...) they failed the first one. Also, the people who pass the first exam have the opportunity to increase their marks by attending the second one. Julia also explained that for those students who aspired to a higher mark there was an option of writing an argumentative essay to complement the exam ‘If you only pass it and still you want, you think that you could have, you know, better grades, then you have the other option of doing, you know, work aside, like, they are writing an argumentative essay, individually. So, that complements the test for those who, you know, they may have different abilities.’

Mireia, however, explained that she did not set an exam as an assessment task but in case her students would require an exam, she was eager to include it ‘‘If they say ‘we want to make an exam.’ I give them an exam I have no problem. But actually, we agree all together.’’

➤ ***Individual written product***

Four out of six participants reported assigning their EMI students with individual written assignments in the form of an essay, a scientific paper, or an article. Two participants assigned students with essays, one participant assigned her students with papers, and one required that students write a journal article.

Two participants reported providing students with scaffolding on the structure, norms, and linguistic aspects of the written assignment. For example, Mireia explained ‘I have posted a folder called ‘survival kit’ In which I have posted several documents with the basic vocabulary of research, the basic vocabulary of the class, then a couple of links to APA that they will have to use for the research paper, and then another link, or another document on how to use connectors when they write and how to use correct writing.’ Four participants mentioned that students were allowed/required to use spelling and grammar correctors when doing the writing task. For example, Eva mentioned ‘if they haven’t used the corrector or the spell checker, then [points her thumb down] that’s key for me. And sometimes they don’t use it. So even if I remind them to use this corrector or the spell checker.’

➤ ***Group assignments***

All participants in this study reported assigning their students with group tasks. This study found that group tasks are usually composed of both written and oral components (five out of six participants). However, the oral part was reported to be performed individually within the group. The types of group tasks reported by the participants in this study ranged from transversal projects (three participants), teaching simulations (one participant), and pedagogical interventions (one participant).

➤ ***Participation***

Two participants reported assessing their students’ participation. Participant Mireia attached major importance to students’ participation in class ‘Very much. They are required to participate in each

class.’ Eva even annotated students’ participation after each session, ‘I had a different document on my laptop and I kept writing about each student’s intervention.’

One participant mentioned she offered her students a possibility to earn the additional 10% to their final mark for their active participation in classes, ‘I include 10% of the final grade if a person has steadily been using English.’

When it comes to assessment tasks five out of six participants mentioned assigning their students with a test. Only one participant did not have a test as an assessment task but she reported that if students had asked to do an exam she would have introduced it as a task. Also, there is a total agreement among participants and hence three institutions with respect to group products containing both written and oral components. A high level of agreement is observed regarding ‘individual written product’ which is assigned by five out of six participants and thus indicates a clear pattern at Universities A and C. It has to be noted that participant Julia assigned an essay as an additional ‘bonus’ assignment. Furthermore, there is a coincidence in assessing students’ participation within University C. When it comes to teaching simulation as an assessment task, regularity among institutions cannot be observed as three participants, coming from three distinct universities, reported assigning this task.

Table 7. 10

Overview of the EMI assessment tasks

DIMENSIONS	ASPECTS	UNIVERSITY A			UNIVERSITY B	UNIVERSITY C	
		<u>Olga</u>	Julia	Thais	<u>Jordi</u>	Hill campus	Seaside campus
						<u>Mireia</u>	Eva
PART II							
Assessment tasks	Test (weight)	✓ (15%)	✓ (50%)	✓ (17.5%)	✓ (35%)	X/✓	✓ (unknown)
	Individual written products (weight)	Essay (10%)	X	Scientific paper (7.5%)	X	Two papers (60%)	Essay (unknown)
	Group products: written and oral components (⁹ weight)	✓ (15%)	✓ (50%)	✓ (26%)	✓ (10%)	✓ (30%)	✓ (unknown)
	Teaching simulation written and oral components (weight)	X	✓	X	✓ (25%)	X	✓ (unknown)
	Participation (weight)	X	10% bonus	X	X	✓ (10%)	✓ (unknown)
	Bonus (weight)	-	Essay (unknown)	X	X	X	X

⁹ Some EMI courses form part of a broader transversal subject and have a proportional percentage share within 100% for the whole subject

7.11 Assessment practices directed at language learning

➤ *Assessment for learning features: communication*

The participants' responses regarding the way they approach the evaluation of assessment tasks are in line with previous research on AfL. All participants in this study reflected on providing their students with both oral and written feedback which was more than simple error correction. This finding lends support to previous research by Black and William (1998) who found that feedback represents a central feature of AfL as it provides information on students' current abilities in comparison to their goals, as well as suggestions on how they can reach those goals. Consistent with the previous research regarding AfL features (Cauley & McMillan, 2010) the study also found that participants used peer feedback and self-evaluation known for supporting learning. Namely, half of the participants in this study reported using peer feedback while only one participant reported using self-evaluation. According to the literature both AfL features help students take an active role in the assessment process (Clark, 2012).

When it comes to feedback, Olga explained that apart from providing her students with the WCF she offered them a possibility to elaborate on their answers within the tutorial sessions outside the classroom hours. In the same line, participant Thais explained that she provided EMI students with the WCF and in addition, they had the opportunity to attend a tutorial session where she would provide them with thorough feedback. According to Thais, students were not eagerly using this opportunity of receiving detailed individualized feedback, 'many exams I correct them, I have them on my shelves and no one comes to see them and the delivery task is the same.' Participant Jordi mentioned having similar practices. He explained that his students received WCF on their assignments and also, they could attend tutorial sessions where he would provide them with scaffolding so they could improve, 'we give them opportunities to come to the office and see what problems do they have when writing.'

When talking about the feedback she provided for her EMI students Julia centred her answer around the intention to promote language learning, 'I try to get everything so they can improve, so it's positive feedback. More than assessing, it's feedback. Because that is the way they learn the language.' Likewise, Mireia explained that her feedback practices embraced both content and language. She mentioned inviting her students to redesign their assignments and improve their written products through encouragement, 'this you have to redo it because nobody would be able to understand that sentence(...) So, you know to do it better, change it!'

➤ *Assessment practices targeted at language learning*

When talking about feedback half of the participants mentioned 'feed-forward', i.e placing feedback on the assessment activity in the middle of the learning process providing students with the opportunity for reflection and thus leading them towards successful accomplishment of the task. For

example, Mireia remarked, ‘the research paper that they turn it in two times, they do it in the middle of the course, I give them feedback on how to continue.’ Likewise, Olga explained, ‘they received the feedback back and then they have to do the improvements. And what they finally deliver is the first version, the comments, and the second version.’ These findings are in accordance with the research on good quality feedback by Black & William (1998) and Gibbs & Simpson (2004) who pointed out that the quality of the formative feedback is critical and it has to be accurate, timely, and comprehensible for students.

➤ *Assessment practices reflected on the grade*

Past research in EMI revealed significant issues related to the role of language in EMI assessment. Very frequently, EMI instructors who are content specialists do not consider themselves to be in a position to correct all the language mistakes committed by students. They also report that the institution does not provide them with clear guidelines on how to approach assessing the English language (see Section 7.12). The lack of firm and consistent assessment criteria in that respect makes them even more reluctant to have an explicit focus on language.

However, all participants in this study reported that the way the content is expressed highly influences the final outcome of the assessment task. EMI instructors’ attitude towards language in the process of assessment, their reaction to the quality of students’ English language use, and the way they express content knowledge have been reported to be significantly related to intelligibility and comprehensibility (Smith & Nelson, 1985).

All participants reported downgrading students’ assessment tasks if the answer is not to be understood because the use of language is poor. For example, Mireia noted, ‘If the content is not understandable because of the language then I really think that I have, I take into account also the language’. Also, all participants reported assigning students with a higher mark when the quality of their expression is high or as Julia acknowledged:

JUL Excerpt 7.6

‘You get higher marks because your English is great. I think it is something I do personally in a very informal and more subjective way. Like, it's obvious but if a person, you know, is great with English- his or her English is great and writes in the same thing, it's gonna get better marks because I can understand what he or she is writing or talking about. It's as easy as this.’

The results of this section of the study indicate a high level of agreement on the level of participants marking strong patterns on the level of institutions. Namely, all participants reported how students were assigned a higher mark if they demonstrate good quality of English language use. Likewise, they reported downgrading students if the quality of their

English language use was poor. Five out of six participants reported providing students with the possibility of receiving individual feedback in a tutorial session. This pattern is clear in Universities A and B while one participant from University C did not report on this aspect. Also, five out of six participants reported providing WCF which further indicates strong patterns among the three universities.

Table 7. 11

Overview of the AfL features aimed at communication outcomes

DIMENSIONS	ASPECTS	UNIVERSITY A			UNIVERSITY B	UNIVERSITY C	
		✓			X	Hill campus	Seaside campus
	Peer - feedback	✓			X	Hill campus	Seaside campus
	Self - evaluation	<u>Olga</u>	Julia	Thais	<u>Jordi</u>	<u>Mireia</u>	Eva
PART II							
Assessment practices targeted at language learning	Written corrective feedback (WCF)	✓	-	✓	✓	✓	✓
	Teaching-learning assessment cycle	Feed-forward. Tutorial sessions.	Feed-forward. Tutorial sessions.	Tutorial sessions.	Tutorial sessions.	Feed-forward. Tutorial sessions.	-
Assessment practices reflected on the grade	Intelligibility	✓	✓	✓	✓	✓	✓
	High command of English	✓	✓	✓	✓	✓	✓

7.12 Challenges in EMI assessment

Data from this study revealed a number of issues EMI instructors were facing while assessing their EMI students learning outcomes. As for perceived challenges, all participants in this study reported not having clear and explicit institutional assessment criteria for students’ linguistic performance, five out of six participants mentioned struggling with the low quality of students’ written academic English, half of the participants characterised the process of EMI assessment as time-consuming, half of the participants mentioned their lack of competence to correct English language mistakes, two participants pointed at the discrepancy between students’ non-evaluated vs evaluated linguistic performance, two participants spoke about students’ attitude towards the assessment tasks. Only one participant reflected on the lack of legitimacy to assess specific content vocabulary.

