

From EMI to ICLHE: Coordinating English language competence development in a Business degree

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BACKGROUND

The implementation of EMI courses has proven to be a challenge for many Spanish students, **leading to the integration of content and language (ICLHE)** to tackle potential linguistic difficulties for students (Dafouz, & Camacho-Miñano, 2016; Dimova et al., 2015; Wächter & Maiworm, 2014).

This **innovation project** focuses on the EMI group of a bachelor's degree in **Business Administration and Management** from the University of Zaragoza (2014-2022) to improve oral and written academic competence.

METHODS

QUESTIONNAIRE

Google form: language competence, input, output, cognitive demands (14 questions)

19 PARTICIPANTS

Teachers from the bilingual programme. Representation from 1st, 2nd, 3rd, and 4rd year subjects

RESULTS ANALYSIS

Language teachers analysed the survey results. There will be meetings with the participants (content teachers) by years to discuss tasks and resources and find synergies

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OBJECTIVES

1. To **analyse language support tasks** and resources used **inside and outside** the class to maximise the learning opportunities of students.
2. To better **coordinate the learning tasks** and improve competence development during the four-year degree for **teachers and students**.
3. To **offer tools and strategies** to improve academic communication competence

MAIN FINDINGS AND IMPLICATIONS

Emphasis on oral presentations **BUT little focus on essays and essay questions**

- Need to target writing
- Need to foster interaction in class

Teachers do not regard their PPTs as input

- Need to provide scaffolding, rubrics, checklists
- Use WAGOLLS or annotated models

There is adequate grading in cognitive skills. **But no Analysis and Synthesis**

Make students aware of language & coordination between subjects and years.

Teacher coordination should include:

- Glossary of specific terms
- Shared language resources
- Teaching strategies to foster skills
- Student feedback

Scan to access the poster, references, and abstract:



To what extent does this course contribute to the students' development of the following skills?



📄 handouts, textbook, exercises

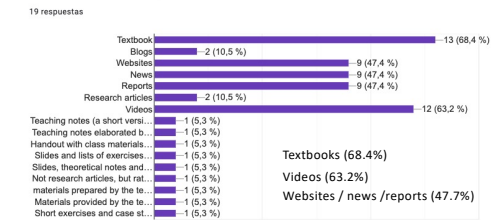
✍️ writing exams, written reports, writing justification for explanations, case studies

👤 class attendance, teacher's explanations videos

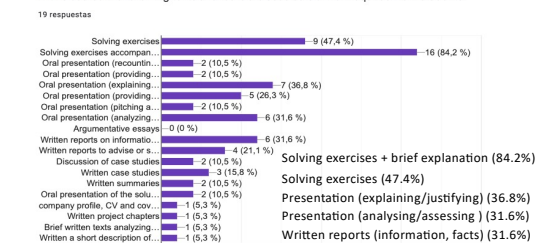
🗣️ exercises in class: questions, exercises, case studies, Presentations, class participation: discussions, opinions, doubt

👉 class discussion, solving exercises, group work, teacher-student interaction

In this course the following texts and sources are used as INPUT for students:



In this course the following texts and tasks are used as OUTPUT required from students:



In output tasks students are MOSTLY required to:

