



UNIVERSITÀ  
CATTOLICA  
del Sacro Cuore

## English-Medium Instruction in Higher Education Symposium

Centre for Higher Education Internationalisation (CHEI)  
Dipartimento di Scienze Linguistiche e Letterature Straniere  
Centro di Linguistica dell'Università Cattolica (CLUC)

# English-Medium Instruction in Higher Education Symposium

6 May 2016

*Aula Cripta, Largo Gemelli 1, Milan*

## Programme

- 9.00 **Welcome**  
Amanda Murphy, Director of CHEI, Università Cattolica del Sacro Cuore  
Simonetta Polenghi, Head of Department of Education, Vice-Chair of CHEI Scientific Committee, Università Cattolica del Sacro Cuore
- 9.15 **Disruption and discontinuity in higher education: Is EMI a coping mechanism?**  
Robert Wilkinson, Maastricht University
- 10.00 **EMI in Europe: perspectives from the South**  
David Lasagabaster, University of the Basque Country
- 10.45 **Break**
- 11.15 **EMI in the Americas: the role of professional development between institutional ambition and reality in the classroom**  
Gianmario Besana, DePaul University, Chicago
- 12.00 **Round table: What are we changing when we teach in English?**  
Moderated by Simonetta Polenghi, Università Cattolica del Sacro Cuore  
  
Stefano Baraldi (Economics, UCSC-Milan), Giovanni Gobber (Linguistics, UCSC-Milan, CLUC), Luca Lussardi & Alfredo Marzocchi (Mathematics, Physics and Natural Sciences, UCSC-Brescia), Giancarlo Spinelli (Rational Mechanics, Politecnico, Milan)
- 13.00 **Lunch**
- 14.00 **“Ho dovuto portarmi dietro il vecchio corso in italiano e spogliarmi di lui”: supporting lecturers in EMI.**  
Katherine Ackerley and Francesca Helm, Università degli Studi di Padova
- 14.45 **Have we got the lecturing lingo?**  
Elizabeth Long, Università degli Studi di Modena e Reggio Emilia
- 15.30 **Differences in content presentation and learning outcomes in English-medium instruction (EMI) vs Italian-medium instruction (IMI) contexts**  
Francesca Costa, Università Cattolica del Sacro Cuore, and Cristina Mariotti, Università degli Studi di Pavia
- 16.15 **Discussion and closing remarks**  
Amanda Murphy



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### Scientific Committee

Mirella Agorni, Università Cattolica del Sacro Cuore  
Francesca Costa, Università Cattolica del Sacro Cuore  
Amanda Murphy, Università Cattolica del Sacro Cuore  
Silvia Pianta, Università Cattolica del Sacro Cuore  
Margherita Ulrych, Università Cattolica del Sacro Cuore

### Speakers (alphabetical order)

Katherine Ackerley, Università degli Studi di Padova  
Stefano Baraldi, Università Cattolica del Sacro Cuore  
Gianmario Besana, DePaul University, Chicago  
Francesca Costa, Università Cattolica del Sacro Cuore  
Francesca Helm, Università degli Studi di Padova  
Giovanni Gobber, Università Cattolica del Sacro Cuore  
David Lasagabaster, University of the Basque Country UPV/EHU  
Elizabeth Long, Università degli Studi di Modena e Reggio Emilia  
Luca Lussardi, Università Cattolica del Sacro Cuore  
Cristina Mariotti, Università degli Studi di Pavia  
Alfredo Marzocchi, Università Cattolica del Sacro Cuore  
Amanda Murphy, Università Cattolica del Sacro Cuore  
Simonetta Polenghi, Università Cattolica del Sacro Cuore  
Giancarlo Spinelli, Politecnico di Milano  
Robert Wilkinson, Maastricht University

### Recognition by the Italian Ministry of Education

The Symposium is recognized by the Italian Ministry of Education as in-service training.

*E' riconosciuto l'esonero dal servizio per i docenti di ogni ordine e grado, per il personale dirigente ed ispettivo ai sensi dell' art. 64, c. 4 e c. 5 e dell'art. 67 del CCNL 2006/09.*



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### ABSTRACTS (in order of presentation)

#### **Disruption and discontinuity in higher education: Is EMI a coping mechanism?**

*Robert Wilkinson*

Maastricht University, Netherlands

Universities are theoretically ideally placed to manage disruptive change. They construct new “environments” to cope. The burgeoning of English as a medium of instruction (EMI) can be seen as one such “constructed environment”.

The unprecedented discontinuity of the past 20-30 years – witness its abstract jargon: massification, globalization, internationalization, competition, mobility, trade liberalization, ranking, accreditation, harmonization, competences, and of course ICT – creates a dynamism in which EMI seems to flourish. But is it a solution?

This paper illustrates the gradual spread of EMI across Europe and elsewhere, taking the growth of EMI in the Netherlands as an example. The focus will be on the conditions that facilitate and constrain the spread, including language competence. In particular, it will uncover different approaches to EMI, ranging from English-taught programmes with little or no focus on the language to fully integrated content and language programmes (CLIL-like) with dual goals for both content and language.

The paper will address challenges that the universities offering EMI face, including quality of education, content and language competences, code switching and language meshing, as well as the position of the national or local language.