When it comes to the lack of defined institutional assessment criteria for students’ linguistic performance, Eva reflected:

EVA Excerpt 7.7

'So when you read an essay and that essay is written in English but English is not very understandable and students cannot be as reflective as they would be in their mother tongue, you cannot assess the content only because you are lacking, so they are lacking deep thoughts, deep thinking when they're writing in a language that is not their own and there are no guidelines to tell the professor, in this case, me, this percentage should assess content and this percentage should assess language.'

The majority of the participants (five out of six) mentioned struggling with the low quality of students' English language competence demonstrated in the assessment tasks. For example, Olga explained, 'I have a struggle because we are supposed not to pay attention to [language]. So we are supposed just to pay attention to content. Sometimes the idea is not clear either because the use of language is not being proper or correct.' Two participants acknowledged encountering difficulty with students' attitudes towards the assessment tasks.

Julia mentioned that students frequently required more individual assessment activities or the increase of the individual assessment percentage weight in the overall final mark. She explained that the reason for such requirements lay in students pursuing scholarships or they wanted to participate in the exchange programmes and 'the kind of mark that actually differentiates them is individual mark, and they are very aware of that, and they are asking us to do more individual assessment.'

Mireia, however, explained that students frequently lacked confidence regarding their English language abilities. It was reflected in their task performance, 'when you talk to them they know more than what they show on their writing or what they do in a specific task just because they don't trust their English.'

Three participants in this study explained how they found difficulties when delivering a final mark due to a discrepancy between students' overall course engagement and their performance in the assessment activity. Namely, Julia explained:

JUL Excerpt 7.8

'You have a student who comes to class, participates actively throughout the year you can see the improvement. So, everything is positive and then he comes to the exam and fails and you say: "What happened?" Or the group work is not as good as you thought that it would be and then it's like, "Wow." If you come, you know, you come to class, you participate actively, but then your final stage which is to write it down there, they don't do it, so that gives me a headache.'

Eva described her struggles in a similar way, explaining that she needed to downgrade her students on the basis of their English, 'I had a final mark which in some cases was quite high like a final nine and then because of the English level I had to lower that mark.'

Mireia, who reported facing the same challenge in the process of assessment, assigned the discrepancy between students' knowledge and their poor assessment performance to the lack of confidence language-wise:

MIR Excerpt 7.9

'They put together papers or reaction papers or comments that are less interesting or less knowledgeable than they are, then the students themselves know. When you talk to them, they know more than what they show in their writing or what they do in a specific task just because they don't trust their English.'

As has already been mentioned, three participants characterized the process of EMI assessment as time-consuming. Two participants ascribed this issue to the high number of students in the course group. For example, Thais explained, 'when you have a class of 90 or 100, I mean if I want to make feedback for everyone you know. How many hours? I mean all the tutorial hours of the whole course are not enough for one task.' Likewise, Julia mentioned, 'when I had the open questions, It took me forever to mark that.'

Eva, however, reflected that the focus on students' language mistakes in the process of assessment made the process become lengthy 'if you don't focus on content and if you end up correcting their English and grammar mistakes you realize that you've spent 3 hours writing.'

Four participants in this study raised a question of their legitimacy to assess the English language given that the institution did not provide them with any explicit and/or clear assessment criteria in that respect. Understandably, it was not an easy task for an EMI instructor who is primarily a content specialist. Participants in this study centred their reference to the lack of legitimacy around their feelings caused by the ride along this unpaved road 'it's unfair that I only correct some mistakes', 'I don't feel comfortable failing people because of the language', 'I am afraid that I won't say it correctly or that I can make a bigger mistake.' However, participants were aware that content and language were interwoven and that EMI assessment could not be approached differently. Mireia, for example, acknowledges this stance, 'It's all connected. If what you deliver is not correct in the form and in the content then you are not being accurate in what you are saying. So, yes, we should correct everything.'

Eva, however, acknowledged a lack of legitimacy regarding the content she was teaching 'my dilemma is more about content than it is about language'. She expressed her struggle with specific terminology of the field and acknowledged her struggle to 'teach other content through English, it's a bit more tricky.'

Overall, this section of the study revealed a total coincidence among the participants and thus the institutions considering the absence of defined institutional assessment criteria for EMI students' linguistic performance. Similarly, a high level of coincidence appeared on the aspect of 'Low quality of students' written academic English' which was reported as an issue by five out of six participants. This pattern appears at all three universities. Only one out of three participants from University A mentioned how students' English language competence improved, 'especially this year I didn't have any trouble understanding a single one of them. But during the first years, I was a kind of struggling.'

The aspect of participants' lack of legitimacy to assess English is completely consistent with their reported lack of legitimacy to teach English. All but two participants who are language teachers acknowledged the reluctance to teach and correct English. Interestingly, one of these two participants, who reported willingness to teach and assess English, expressed a lack of legitimacy regarding the content-specific terminology (see Table 7.13).

Table 7. 12

Overview of the challenges EMI instructors were facing in the process of assessment

DIMENSIONS	ASPECTS	UNIVERSITY A			UNIVERSITY B	UNIVERSITY C	
		<u>Olga</u>	Julia	Thais	<u>Jordi</u>	Hill campus	Seaside campus
						<u>Mireia</u>	Eva
PART II							
Assessment challenges in EMI	Defined institutional assessment criteria for students' linguistic performance	X	X	X	X	X	X
	Low quality of students' written academic English	✓	X	✓	✓	✓	✓
	Students' attitude towards the assessment tasks	-	Requests for more individualized assessment	-	-	Lack of confidence regarding their command of English	-
	Discrepancy in non-evaluated vs evaluated linguistic performance	-	✓	-	-	✓	✓
	Time-consuming	-	✓	✓	-	-	✓
	Legitimacy to assess English for academic purposes	X	X	X	✓	X	✓
	Legitimacy to assess English for specific purposes	-	-	-	-	-	X

7.13 Recognition, incentives, and workload

In order to meet the challenges presented above, one participant (Eva) holds that the institution should provide adequate compensation for the instructors' invested time and effort, 'maybe the salary would be, should be a bit different because you're not doing the same job another teacher is doing.' One participant also suggests that EMI instructors could respond to the challenges if their workload were reduced 'fewer classes from other things to have more time to prepare this.' Similar findings had also been reported by Margić and Vodopija-Krstanović (2015) who highlighted the need for financial incentives and reduction of the workload for the EMI instructors accommodating into the new system. Also, Lasagabaster (2021) pointed at the lack of economic or institutional rewards for those engaged in EMI teaching.

As for the workload, half of the participants in this study emphasized being overworked and complained about the lack of time. Eva, for example, explained that she considered EMI instructors were having a double workload in comparison to L1- medium instructors 'you're doing twice as much work as the Catalan medium teachers. So, in the end it's you who makes such a huge effort to do everything right and you cannot do everything right if you don't have enough time.' This also pointed at being overworked by the current system of HE, 'I have to do my researches, ask for projects, do different classes in different faculties, the meetings, all the things we do.' These findings are in line with what Lasagabaster (2021) describes as 'fatigue due to the additional effort' (p.86).

Julia, however, focused her answer on being pressured and overworked by the tight deadlines and the amount of 'qualitative exams' she needed to assess:

JUL Excerpt 7.9

'Our system is so tight that, you know, if I had the exam in December, we finish at the end of January. They have the retake on the last day in January (...) tight schedule so that's why they're pressuring you. It's not because they want to, you know, it's part of the system so again it's like, the system is this, it's pretty rigid from, you know, from my point of view it's very, very rigid.'

In this section there are not any clear and/or strong patterns among universities but rather personal feelings and attitudes. Three out of six participants spoke about 'high workload' and 'time pressure'. Two out of three participants who reported on these issues come from University A and thus indicate a certain level of consistency within this institution.

Table 7. 13*Overview of the dimension ‘Recognition, incentives, and workload’*

DIMENSION	ASPECTS	UNIVERSITY A			UNIVERSITY B	UNIVERSITY C	
		<u>Olga</u>	Julia	Thais	<u>Jordi</u>	Hill campus	Seaside campus
						<u>Mireia</u>	Eva
PART II							
Recognition, incentives and workload	Incentives	-	-	✓	-	-	✓
	High workload	-	✓	✓	-	-	✓
	Time-preasure	-	✓	✓	-	-	✓

7.14 Recap

This chapter has discussed a number of aspects comprising the instructors/educators’ teaching and assessment approaches in their EMI academic courses. In the first section of this chapter, the instructors’ background, their initial feelings and expectations, institutional support they received, their notions of EMI peer-instructors and EMI students, and finally their EMI pedagogy have been discussed, and a number of patterns among participants have been identified.

Firstly, the majority of the participants hold previous experiences in ‘internationalisation’ either as students or researchers, and that those participants expressed willingness to teach through English. Only one participant expressed reluctance to teach through L2 and she also did not report having any previous ‘internationalisation’ experience. Considering EMI peer instructors there is a consistent view among participants from University A regarding the aspect of insufficient language competence among their colleagues.

A high level of convergence among the participants from all three institutions has been revealed in relation to the support they obtained from their institutions as the majority of them report having received training in the format of courses specifically designed for EMI instructors. Only one participant from University C did not report being offered this type of support.

All participants from University A pointed at the large groups of EMI students and all of them also acknowledged the aspect of students’ ‘English language competence’ indicating clear patterns within this institution. Five out of six participants reported students’ reluctance to participate as well as the aspect of ‘foreign language anxiety. These patterns are consistent at Universities A and C.

