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

UIC barcelona

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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 the students' oral and written academic competence.

## 🛠 METHODS

### QUESTIONNAIRE

Google forms: 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 are coordination meetings with the participants (content teachers) by years to discuss tasks and resources, and find synergies

## 🎯 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 the teaching and learning of academic communication competence

## MAIN FINDINGS & IMPLICATIONS

Emphasis on oral presentations BUT little focus on essays and essay questions:
- Need to target writing
- Important part of assessment (e.g. exams)

Raise teacher awareness:
- Teachers do not regard their PPTs and teacher notes as input
- Need to provide more scaffolding, rubrics, checklists
- Use WAGOLLS or annotated models

There is adequate grading in cognitive skills, but little analysis and synthesis
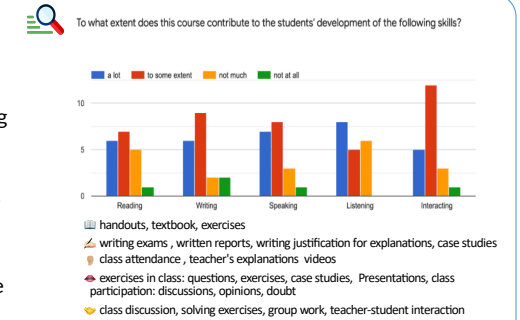
Make students aware of language & coordination between subjects and years. This coordination may include:
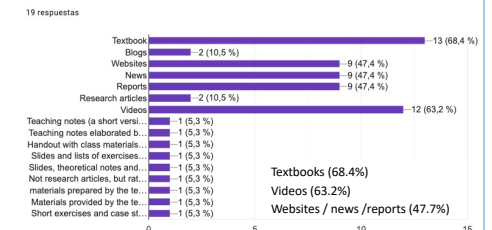- Glossary of specific terms
- Shared language resources
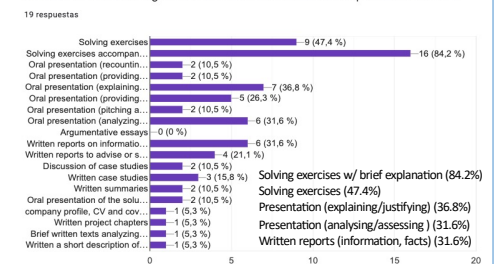- Teaching strategies to foster skills
- Student feedback

Scan to access the abstract, poster, and references.



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

(Legend: a lot / to some extent / not much / not at all — Reading, Writing, Speaking, Listening, Interacting)

- 📖 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:
19 respuestas

Textbook — 13 (68,4 %)
Blogs — 2 (10,5 %)
Websites — 9 (47,4 %)
News — 9 (47,4 %)
Reports — 9 (47,4 %)
Research articles — 2 (10,5 %)
Videos — 12 (63,2 %)
Teaching notes (a short versi… — 1 (5,3 %)
Teaching notes elaborated b… — 1 (5,3 %)
Handout with class materials… — 1 (5,3 %)
Slides and lists of exercises… — 1 (5,3 %)
Slides, theoretical notes and… — 1 (5,3 %)
Not research articles, but rat… — 1 (5,3 %)
materials prepared by the te… — 1 (5,3 %)
Materials provided by the te… — 1 (5,3 %)
Short exercises and case st… — 1 (5,3 %)

Textbooks (68.4%)
Videos (63.2%)
Websites / news /reports (47.7%)

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

Solving exercises — 9 (47,4 %)
Solving exercises accompan… — 16 (84,2 %)
Oral presentation (recounti… — 2 (10,5 %)
Oral presentation (providing… — 2 (10,5 %)
Oral presentation (explaining… — 7 (36,8 %)
Oral presentation (providing… — 5 (26,3 %)
Oral presentation (pitching a… — 2 (10,5 %)
Oral presentation (analyzing… — 6 (31,6 %)
Argumentative essays — 0 (0 %)
Written reports on informatio… — 6 (31,6 %)
Written reports to advise or s… — 4 (21,1 %)
Discussion of case studies — 2 (10,5 %)
Written case studies — 3 (15,8 %)
Written summaries — 2 (10,5 %)
Oral presentation of the solu… — 2 (10,5 %)
company profile, CV and cov… — 1 (5,3 %)
Written project chapters… — 1 (5,3 %)
Brief written texts analyzing… — 1 (5,3 %)
Written a short description of… — 1 (5,3 %)

Solving exercises w/ brief explanation (84.2%)
Solving exercises (47.4%)
Presentation (explaining/justifying) (36.8%)
Presentation (analysing/assessing) (31.6%)
Written reports (information, facts) (31.6%)

In output tasks students are MOSTLY required to:
19 respuestas

Evaluate (52.6%)
Explain (52.6%)
Report (47.4%)
Describe (36.8%)

Define (identify, characterise co… — 6 (31,6 %)
Classify (compare, contrast co… — 3 (15,8 %)
Describe (identify, name, specif… — 7 (36,8 %)
Evaluate (judge, justify, recom… — 10
Explain (reason, express caus… — 10
Explore (hypothesise, speculat… — 2 (10,5 %)
Report (inform, recount, narrat… — 9 (47,4 %)