#### **EMI in Europe: Perspectives from the south**

*David Lasagabaster*

University of the Basque Country UPV/EHU

English-medium instruction (EMI) programmes are proliferating at great speed in European universities, although their spread varies considerably from country to country. In this presentation I am going to focus on Spain, one of the southern European countries in which EMI is more widespread at pre-university than at university level. In the introduction I will start by briefly making reference to the European context before concentrating on Spain. After the introduction, the following three sections will revolve around the three components that, according to Spolsky (2004), make up language policy: language planning, language practices, and language beliefs. In these three sections I will pay particular attention to how EMI is affecting the three university bodies: faculty members, students and administration personnel. In the fifth section I will refer to the research studies undertaken so far with a view to evaluating the impact of EMI on English proficiency, content learning, and L1 academic literacy. I will wrap up by presenting some final conclusions.



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### **EMI in the Americas: the role of professional development between institutional ambition and reality in the classroom**

*Gianmario Besana*

DePaul University, Chicago

In 2009 DePaul University in Chicago, IL, USA created the “Language and Pedagogy Institute”, a professional development program for faculty members who are approaching EMI for the first time. The program was developed in collaboration with a private, elite, catholic institution that used participation in the program as a reward for productive, interested faculty members.

In 2013, a second large public Mexican institution joined the program. Eager to create traction for EMI in their institution, the administration relied on LPI as a magic bullet to move their strategy forward.

This talk will address the role and perils of institutional ambition in the implementation of EMI in the absence of a coherent strategy, and will discuss the importance of both training/professional development and the development of a structured ecosystem to support EMI practitioners.

### **“Ho dovuto portarmi dietro il vecchio corso in italiano e spogliarmi di lui”: supporting lecturers in EMI.**

*Katherine Ackerley and Francesca Helm*

Università degli Studi di Padova

The number of English Taught Programmes is increasing rapidly in Italy as both private and public universities across the country introduce second and third level degree courses taught in English (University). There has been considerable skepticism as regards both the desire and the ability of Italian lecturers to teach their subjects through English (Argondizzo, De Bartolo and Ting, 2007; Costa, 2012). Since 2012 the University of Padova Language Centre has offered support services which have been designed to help university lecturers improve their ability to deliver their courses in English and to reflect on their teaching. This paper briefly presents two of these services: teacher training in EMI and a lecturer advising service. Findings concerning the perceived impact of the courses will also be discussed (Ackerley, Clark, Dalziel & Guarda 2015; Guarda & Helm, 2016).



### Have we got the lecturing lingo?

*Elizabeth Long*

Università degli Studi di Modena e Reggio Emilia

Italian universities are embracing the challenges of internationalization in higher education in terms of strategy, policy and instruction. This talk maps the progress of a medium-sized state institution, l'Università di Modena e Reggio Emilia (UNIMORE), in three key areas regarding the implementation of English Medium Instruction (EMI) across campus:

The evolution of lecturer training since 2012 as increasing numbers of academic staff are required to be involved in English Taught Programmes (ETPs).

Reflections on EMI practice at the Marco Biagi Department of Economics both from lecturers' and students' perspectives (Long, unpublished MA dissertation, 2015).

Presentation of an ongoing action research peer observation project E3 Total Quality Management being conducted on courses in the Masters Degree in Electrical Engineering.

The presentation provides a snapshot of the current situation in UNIMORE and identifies future implications and issues to be addressed.

### Differences in content presentation and learning outcomes in English-medium instruction (EMI) vs Italian-medium instruction (IMI) contexts

*Francesca Costa* (Università Cattolica del Sacro Cuore) and *Cristina Mariotti* (Università degli Studi di Pavia)

This paper will focus on the acquisition and presentation of content in Integrating Content and Language in Higher Education (ICLHE) classes, one of the most debated but least investigated areas in this field of research. This initial study compares the learning outcomes achieved by 225 students in two Economics classes taught by the same lecturer throughout one academic year. The first is an L1 (Italian) medium instruction class, which acts as the control group, while the second, an L2 (English) medium instruction class, is the experimental group.

The marks obtained by all the students in two identical written exams are analysed in order to ascertain whether there are any differences in learning outcomes between the control and the experimental class. Data triangulation is obtained by an interview with the lecturer and by the comparative analysis of the lecturer's input presentation strategies in the two groups, collected by means of observations and transcriptions of the lectures.

The results show that, based on the students' marks, there are no significant differences in the learning outcomes achieved by the two groups. Some, although not significant, differences are to be found in the lecturer's input as regards the number of interactions, the use of synonyms, the use of paraphrases and the use of examples in the two groups. According to the interview with the lecturer, no real differences between the way s/he teaches or in the student composition of the classes were noticed.



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### Contacts

#### Centre for Higher Education Internationalisation (CHEI)

Università Cattolica del Sacro Cuore

Via Carducci 28/30

20123 Milan

Tel: 02 7234 5116

Email: [chei@unicatt.it](mailto:chei@unicatt.it)

<http://centridiricerca.unicatt.it/chei>

#### Dipartimento di Scienze Linguistiche e Letterature Straniere

Università Cattolica del Sacro Cuore

Via Necchi 9

20123 Milan

Tel: 02 7234.2711

Email: [dip.linguestraniere@unicatt.it](mailto:dip.linguestraniere@unicatt.it)

<http://dipartimenti.unicatt.it/scienze-linguistiche-home>

#### Centro di Linguistica dell'Università Cattolica (CLUC)

Via Trieste 17

25121 Brescia

Tel: 030 2406.238

Email: [cluc-bs@unicatt.it](mailto:cluc-bs@unicatt.it)

<http://centridiricerca.unicatt.it/cluc>