When reflecting on their EMI pedagogy all six participants reported not having any language learning goals and thus marking a total coincidence among the three institutions. However, the analysis of the

study guides of EMI subjects shows the presence of ‘communication goals’ in five out of six cases, the only exception being an EMI subject at University C’s seaside campus. Interestingly, all participants reported providing their students with feedback on language. Four out of six participants reported promoting students’ participation indicating a certain level of coincidence among universities A and C. Only one participant from University A did not bring out this aspect.

The findings discussed in Part I of this chapter suggest a high level of integration especially reflected in instructors ‘EMI pedagogy’, even though all participants reported not having any explicit language learning goals they report regularly deploying a large range of strategies in order to shape learners’ language, a practice that has been proven to be conducive to language learning.

Part II deals with the EMI instructors’ approach to EMI assessment and exposes EMI assessment policy, instructors’ attitudes to EMI assessment, components of EMI assessment, assessment practices directed at language learning, EMI instructors’ challenges in EMI assessment, and finally issues of recognition, incentives, and workload.

When it comes to the aspect of ‘adjustments to EMI assessment’ there is a strong pattern among participants from Universities A and B who all reported making decisions through consensus among EMI instructors engaged in teaching the same EMI subject. In the case of participants from University A, they were all teaching cross-disciplinary EMI subjects.

All participants in this study reported having an integrative approach in their assessment practices where both content and language were evaluated.

A high level of coincidence among the three institutions exists on the aspect of assessment tasks. Five out of six participants reported assigning their students with a test. Only one participant acknowledged that she administered a test as an assessment task if and when students demanded it. All six participants reported ‘Group products: written and oral components’ as one of the assessment tasks. Also, five out of six participants acknowledged providing their students with written corrective feedback indicating strong patterns within three institutions. Only one participant from University A did not reflect on this aspect. Five out of six participants reported on the possibility of individualized feedback in a tutorial session indicating a strong correlation between institutions A and B.

All six participants reported how a poor command of English demonstrated in the assessment tasks led to students being downgraded. Likewise, the high quality of students’ English language use led to assigning them higher marks. These findings suggest an important indicator of an integrative approach to EMI assessment within the three universities.

Overall, findings in this study highlight a significant level of coincidence among the participants and institutions regarding the emerging ICL instances in instructors teaching and assessment approaches.

CHAPTER 8: CONCLUSION

8.1 Introduction

In this final chapter, the findings associated with Research Question 1 and Research Question 2 will be presented taking into account the results of the analysis from the perspectives of all six participants. The chapter begins with a brief overview of the main characteristics of the study (Section 8.1) and is followed by the key findings of the research (Section 8.2) and the pedagogical implications for EMI instruction in teacher-education institutions (Section 8.3). Section 8.4 will list some limitations of the study and subsequently recommendations for further investigation. The final reflection is provided in Section 8.5.

This multiple case study investigated how experienced teacher educators who are teaching their academic courses in EMI Primary Teacher Education Degrees describe their teaching and assessment perceptions and practices. The point of departure for this study was the desire to explore teacher educators' approach to English within their EMI courses and consequently investigate if the integration of content and language is plausible in such courses.

The analysis drew on input from the instructors' comments and concerns related to the notion of EMI, their peer-instructors, students, institutional support, teaching pedagogy, assessment principles, and finally assessment practices. The data for this research was generated from input collected in a two-year period (2017-2018) from six EMI teacher educators at three Catalan universities. This exploratory and interpretative study in nature had a qualitative design with a multiple case study approach. In order to consider the situation from multiple perspectives, different types of data collected at different times were utilised and triangulated. Namely, primary data obtained from the semi-structured interviews, and secondary data - documentary data comprising official study guides, and artefacts (students' graded exams and assessment tools volunteered by the participants).

The data were analysed through thematic analysis and three analytical chapters (Chapters 4-6) are presented in the form of narrative accounts- three individual stories, whereas Chapter 7 exposes analysis across participants.

8.2. Main findings

The study offers in-depth accounts of the practices and perspectives on EMI offered by three instructors from three Catalan universities, two public (A & B) and one private (C). These stories are complemented and supported by the accounts of three more instructors from Universities A & C. In the case of University C, the data came from two different campuses, a) Hill campus and b) Seaside campus, each of them with a considerable degree of autonomy when it came to institutional documents as well as the instructors' declared practices. All in all, the accounts of the six participants have allowed the building up of a complex multifaceted portrait of EMI Primary Teacher Education Degrees in Catalonia of reasonable scope.

The ultimate goal of the study was to answer questions about whether and how language is integrated into the teaching and assessment practices of EMI teacher educators in the Catalan context at the three universities. More specifically, the research was guided by the following research questions:

- RQ1: How does the language switch from L1 to L2-medium instruction affect EMI instructors' teaching practices?
- RQ2: How does the language switch from L1 to L2-medium instruction affect EMI instructors' assessment practices?

The aim of RQ1 was to ascertain whether the change in the medium of instruction influenced EMI instructors' approach to the course teaching and assessing. This question was posed in order to investigate whether EMI instructors, educators at the same time, make any accommodations in their course planning due to the L2 medium of instruction. RQ1 was narrowed down into three sub-questions in order to gain a deeper insight into the participants' perceptions of English within language policies and practices.

RQ1.1 was worded as follows: How does the language switch affect course planning?

This question investigated whether a change in the medium of instruction (MOI) imposed any changes on academic course planning. In relation to language learning goals, participants' perceptions were explored qualitatively through the analysis of interview data. The findings show that none of the participants of this study reported having any explicit language learning goals set for their EMI courses. The findings demonstrate the absence of language-learning

goals within the official study guides as well as explicit teaching objectives declared by the EMI instructors.

Also, none of the participants mentioned that the content of their EMI subject anyhow differed from the content of the subject delivered through the L1-medium of instruction. This being so, English appears to be perceived as a tool for content delivery that did not impose any changes on the EMI course planning.

The findings of this study imply that almost all participants view themselves as content teachers and not language teachers (Aguilar, 2015; Dafouz, 2011) stressing out their lack of legitimacy and expressing reluctance towards taking the responsibility for students' language improvement. Accounts of lack of legitimacy illuminate the relationship between EMI instructors and their content specialist expertise and provide a solid argument for their EMI stance.

In relation to the selection of learning materials, all participants mentioned using original sources, in the vast majority of cases written in English, and to a much lesser extent in other languages. The possibility to use original sources was perceived as an enormous advantage as it permitted the use of the authentic versions of authors' work, providing the EMI instructors with a wide palette of teaching tools and supporting 'multilingual policy in their teaching'. Many participants reflected on the opportunity to use the original quotes, video and audio material which added to a richer picture of the topics in question. The use of original sources in teaching can be observed as one instance of ICL since their purpose in CLIL is strongly associated with language learning (Coyle et al., 2010; Dalton-Puffer, 2007).

Interestingly, some of the participants reported feeling quite limited in their L1-medium of instruction courses regarding the teaching materials. They reflected how students could not make use of the materials available in English because of their poor English language command and there were no adequate translations available in either Catalan or Spanish. Also, some of the participants reported how they referred their L1-medium of instruction students to some sources of material that were available in English but it was received negatively and with rejection.

On the other hand, one participant mentioned the need to translate to English some segments of the Catalan curriculum, originally written in Catalan, and reported that it was the translated document he shared with his EMI students. This behaviour seems to support an 'English-

only' policy in relation to learning materials, an option that was not reported by the rest of the participants.

On its part, RQ1.2 enquired: How does the language switch affect EMI instructors' teaching practices?

The analysis revealed that, when reflecting on their EMI teaching practices, instructors in this study reported using a set of different strategies to teach content which led to a conclusion that they embraced both discipline-specific pedagogy and English-language pedagogy.

To better understand the attitudes towards teaching content through an AL, as expressed by the participants, the themes relative to English-language pedagogy were as follows: adaptations in the teaching approach, shaping learner's language and promoting participation. These themes were studied in alignment with the context of teaching practices leading to ICL. It was necessary to explore factors that comprise ICL and see whether they were consistent among the teacher educators in the study.

As regards contextual factors, the majority of participants reported having previous experience with studying/teaching through English, only one participant had no previous experience. The instructors can be said to have a certain background in the field of internationalisation which might have influenced their awareness regarding EMI teaching accommodations. The findings of this study show a high level of awareness among the participants. As indicated by Woźniak and Crean (2021) awareness can take many different forms- from self-awareness, language awareness, intercultural awareness to pedagogical and disciplinary awareness. Teacher educators in this study reported a high level of language, pedagogical and disciplinary awareness as they systematically attended to students' language needs introducing a wide range of interventions in order to help students acquire and demonstrate content knowledge through an AL.

Previous research highlight the importance of pedagogical awareness over language proficiency (Ball & Lindsay, 2013; Klaassen & de Graaff, 2001; Woźniak & Crean, 2021). Furthermore, disciplinary awareness implies instructors' understanding of students' needs considering mastering communicative practices in order to be able to understand disciplinary concepts (Airey & Linder, 2009).

What we could observe is that teacher educators adapted their teaching approach and adopted English-language pedagogy together with discipline-specific pedagogy in order to support

students' content acquisition which probably had an impact on their language development. Almost all participants in this study reported attending a course organized by the institution for the purpose of teaching through an L2. In addition, two participants who did not report attending such a course had previous training and/or experience related to CLIL. This suggests that the observed pedagogical accommodations can also be explained by their simultaneous or previous training in L2-medium of instruction, be it EMI and/or CLIL.

All in all, the former inferences lead to a conclusion that by integrating English into their EMI teaching practices instructors accepted the impact of the language switch on their teaching practices, and became fully aware of the content-language interrelatedness.

Finally, RQ1.3 asked: How does the language switch affect the way EMI instructors' experience their roles as teacher educators?

In response to the question inquiring into the way EMI instructors experience their roles as teacher educators, the analysis of the interviews revealed the following themes: internationalisation of the academic subject, foreign language improvement, content specialist identity, personal growth, and an ICL approach to teaching. These results confirm previous studies to a large extent (Airey ,2012; Costa 2012; Dafouz, 2011; Escobar Urmeneta, 2018).

Namely, the majority of the participants in this study viewed EMI as an opportunity to broaden the scope of teaching information available for their university students, and they also revealed the expectation to teach in a multicultural setting. Many participants expressed hope to improve their own English language skills and they reported strong motivation to attend additional English language courses/classes and work on their communication skills.

However, EMI instructors' notion of EMI teaching and the amount of workload that accompanies it sparked the questions of professional identity and consequently legitimacy to take responsibility for the teaching aspect that they do not consider is a part of their expertise. Interestingly, participants' reports and evidence on their practices tell a different story.

Teacher educators in this study reflected that they could not observe any differences in the way they teach their academic subject through L1 or L2, and this finding is in line with the previous study of Vinke et al. (1998). However, almost all participants in this study acknowledged developing supplementary strategies that helped them bypass the specific language-related difficulties encountered in the classroom. Their reflections expose general

perceptions of themselves, their teaching strategies and the accommodations they made due to L2- medium of instruction.

In relation to how the language switch affected the way EMI instructors' experience their roles as teacher educators, it can be said that participants in this study adhered to integration in a rather intuitive manner. They all demonstrated sensitivity to their students' language needs, stepped out of the idea of the 'language bath' approach (Dalton-Puffer, 2007) and reached out for the strategies that promoted students' interaction and supported their language development.

Comments about perceived challenges, for example, a large class size, students' frail language skills, low rate of participation, increased workload, or lack of subject-specific terminology coincide with the previous literature on EMI. However, there is a general agreement among the participants that they managed to respond to the challenges by implementing a variety of pedagogical interventions. For example, in their reflections about students' difficulty to express through L2, the participants in this study explained that they stimulated academic output by shaping learner language, providing affordances and promoting uptake.

This study shows that ICL teaching pedagogy is an achievable approach in EMI courses. Moreover, an integrative approach to teaching EMI courses in HE contributed to students' participation and supported their academic learning. Even though themes of students' lack of language skills and their inability to adequately express content knowledge through English frequently emerged throughout the study when participants acknowledged a variety of pedagogical interventions they applied and that have been reported to be conducive to language development. Targeting content and language as a wholeness may guide students' academic achievement and provide an effective response to classroom challenges.

Almost all participants in this study expressed a high level of professional satisfaction related to EMI teaching and they reported benefitting from EMI experience as it significantly improved their teaching practices in L1 as well.

RQ2. Focused on the EMI instructors' assessment practices and was narrowed down into four subquestions, dealing respectively with assessment tasks, assessment criteria, challenges which are specific to assessment in EMI contexts, and strategies deployed to face those challenges.

The wording of RQ2.1 is as follows: What type of assessment tasks and assessment tools do the EMI instructors apply in their EMI academic subjects?

Concerning the assessment tasks, the analysis shows that all participants mentioned that students' assessment performance was exclusively done through English and students' participation in the assessment tools (peer and self-assessment) was delivered through English.

Moreover, participants reported assigning students with group tasks that comprised both written and oral components, but they also mention tests, teaching simulations and pedagogical interventions. Oral components understood students preparing and delivering one or more oral presentations.

The results show that teacher educators in the EMI context put a lot of emphasis on different written genres such as argumentative essays, exploratory texts, and scientific papers.

When it comes to tests, instructors mentioned assigning students with open-ended questions, expecting students to provide between two and three pages of written answers. As many of the participants revealed, this form of assessment task permitted insight into how students reason and express themselves. It has to be noted that almost all assessment tasks had a double function, assessment and learning (content and language learning).

The choice of the assessment tasks where students need to create written and/or oral products in a TL could be observed as an ICL instance.

Considering the assessment tools, participants mentioned using a set of different tools such as rubrics, peer assessment, self-assessment, and grading checklists. As reported by the participants, all assessment tools but one (grading checklist) were shared with students beforehand and students were fully informed on the expected assessment outcomes. The deeper analysis of the rubrics some of the participants used in their assessment practices demonstrated the presence of language-related categories and descriptors, indicating two foci-content and language and thus signalling another ICL instance.

Overall, a variety of the reported assessment tasks and the administration of the assessment tools are in line with assessment for learning. It can be said that teacher educators in this multiple case study adopted AfL principles, changed their classroom pedagogy and shifted towards a more active, student-centred learning approach.

The results show that EMI instructors in this study displayed some of the key features of AfL, for example, sharing with students the assessment goals, including language/discursive-related assessment goals, adopting peer and self-assessment and thus engaging students in the learning process and making them take the responsibility for the learning goals (Shepard, 2000).

RQ2.2 enquired about the type of assessment criteria which are taken into account when delivering the final mark at the end of the EMI course.

Considering the assessment criteria that were taken into account when delivering the final mark at the end of the EMI courses, results show that language did play a significant role in the EMI students' certified academic achievement.

Previous literature highlighted that poor language skills provoked issues even among Australian students (Murray, 2012) so it is reasonable to expect problems caused by the lack of English language proficiency among NNS students and instructors in multilingual settings (Llinares et al., 2012). In the same vein, the instructors' reports pointing at the effect students' language skills had on their academic success is not to be underestimated. Participants in this study explained the effect of intelligibility and English language proficiency on the grading. All participants revealed how they downgraded students if the quality of their language affected the intelligibility of the content. Likewise, all of them acknowledged assigning a higher mark to those students whose language expression was clear and accurate (see Section 7.11). And yet they refused to lower the grade if they detect grammatical or spelling mistakes. All in all, this shows a very nuanced behaviour in relation to the content-integrated assessment of language.

However, such practices were not officially recognised and thus causing challenges for the EMI instructors (see Section 7.12). The majority of the participants acknowledged incongruity due to the absence of clear directions on assessment adapted to the context which imposed a question of subjectivity and might threaten fairness in grading.

Accounts of assessment practices reveal participants' double foci (content and language) when assessing their students' academic performance (see Section 7.9). Even though the majority of the participants expressed the lack of competence to correct English, and struggling with how to treat English within EMI assessment, it can be concluded that their practices mirrored an integrative approach where language played a significant role and was actively present in the assessment tools and in the assessment criteria both explicitly and

implicitly. However, these practices are on the margins of the official curriculum and therefore respond to the individual concerns of each instructor which allows for an excessive margin of discretion.

RQ2.3 asked about the challenges considering the assessment process have EMI instructors encountered in their EMI academic subject which added to the usual difficulties of assessing an L1 subject.

In relation to whether a language switch affected EMI assessment practices, the analysis revealed that, using an L2 for the assessment of subject content imposed many challenges to EMI instructors in the context of HE. Many participants in this study reported struggling with the quality of the students' answers, the absence of solid assessment criteria regarding the English language, inconsistent institutional recommendations on how to treat grammar and spelling (in comparison to L1-medium courses), as well as their self-perceived lack of legitimacy to assess English. Two participants, namely Jordi and Eva, did not report reluctance to correct students' language mistakes which is understandable as both of them are philologists. Even so, Eva did declare a lack of legitimacy considering discipline-specific terminology (English for specific purposes) which was not her expertise.

According to participants, the purpose of written assessment tasks was to provide evidence on how students reason and discuss. In addition, participants pointed at English as an obstacle in the students' intention to express deep thoughts i.e., the lack of profoundness related to the use of L2. In relation to this finding, Meyer et al. (2015) claimed that 'deep academic understanding cannot happen without appropriate academic language use' (p.43), and urged the strengthening of fundamental links between thinking and language in order to improve the construction and communication of deep knowledge.

Some of the participants pointed at the discrepancy between the students' overall engagement throughout the course and their task underperformance, which challenged them when assigning them a final grade.

Furthermore, the findings of this study support previous findings on EMI in HE regarding additional workload for EMI instructors and a need for clearer assessment criteria that goes beyond the current institutional recommendations.

Overall, the obtained results show that despite the challenges and uncertainties, EMI instructors express awareness that content and language cannot be examined separately as two

distinct entities, and that adopting a distinct approach to the L2 in their teaching and assessment practices comes out of necessity, regardless of the institutional EMI policy and the widespread assumption of the sufficiency of implicit language learning (Pérez-Vidal, 2015; Teddick & Lyster, 2012.).

Finally, RQ2.4 aimed at identifying the strategies the instructors report using to bypass these difficulties.

Considering the strategies they used in order to bypass the EMI assessment difficulties, the analysis revealed that participants in this study seem to intuitively adhere to ICL pedagogical principles. When talking about how they approached the EMI assessment, participants mentioned quite a few strategies belonging to the domain of the L2-learning pedagogy. Also, we could observe many elements that are considered as key features of AfL which permitted students to have a more active role in the process of assessment and thus probably stimulated them to take responsibility for their own learning.

Results show that written assignments generated WCF. Interestingly, even though some of the participants mentioned that they did not take grammar and spelling mistakes into account when delivering the mark, they all reported providing students with WCF. What is more, all participants acknowledged correcting language to various degrees which indirectly positioned language as a learning objective, thus signalling another instance of ICL.

Some participants mentioned providing students with clear directions for improvement, which meant sending written drafts back and forth to revise and improve. Such practice is in line with Tomlinson's (1999) explanation of feedback for learning which focuses on both quality and learning as it encourages students to reconsider and respond to the given suggestions. Also, Li and Wu (2018) point out that constructive feedback is a central feature of AfL as it 'can bridge the gap between the learners' actual performance and the desired outcome' (p.30). Consequently, students are more engaged with learning goals which help them maximise their learning achievements.

8.3 Pedagogical implications for EMI instruction in teacher-education institutions

In the interviews, the participating EMI instructors rather explicitly came up with suggestions they thought would lead to better teaching and assessment practices in EMI. The suggestions can be related to four aspects: 1) more language awareness among programme designers 2) discursive language awareness among EMI instructors, 3) teacher-centred approaches leading

to EMI teacher development 4) helping EMI instructors embed discursive aspects of their subject-matter.

Importantly, regardless of the participants' explicit cognizant, rationale stays within the framework of EMI as they claim that the language shift does not affect their teaching and assessment approaches, the instructors confirm to have adopted classroom practices compatible with those described in previous ICL research. These practices are related to a number of pedagogical interventions directed at aiding comprehension and promoting students' productive language skills. The results indicate that the most prominent point of friction happens to be an assessment that requires clear assessment criteria in order to promote fairness and consistency. Hence,

1. EMI instructors' challenges related to students' poor language proficiency and the issues to articulate subject-specific knowledge urge for the adjustments in EMI education regarding a more pronounced focus of programme designers towards a language-conscious implementation of EMI education that would entail a more integrative approach.
2. Also, EMI instructors need to consider approaching language as "language as discourse" and become familiar on how to apply CDFs (Dalton-Puffer, 2007) to their own learning activities which may contribute to generating opportunities for content teachers to rethink their teaching practice in relation to L2-medium instruction in Higher Education. Previous research in CLIL also pointed to this issue, namely Dalton-Puffer (2004) found that CLIL classroom practices did not promote productive language skills i.e., she detected the absence of academic discourse functions in classroom discourse.
3. A third implication reflects the need for more EMI instructor centred institutional support. Throughout the discussion, there is a running theme of EMI instructors' need for more contextualized support that would lead to better teaching and assessment practices. Thus, universities need to acknowledge these challenges and develop training programmes that would engage EMI instructors in research projects and provide them with tailor-made guidance.
4. Another pedagogical implication refers to helping EMI instructors understand that EMI does not required from them to betray their identity as content teachers in order to become English teachers. Communication procedures from language learning

experts towards content-matter experts need to improve in order to make this issue crystal-clear. The message should be addressed at helping content teachers discover how systematised attention to discursive aspects relevant to their subject-matter will enhance their students' understanding of their discipline, as well as their academic communication skills (see comment below).

8.4 Limitations of the study and recommendations for further investigation

This study contributes to the current field of research on EMI and ICLHE and also to the understanding of teaching a content subject through an additional language. The data come from four campuses of three universities, through the voices of six teacher educators and their input to understanding EMI teaching and assessment processes in the wider context.

Some limitations of the study are related to the adopted research method.

The first limitation is that the results are not generalisable. This is closely connected to the nature of the research- the qualitative research design. However, such studies proved to be useful in providing an in-depth examination of a phenomenon in question and they are also argued to contribute valuable knowledge to the community (Myers, 2000). Finally, even though qualitative studies are not an adequate basis for generalisations they are desirable and preferred research method in education (Stake, 1980).

The second limitation of this study is that it is limited to data obtained through interviews and documents provided by participants. The researcher considered that one-to-one interviews were beneficial since they could gather a lot of information from the respondents i.e., the interviewee might feel comfortable enough so as to share some sensitive information that otherwise, in the presence of others, would not be obtainable. However, interviews have certain drawbacks. Namely, sometimes the questions cannot be formulated in such a way so that they do not incite the interviewee to respond in a certain way. The researcher of this study made effort to maintain her comments and perceptions aside and thus avoid influencing the interviewees' answers.

Furthermore, the interviews with four out of six participants were conducted at only one point in time. The initial intention of the researcher was to conduct three interviews over a period of time in order to collect detailed and diverse data. Even though in qualitative research quantity is not relevant (the aim of qualitative research is not to generalise) it should be kept in mind that participants may provide different information from one moment to another (Dervin,

2013), and interviewing the same informants at different times may result in them providing different understandings of concepts and phenomena.

Even though the scope of the thesis is limited to EMI instructors' cognition of bilingual teaching and assessment in particular PTED contexts in Catalonia, it can provide some useful information on pedagogical matters and concerns and contribute to enhancing the understanding of roles and functions of languages in EMI content classrooms or similar educational settings.

Further research studies on the teaching and assessment approach in the EMI PTED context are needed to add more evidence to several issues that emerged in this study and ultimately contribute to validating the findings.

1. Collect conversational classroom data, for example, video recordings of lessons, the results of their analysis cross-checked with the results from interviews, which would have increased the wholeness and trustworthiness of the findings (ibid.) and therefore made conclusion stronger.
2. Comparison of instructors' L1 and L2-medium of instruction teaching practices.
3. Explore empowering formats of teacher development programmes.

Also, there is a need to examine how CDFs could be used more effectively so as to strengthen students' meaning-making potential in the EMI learning environment.

Further research is also needed to examine the effectiveness of 'practice groups' as a form of institutional support for EMI instructors that will help them integrate content and language most successfully. In this study, participants describe the type of strategies they use in their EMI classrooms, further research could consider classroom observation and challenge or support data collected in this study from interviews and artefacts.

The role of instructor legitimacy on classroom practices. Since the question of legitimacy to teach and assess language may have played a role in the participants EMI rationale, it would be beneficial to investigate whether observing 'language as discourse' rather than a formal 'system' would illuminate the notion of integration.

8.5 Final reflection: Is integration possible?

The main objective of this study was to examine EMI instructors' teaching and assessment practices and explore whether there are any instances of content and language integration.

Specifically, this study was conducted at three Catalan universities that offer EMI Primary Education Bachelor's Degree shedding light on another feature of the participants- they were all educationalists.

This investigation opens doors for a variety of future research on EMI-PTED. The findings regarding the insights into EMI teacher educators' teaching and assessment practices, as well as, the instances of ICL in their teaching and assessment practices contribute to the English-medium instruction research field. This contribution relates particularly to the pedagogical considerations that need to be taken into account when transitioning from teaching content through L1- medium of instruction to teaching content in EMI.

Concerning the RQ1 about how the language switch from L1 to L2-medium instruction affects EMI instructors' teaching practices the analysis of the interviews and the artefacts reveal that the EMI courses taught by the content specialists do not specify any language-related goals or expected outcomes. In addition, instructors roundly rejected to be considered as English teachers and explicitly refused to act as such. However, when further interrogated in relation to specific practices, the instructors admitted that the quality of their students' English did play a role in the EMI courses they taught.

The type of paradoxical stance has led us to hypothesise that the strong refusal in relation to language learning and teaching vindicated by content-matter instructors, as reported in the EMI literature, might be caused by their adherence to their professional identity. In addition, it has made us suspect that, in spite of the widely reported refusal, the integrated teaching of content and language may have a place in many EMI contexts, even if not a prominent one.

This research study also shows that divorcing content from the language in EMI teaching and especially assessment is very difficult, if not impossible. There is a clear need for the reconsideration of content-language interrelatedness and embracing an integrative pedagogy for EMI. Integration is a continuum and current teaching and assessment practices of teacher educators seem to head in the direction of ICL but there is an evident absence of systematic institutional guidelines regarding the assessment criteria that would support participants' practices. EMI instructors in this study seem to develop their own teaching and assessment approaches in an attempt to tackle classroom challenges. Being sensitive to EMI students' language needs they reach a self-discovery that there is no content without language or as previous research explains there is no progress in knowledge without mastering disciplinary literacies (Mohan et al., 2010).

Overall, the established assessment practices could be improved by means of well-defined assessment criteria derived from the explicit discourse-related goals that would surely contribute to transparency, fairness and consistency. This implies that it would be necessary to reconsider the assessment instruments and embrace explicit content and language-related criteria.

More language as discourse awareness is needed when designing EMI programmes and a more consistent policy is required. Definitely, integration is possible but is it likely to happen?

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APPENDICES

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Appendix A.

BOE núm. 312

Sábado 29 diciembre 2007

53747

22449 *ORDEN ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria.*

La disposición adicional novena del Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales, establece que el Ministerio de Educación y Ciencia precisará los contenidos de su anexo I a los que habrán de ajustarse las solicitudes presentadas por las universidades para la obtención de la verificación de los planes de estudios conducentes a la obtención de títulos oficiales de Grado o de Máster, prevista en su artículo 24, que habiliten para el ejercicio de profesiones reguladas.

La Ley Orgánica 2/2006, de 3 de mayo, de Educación, en su artículo 93, conforma la profesión de Maestro en Educación Primaria como profesión regulada cuyo ejercicio requiere estar en posesión de correspondiente título oficial de Grado, obtenido, en este caso, de acuerdo con lo previsto en el artículo 12.9 del referido Real Decreto 1393/2007, conforme a las condiciones establecidas en el Acuerdo de Consejo de Ministros de 14 de diciembre de 2007, publicado en el Boletín Oficial del Estado de 21 de diciembre de 2007.

Dicho Acuerdo, en su apartado cuarto, en relación con la disposición adicional novena anteriormente citada, encomienda al Ministro de Educación y Ciencia el establecimiento de los requisitos respecto a objetivos del título y planificación de las enseñanzas.

Por lo tanto, a la vista de las disposiciones citadas, resulta procedente establecer los requisitos a los que deberán adecuarse los planes de estudios conducentes a la obtención de los títulos de Grado que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria, que presenten las universidades para su verificación por el Consejo de Universidades.

En su virtud, previo informe del Consejo de Universidades, dispongo:

Primero. Requisitos de los planes de estudios conducentes a la obtención de los títulos de Grado que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria.—Los planes de estudios conducentes a la obtención de los títulos de Grado que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria, deberán cumplir, además de lo previsto en el Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales, los requisitos respecto a los apartados del Anexo I del mencionado Real Decreto que se señalan en el Anexo a la presente Orden.

Segundo. Habilitación de aplicación y desarrollo.—Se autoriza a la Dirección General de Universidades para dictar las resoluciones necesarias para la aplicación y desarrollo de la presente Orden.

Tercero. Entrada en vigor.—La presente Orden entrará en vigor el día siguiente al de su publicación en el Boletín Oficial del Estado.

Madrid, 27 de diciembre de 2007.—La Ministra de Educación y Ciencia, Mercedes Cabrera Calvo-Sotelo.

ANEXO

Establecimiento de requisitos respecto a determinados apartados del anexo I del Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales, relativo a la memoria para la solicitud de verificación de títulos oficiales

Apartado 1.1 Denominación:

La denominación de los títulos deberá ajustarse a lo dispuesto en el apartado segundo del Acuerdo de Consejo de Ministros de 14 de diciembre de 2007 por el que se establecen las condiciones a las que deberán adecuarse los planes de estudios conducentes a la obtención de títulos que habiliten para el ejercicio de la profesión regulada de Maestro en Educación Primaria, publicado en el Boletín Oficial del Estado de 21 de diciembre de 2007 mediante Resolución del Secretario de Estado de Universidades e Investigación de 17 de diciembre de 2007, y a lo dispuesto en la presente Orden. Así:

1. La denominación de los títulos universitarios oficiales a los que se refiere el apartado anterior, deberá facilitar la identificación de la profesión para cuyo ejercicio habilita y, en ningún caso, podrá conducir a error o confusión sobre sus efectos profesionales.

2. No podrá ser objeto de verificación por parte del Consejo de Universidades ningún plan de estudios correspondiente a un título universitario oficial cuya denominación incluya la referencia expresa a la profesión de Maestro en Educación Primaria sin que dicho título cumpla las condiciones establecidas en el referido Acuerdo y en la presente Orden.

3. Ningún título podrá utilizar la denominación de Graduado o Graduada en Educación Primaria sin cumplir las condiciones establecidas en dicho Acuerdo y en la presente Orden.

Apartado 3. Objetivos.

Competencias que los estudiantes deben adquirir:

1. Conocer las áreas curriculares de la Educación Primaria, la relación interdisciplinar entre ellas, los criterios de evaluación y el cuerpo de conocimientos didácticos en torno a los procedimientos de enseñanza y aprendizaje respectivos.

2. Diseñar, planificar y evaluar procesos de enseñanza y aprendizaje, tanto individualmente como en colaboración con otros docentes y profesionales del centro.

3. Abordar con eficacia situaciones de aprendizaje de lenguas en contextos multiculturales y plurilingües. Fomentar la lectura y el comentario crítico de textos de los diversos dominios científicos y culturales contenidos en el currículo escolar.

4. Diseñar y regular espacios de aprendizaje en contextos de diversidad y que atiendan a la igualdad de género, a la equidad y al respeto a los derechos humanos que conformen los valores de la formación ciudadana.

5. Fomentar la convivencia en el aula y fuera de ella, resolver problemas de disciplina y contribuir a la resolución pacífica de conflictos. Estimular y valorar el esfuerzo, la constancia y la disciplina personal en los estudiantes.

6. Conocer la organización de los colegios de educación primaria y la diversidad de acciones que comprende su funcionamiento. Desempeñar las funciones de tutoría y de orientación con los estudiantes y sus familias, atendiendo las singulares necesidades educativas de los estudiantes. Asumir que el ejercicio de la función docente ha

de ir perfeccionándose y adaptándose a los cambios científicos, pedagógicos y sociales a lo largo de la vida.

7. Colaborar con los distintos sectores de la comunidad educativa y del entorno social. Asumir la dimensión educadora de la función docente y fomentar la educación democrática para una ciudadanía activa.

8. Mantener una relación crítica y autónoma respecto de los saberes, los valores y las instituciones sociales públicas y privadas.

9. Valorar la responsabilidad individual y colectiva en la consecución de un futuro sostenible.

10. Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo entre los estudiantes.

11. Conocer y aplicar en las aulas las tecnologías de la información y de la comunicación. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural.

12. Comprender la función, las posibilidades y los límites de la educación en la sociedad actual y las competencias fundamentales que afectan a los colegios de educación primaria y a sus profesionales. Conocer modelos de mejora de la calidad con aplicación a los centros educativos.

Apartado 5. Planificación de las enseñanzas.

Los títulos a que se refiere el presente acuerdo son enseñanzas universitarias oficiales de Grado, y sus planes de estudios tendrán una duración de 240 créditos euro-

peos a los que se refiere el artículo 5 del mencionado Real Decreto 1393/2007, de 29 de octubre.

El Practicum se desarrollará en centros de educación primaria reconocidos como centros de formación en prácticas mediante convenios entre las Administraciones Educativas y las Universidades. Tendrá carácter presencial y estará tutelado por profesores universitarios y maestros de educación primaria acreditados como tutores de prácticas. El Practicum se realizará en los tres ciclos de las enseñanzas de educación primaria.

En estas enseñanzas podrán proponerse menciones cualificadoras, entre 30 y 60 créditos europeos, adecuadas a los objetivos, ciclos y áreas de la Educación Primaria, según lo establecido en los artículos 17, 18, 19 y 93 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación, así como aquellas que capaciten para el desempeño de actividades asociadas a las competencias educativas expresadas en dicha ley, tales como la biblioteca escolar, las tecnologías de la información y la comunicación y la educación de personas adultas.

Al finalizar el grado, los estudiantes deberían haber adquirido el nivel C1 en lengua castellana, y cuando proceda, en la otra lengua oficial de la comunidad; además, deberían saber expresarse en alguna lengua extranjera según al nivel B1, de acuerdo con el Marco Común Europeo de Referencia para las Lenguas.

El plan de estudios deberá incluir como mínimo, los siguientes módulos:

Módulo	Nº de créditos Europeos	Competencias que deben adquirirse
<p>De formación básica</p> <p>Aprendizaje y desarrollo de la personalidad</p> <p>Procesos y contextos educativos</p> <p>Sociedad, familia y escuela</p>	<p>60</p>	<p>Competencias de las materias básicas según el Anexo II del Real Decreto de Ordenación de las Enseñanzas Universitarias Oficiales.</p> <p>Comprender los procesos de aprendizaje relativos al período 6-12 en el contexto familiar, social y escolar. Conocer las características de estos estudiantes, así como las características de sus contextos motivacionales y sociales. Dominar los conocimientos necesarios para comprender el desarrollo de la personalidad de estos estudiantes e identificar distorsiones. Identificar dificultades de aprendizaje, informarlas y colaborar en su tratamiento. Conocer las propuestas y desarrollos actuales basado en el aprendizaje de competencias. Identificar y planificar la resolución de situaciones educativas que afectan a estudiantes con diferentes capacidades y distintos ritmos de aprendizaje.</p> <p>Analizar y comprender los procesos educativos en el aula y fuera de ella relativos al período 6-12. Conocer los fundamentos de la educación primaria. Analizar la práctica docente y las condiciones institucionales que la enmarcan. Conocer la evolución histórica del sistema educativo en nuestro país y los condicionantes políticos y legislativos de la actividad educativa. Conocer los procesos de interacción y comunicación en el aula. Abordar y resolver problemas de disciplina. Promover el trabajo cooperativo y el trabajo y esfuerzo individuales. Promover acciones de educación en valores orientadas a la preparación de una ciudadanía activa y democrática. Conocer y abordar situaciones escolares en contextos multiculturales. Diseñar, planificar y evaluar la actividad docente y el aprendizaje en el aula. Conocer y aplicar experiencias innovadoras en educación primaria. Participar en la definición del proyecto educativo y en la actividad general del centro atendiendo a criterios de gestión de calidad. Conocer y aplicar metodologías y técnicas básicas de investigación educativa y ser capaz de diseñar proyectos de innovación identificando indicadores de evaluación.</p> <p>Mostrar habilidades sociales para entender a las familias y hacerse entender por ellas. Conocer y saber ejercer las funciones de tutor y orientador en relación con la educación familiar en el período 6-12. Relacionar la educación con el medio, y cooperar con las familias y la comunidad. Analizar e incorporar de forma crítica las cuestiones más relevantes de la sociedad actual que afectan a la educación familiar y escolar: impacto social y educativo de los lenguajes audiovisuales y de las pantallas; cambios en las relaciones de género e intergeneracionales; multiculturalidad e interculturalidad; discriminación e inclusión social y desarrollo sostenible. Conocer la evolución histórica de la familia, los diferentes tipos de familias, de estilos de vida y educación en el contexto familiar.</p>
<p>Didáctico y disciplinar</p> <p>Enseñanza y aprendizaje de:</p> <p>Ciencias Experimentales</p> <p>Ciencias Sociales</p>	<p>100</p>	<p>Comprender los principios básicos y las leyes fundamentales de las ciencias experimentales (Física, Química, Biología y Geología). Conocer el currículo escolar de estas ciencias. Plantear y resolver problemas asociados con las ciencias a la vida cotidiana. Valorar las ciencias como un hecho cultural. Reconocer la mutua influencia entre ciencia, sociedad y desarrollo tecnológico, así como las conductas ciudadanas pertinentes, para procurar un futuro sostenible. Desarrollar y evaluar contenidos del currículo mediante recursos didácticos apropiados y promover la adquisición de competencias básicas en los estudiantes.</p> <p>Comprender los principios básicos de las ciencias sociales. Conocer el currículo escolar de las ciencias sociales. Integrar el estudio histórico y geográfico desde una orientación instructiva y cultural. Fomentar la educación democrática de la ciudadanía y la práctica del pensamiento social crítico. Valorar la relevancia de las instituciones públicas y privadas para la convivencia pacífica entre los pueblos. Conocer el hecho religioso a lo largo de la historia y su relación con la cultura. Desarrollar y evaluar contenidos del currículo mediante recursos didácticos apropiados y promover las competencias correspondientes en los estudiantes.</p>

Módulo	Nº de créditos Europeos	Competencias que deben adquirirse
<p>Matemáticas</p> <p>Lenguas</p> <p>Educación musical, plástica y visual</p> <p>Educación física</p>		<p>Adquirir competencias matemáticas básicas (numéricas, cálculo, geométricas, representaciones especiales, estimación y medida, organización e interpretación de la información, etc). Conocer el currículo escolar de matemáticas. Analizar, razonar y comunicar propuestas matemáticas. Plantear y resolver problemas vinculados con la vida cotidiana. Valorar la relación entre matemáticas y ciencias como uno de los pilares del pensamiento científico. Desarrollar y evaluar contenidos del currículo mediante recursos didácticos apropiados y promover las competencias correspondientes en los estudiantes.</p> <p>Comprender los principios básicos de las ciencias del lenguaje y la comunicación. Adquirir formación literaria y conocer la literatura infantil. Conocer el currículo escolar de las lenguas y la literatura. Hablar, leer y escribir correcta y adecuadamente en las lenguas oficiales de la Comunidad Autónoma correspondiente. Conocer el proceso de aprendizaje del lenguaje escrito y su enseñanza. Fomentar la lectura y animar a escribir. Conocer las dificultades para el aprendizaje de las lenguas oficiales de estudiantes de otras lenguas. Afrontar situaciones de aprendizaje de lenguas en contextos multilingües. Expresarse, oralmente y por escrito en una lengua extranjera. Desarrollar y evaluar contenidos del currículo mediante recursos didácticos apropiados y promover las competencias correspondientes en los estudiantes.</p> <p>Comprender los principios que contribuyen a la formación cultural, personal y social desde las artes. Conocer el currículo escolar de la educación artística, en sus aspectos plástico, audiovisual y musical. Adquirir recursos para fomentar la participación a lo largo de la vida en actividades musicales y plásticas dentro y fuera de la escuela. Desarrollar y evaluar contenidos del currículo mediante recursos didácticos apropiados y promover las competencias correspondientes en los estudiantes.</p> <p>Comprender los principios que contribuyen a la formación cultural, personal y social desde la educación física. Conocer el currículo escolar de la educación física. Adquirir recursos para fomentar la participación a lo largo de la vida en actividades deportivas dentro y fuera de la escuela. Desarrollar y evaluar contenidos del currículo mediante recursos didácticos apropiados y promover las competencias correspondientes en los estudiantes.</p>
<p>Practicum</p> <p>Prácticas escolares, incluyendo el Trabajo fin de Grado</p>	<p>50</p>	<p>Adquirir un conocimiento práctico del aula y de la gestión de la misma. Conocer y aplicar los procesos de interacción y comunicación en el aula y dominar las destrezas y habilidades sociales necesarias para fomentar un clima de aula que facilite el aprendizaje y la convivencia. Controlar y hacer el seguimiento del proceso educativo y en particular el de enseñanza-aprendizaje mediante el dominio de las técnicas y estrategias necesarias. Relacionar teoría y práctica con la realidad del aula y del centro. Participar en la actividad docente y aprender a saber hacer, actuando y reflexionando desde la práctica. Participar en las propuestas de mejora en los distintos ámbitos de actuación que se puedan establecer en un centro. Regular los procesos de interacción y comunicación en grupos de estudiantes 6-12 años. Conocer formas de colaboración con los distintos sectores de la comunidad educativa y del entorno social. Estas competencias, junto con las propias del resto de materias, quedarán reflejadas en el Trabajo fin de Grado que compendia la formación adquirida a lo largo de todas las enseñanzas descritas.</p>

Appendix B.**Academic ranks equivalents**

Source: Adapted from Morales, 2017

Academic ranks in Spanish	Academic ranks in Catalan	Academic ranks in English
<ul style="list-style-type: none"> • Profesor Contratado Doctor 	<ul style="list-style-type: none"> • Agregado en el sistema catalán 	<ul style="list-style-type: none"> • Lecturer* in + Scientific Discipline (Lecturer in History)
<ul style="list-style-type: none"> • Profesor Ayudante Doctor 	<ul style="list-style-type: none"> • Lector en el sistema catalán 	<ul style="list-style-type: none"> • Lecturer* in + Scientific Discipline (Lecturer in History)
<ul style="list-style-type: none"> • Profesor Asociado 	<ul style="list-style-type: none"> • Profesor Asociado 	<ul style="list-style-type: none"> • Associate Lecturer in + Scientific Discipline (Associate Lecturer in Biology)

Appendix C.

Script for Interview 1

Interview plan:

Dear _____,

First of all, I would like to thank you for taking part in this research. My name is [XXX] and I am a first-year doctoral student at the Faculty of Education.

As you all know, most of the research previously done was focused either on the EMI programme itself or on the students' views and needs. The aim of this research is to find out a bit more about EMI professors' experience, their views on EMI programmes, their feelings about EMI programmes as well as on their suggestions for the improvement of the university courses taught in English.

As I explained before in the participant information sheet, the reason I asked you to participate is that I want to find out more about your personal experience of teaching your academic course in English. I expect this interview to last approximately 60 minutes, and I hope you feel comfortable.

I just need to check a few things with you before you get started. I know that you agreed to take part in the interview, is it still ok with you? – great, that's brilliant.

It is important to let you know that if you want to stop at any time or you want to take a break, you can. And if I ask you any question that you would prefer not to answer, please, feel free to say: 'I am sorry but I would rather not talk about it.' That is absolutely fine.

Also, remember that there are no right or wrong answers! I am asking for experiences, opinions, and feelings.

As we agreed, the sole purpose of this interview is research. Can I just confirm that that is OK with you? – All right, thanks.

I would also like to remind you that I will not be collecting or retaining any information about your identity and the records of this study will be kept strictly confidential. We will not

include any information in any report we may publish that would make it possible to identify you. Your identity will not be disclosed in any of the material that is published.

I would also like to apologise for not being proficient in Spanish or Catalan, and if you do not mind the questions will be asked in English but feel free to answer in the language that you feel most comfortable with.

The interview is expected to take around 45 minutes altogether. With your permission, it will be video-recorded.

Do you have any questions for me before we get started?

*The interview is planned to take around 45 minutes.

*Ask for permission to video record the interview

*Anonymity of the interviewee will be protected

*There are no right or wrong answers! I am asking for experiences, opinions, and feelings

*Explain briefly the topic and focus of the study

List of questions covered in Interview 1 and the themes that underlie them (far right column).

<p>BACKGROUND</p>	<ol style="list-style-type: none"> 1. First of all, could you tell us something about your academic background? 2. When did you start teaching? 3. When and how did you get involved in the EMI programme? 4. Could you please tell us some basic information about the academic course you teach in English and your research field? 5. What was the main reason why you agreed to teach an EMI course? What motivated you to get involved in teaching your academic subject in English? 	<p>Teaching experience EMI experience Personal feelings Fears Reasons</p>
<p>EXPECTATIONS, CHALLENGES, & OPPORTUNITIES</p>	<ol style="list-style-type: none"> 6. Now, think back to before you started teaching a course in English and tell us something about your expected fears, the things that worried you the most. 7. What problems did you anticipate? 8. What kinds of challenges did you encounter while teaching an EMI course? 9. Can you remember any particular problem that was special? 10. Is that anything else that stands out in your memory when you 	<p>Expected challenges Challenges you faced while teaching Coping strategies Help (from your colleagues) your colleagues' problems</p>

	<p>started teaching an EMI course?</p> <p>11. Were these problems similar to those you had expected to face? Could you tell us more about this?</p> <p>12. Were your problems similar to those of your colleagues?</p> <p>13. What strategies did you apply in order to cope with these problems?</p> <p>14. Did you ask for help?</p> <p>15. Did you have any support from your colleagues?</p> <p>16. Are you happy with the results?</p> <p>17. Have you noticed any difficulties that your colleagues are facing? Have you got any recommendations for them?</p> <p>18. Are these problems particularly difficult to solve, and if so, why?</p> <p>19. Although some of the problems EMI instructors face are likely institutional or structural in nature, is there anything you as a professor could do in order to make things work better?</p>	<p>Institutional obstacles</p> <p>Solutions</p> <p>Suggestions</p> <p>What would be an ideal solution?</p>
SUPPORT:	<p>20. Did you use any of the resources offered by the university? (additional language courses, training in using a new methodological approach, cooperation with a language expert)?</p> <p>21. Was the support offered by the university beneficial to you?</p> <p>22. Is there any kind of support for EMI instructors that you think is lacking? If so, what is it?</p>	<p>Name the resources used</p> <p>Benefits</p> <p>Training Needs</p> <p>Recommendations</p> <p>Ideal situation</p>
SIMILARITIES AND DIFFERENCES BETWEEN L1-MI AND EMI	<p>23. Do you teach any academic courses in Catalan/ Spanish? If so, are your EMI classes differently organized from the classes you teach in Catalan/Spanish?</p> <p>24. If you are not currently teaching both types of courses, can you think back and try to compare your experiences of teaching courses in Catalan/Spanish and EMI courses?</p> <p>25. What would be the main similarities and differences between classes delivered in Catalan/Spanish and classes delivered in English?</p> <p>26. Is this just the case for your classes in particular or is it generalizable to all courses offered by the Faculty of Education? How much leeway do teachers have to organize their classes the way they want?</p> <p>27. What are the main differences in the way you teach your academic course in Catalan and the one in English?</p>	<p>Similarities</p> <p>Differences</p> <p>Teaching methodology</p> <p>Strategies used</p> <p>Examples</p> <p>Institutional regulations vs teacher's autonomy</p> <p>What can be different? (realist view/ idealist view)</p>
	<p>28. Do you feel that students in EMI courses learn the same amount of content as students in non-EMI courses?</p> <p>29. Is it difficult for students in your EMI classes to learn new content</p>	<p>Content outcomes</p> <p>Goals</p>

<p>CONTENT</p>	<p>in a foreign language?</p> <p>30. Do they feel insecure?</p> <p>31. Do you notice that your students are struggling because their level of English is inadequate?</p> <p>32. Do your students need any additional help with the tasks you assign them so that they can master the content?</p> <p>33. If so, how do you give them that additional help?</p> <p>34. What percentage of reading materials for the course are your students expected to read in English?</p> <p>35. How difficult do you think are they for your students?</p>	<p>Linguistic goals</p> <p>Students learning outcomes</p> <p>Students educated in Catalan vs students educated in English</p> <p>Learning difficulties</p> <p>Authentic materials</p> <p>Language support</p> <p>Reading materials</p>
<p>LANGUAGE LEARNING: EXPLICIT TEACHING (with clear goals) and IMPLICIT (by the incident)</p>	<p>36. Do you think that your students learn English in your classes?</p> <p>37. If not, why not?</p> <p>38. If so, how does this happen? How do you notice that their English language skills are improving?</p> <p>39. What aspects of the language do they improve?</p> <p>40. Do you provide corrective feedback? For example, how do you correct your students when they make mistakes in oral presentations or essay writing?</p> <p>41. Do you think it is important to give them feedback?</p> <p>42. Do you have any clear language learning goals or discursive goals that you set at the beginning of your course? (in terms of English)</p> <p>43. If so, can you explain and give an example?</p> <p>44. If not, do you think such language learning goals would be useful?</p>	<p>Outcomes in language learning</p> <p>Explicit language learning goals</p> <p>Corrective Feedback in oral and written form</p>
<p>ASSESSMENT</p>	<p>45. How do you assess your students? What are the main similarities and differences between how you assess them in Catalan and how you assess them in English?</p> <p>46. As far as you know, is this true for you only, is it generally the case for the whole Primary Education Bachelor's Degree? Why? Do you keep it similar or different?</p> <p>47. Which of the following assessment tasks do you incorporate in your EMI class: exams, group work, pair work, presentations, essays, book or article summaries, oral debates?</p> <p>48. How does English affect the assessment process?</p> <p>49. Do you give higher marks if your students show strong English language skills, and do you penalize them if their English language skills are weak?</p> <p>50. Could you give examples of how you do this?</p> <p>51. If on the other hand, students' English language skills have no</p>	<p>Assessment criteria</p> <p>Tools</p> <p>Types of assessment tasks</p> <p>Is language being assessed?</p> <p>What can be changed</p> <p>How (realistic and idealistic view)</p> <p>Ideal situation</p> <p>Co-assessment</p> <p>External language examination</p>

	<p>impact on the grades you give them, justify your reasoning for this approach.</p> <p>52. Are there any particular reasons why you avoid assessing student English language skills, such as lack of time?</p> <p>53. What are the most important problems you encounter when it comes to assessing your EMI students?</p> <p>54. Do you assess both language and content? If so, could you please tell us something more about how you do this? In other words, what are your assessment criteria? How do you calculate grades?</p> <p>55. Do you apply any specific language criteria related to things like syntax or vocabulary when assessing your students? Can you please give us an example of how you do that?</p> <p>56. Does the discursive quality of a student's English influence the final mark you give them?</p> <p>57. Do you take into consideration grammar and spelling mistakes? How do they influence the final mark? Why? How did you decide on the criteria?</p> <p>58. Do you feel comfortable enough when correcting these types of mistakes when grading your students? Why or why not?</p> <p>59. Is there anything that you would like to change in the way you teach an EMI academic subject?</p> <p>60. Is there anything that you would like to change in the way, you assess students in your EMI subject?</p> <p style="padding-left: 40px;">a) Why?</p> <p style="padding-left: 40px;">b) How?</p> <p style="padding-left: 40px;">c) Could you explain in more detail?</p> <p>61. What do you think about content teacher and language teacher co-teaching and co-assessing the EMI students?</p> <p>62. Would having EMI courses taught by two teachers with different profiles (one with expertise in the content and the other with expertise in language teaching) make it easier for the students to learn the language and the content at the same time?</p> <p style="padding-left: 40px;">a) Do you think that this would be feasible?</p> <p style="padding-left: 40px;">b) Why do you think so? Can you justify your opinion?</p> <p style="padding-left: 40px;">c) And in the ideal situation?</p> <p>63. Would students accept receiving one mark for their mastery of course content and another mark for their mastery of English?</p> <p>64. What would be the advantages and disadvantages of applying for an external examination (e.g. a Cambridge, TOEFL, or IELTS exam) to assess students' language improvement?</p>	
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OTHER:	<p>65. Of all the things we have been discussing, what do you feel is the most important?</p> <p>66. Is there anything that you feel we should have discussed but didn't?</p>	
<p>Finishing lines:</p> <p>I would like to thank you for your cooperation. I hope you did not find it difficult to share your feelings and views with us. I would also like to use this opportunity to ask you one more thing, and I hope it is not too much to ask for. I would really appreciate it if you could show me an example of a test that you created in order to assess your EMI students. If you agree and do not find it too intrusive it would be really useful for me to see an example of a test marked with a low mark, one with an average grade and one with flying colours. Thank you for your time and I will be contacting you soon.</p>		

Appendix D.



Consent to Participate in a Research Study

UAB ●

Title of the study: Facing new challenges while teaching an EMI Academic Course at University level

Investigator:

Name: Sonja Andelkov

Dept: Education

Phone: 622 83 87 02

Introduction

- You are being asked to be in a research study on the teachers' perceptions and views on EMI courses at University level
- You were selected as a possible participant because you have been teaching your subject in English, and have firsthand experience on the topic.
- We ask that you read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study

- The purpose of the study is to explore the teachers' feelings and perceptions while teaching an EMI course of study at University level.
- Ultimately, this research will be a PhD thesis of the investigator.

Description of the Study Procedures

- If you agree to be in this study, you will be asked to do the following things:
- To answer a questionnaire on EMI courses implemented at your Faculty
- To participate in a structured interview
- To participate in a focus group semi structured interview

Risks/Discomforts of Being in this Study

- There are no reasonable foreseeable (or expected) risks. There may be unknown risks.

Benefits of Being in the Study

- The benefits of participation are getting an insight into Challenges that EMI courses put on university professors and creating an overall picture on how they were coping with the new teaching demands.

Confidentiality

- We will not be collecting or retaining any information about informant's identity.
- The records of this study will be kept strictly confidential. Research records will be kept in a locked file, and all electronic information will be coded and secured using a password protected file.
- The audio or video tape recordings will be used for educational purposes only. We will not include any information in any report we may publish that would make it possible to identify the informants.
- Your identity will be disclosed in the material that is published. The names will be changed and the investigator will be the only person familiar with your identity.
- However, you will be given the opportunity to review and approve any material that is published.

Right to Refuse or Withdraw

- The decision to participate in this study is entirely up to you. You may refuse to take part in the study *at any time* without affecting your relationship with the investigator. You have the right not to answer any single question, as well as to withdraw completely from the interview at any point during the process; additionally, you have the right to request that the interviewer not use any of your interview material.

Right to Ask Questions and Report Concerns

- You have the right to ask questions about this research study and to have those questions answered by me before, during or after the research. If you have any further questions about the study, at any time feel free to contact me, **Sonja Andjelkov** at *sonja.andjelkov@yahoo.com* or by telephone at **622 83 87 02**. If you like, a summary of the results of the study will be sent to you.

Consent

- Your signature below indicates that you have decided to volunteer as a research participant for this study, and that you have read and understood the information provided above. You will be given a signed and dated copy of this form to keep, along with any other printed materials deemed necessary by the study investigators.

Informant's Name

(print):

Informant's Signature:

Date:

Investigator's Signature:

Date:

Appendix E.

Script for Interview 2

During the previous interview session, you mentioned challenges you have encountered related to the evaluation process of your EMI students. In today's interview, I would like to focus on these assessment-related challenges. It is for that reason that this interview has been scheduled to take place after your students have completed the written exam for your course. Again, if there is a question you would rather not answer, simply indicate this.

Questions for Interview 2.

1.	Could you please explain what components you bear in mind when assessing your EMI students? How many tasks are there?
2.	How do you arrive at your final mark?
3.	Could you tell me more about the written exam? How do you write your questions?
4.	Could you show me the outline of the written exam?
5.	How do you write your questions? Can you please clarify this? Do you try to use simple structures and clear explanations?
6.	Could you please show me one example of each of a student exam to which you gave a high mark, one that you gave an average mark, and one that you gave a failing mark?
7.	What are the elements that a student exam must exhibit in order for you to award it a good mark?
8.	How important is the quality of the students' discourse in English, the way they are writing their answers?
9.	How do you evaluate the language aspect of student exams?
10.	What problems do you commonly face in marking the exams?
11.	Looking at the example of a 'good' student exam, how do you know that this is a good fragment? What things caught your attention?
12.	How do you think that the quality of their writing influences your decisions when it comes to grading the exam?
13.	Does the level of English affect their mark either positively or negatively? Could you explain this in more detail?
14.	Do you take into account any grammar or spelling mistakes they make when you grade the exam? Is this also the case when you are grading an exam for a course where the medium of instruction is Catalan?

15	What is the biggest challenges you encounter regarding the evaluation process of your EMI students?
16	What strategies do you apply in order to overcome them?
17	What is the possible solution? How do you imagine an ideal situation regarding the Assessment in EMI university courses?
18	Finally, to wrap up this interview session, is there anything we should have discussed but didn't?

Thank you for your cooperation and time. I will be contacting you soon to set up the third and last interview.

Appendices F-I

For the purpose of better information management and with the intention of making the reading process more dynamic, it was decided to provide Appendices F-L online. A quick connection to the mentioned appendices is facilitated through a QR code and/or a link that are provided below.

Appendix F.	Study Guides for EMI subjects taught by participants Olga, Jordi, and Mireia
Appendix G.	Consult QR code or link below
Appendix H.	Consult QR code or link below
Appendix I.	Consult QR code or link below
Appendix J.	Compiled in an attached USB drive
Appendix K.	Consult QR code or link below
Appendix L.	Consult QR code or link below



<https://sonjaandjelkov8.wixsite.com/my-site/appendices-thesis>