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“El papel de los Centros de Lenguas en la  
estrategia de internacionalización de las  
universidades”

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Universida de Vigo



## ***Comunicaciones / Papers***

**Autora:** Álvarez, María Marta (CAPMAN)

**Título:** *Internacionalización y la fiabilidad de la evaluación: ¿Cuánto es suficiente?*

**Panel:** Política lingüística e internacionalización

**Palabras clave:** Internacionalización, nivel, certificación, validez, calidad

**Lengua de presentación:** Español

### **Resumen**

En el EEES y con la necesidad de que los graduados tengan real empleabilidad, la internacionalización de la universidad afronta un desafío permanente en el que se debe establecer una política que equilibre las necesidades de los estudiantes y los limitados medios disponibles. Respecto a los estudiantes, se debe tener en cuenta sus niveles de conocimiento (por lo general, inferiores a lo requerido para completar el grado y con la presión por el retraso en su terminación que supone), la posibilidad de formarles para obtener el nivel apropiado y la evaluación de conocimientos para certificar y permitir su obtención del grado sin que les suponga elevados costes. Respecto a la implementación de la evaluación o la validación de los niveles, las decisiones abarcan desde la valoración de evaluaciones privadas externas (con variados tipos de exámenes de muy diverso nivel de calidad y validez) para su aceptación a nivel administrativo o la ejecución de estos exámenes privados en la universidad para facilitar su acceso a los estudiantes con reducidos costes, hasta la realización de las evaluaciones internamente.

Aquí, los Centros de Lenguas están implicados directamente, ejecutando estas políticas con medios económicos, técnicos y humanos muy limitados con los que formar a un volumen de estudiantes desbordante que necesita obtener el nivel urgentemente, ser centros examinadores para pruebas externas y realizar sus propias certificaciones de nivel a bajo coste y con la frecuencia necesaria, una tarea de altísima responsabilidad y demanda de tiempo, personal experto y medios técnicos dada la dificultad de crear un examen de validez y calidad como son los de ACLES. En esta situación es clave y especialmente difícil mantener los niveles de calidad que han venido caracterizando el desempeño de los Centros de Lenguas.

**Authors:** Andújar Vaca, Alberto & Ramiro Gasco Bravo (Universidad de Almería)

**Title:** *Mobile devices in second language learning: WhatsApp as a virtual tool*

**Panel:** Specific training for the university community

**Keywords:** Educational technology, Whatsapp, mobile learning, virtual environments, virtual learning

**Language of delivery:** English

### **Abstract**

The need for a proper training for the University Community represents a fundamental factor to achieve the language requirements set by each institution. Due to the lack of time, it is common to find students preparing for a language test within a period of two months and, without an appropriate entry level, it is not an easy task for the teachers to prepare candidates in such a period of time. Hence, we have found providing students with as much target language input as possible during the months of the courses indispensable, regardless of it being an annual course or not.

In order to tackle this need, we make use of devices students use on a daily basis such as WhatsApp or Facebook to exploit students' opportunities to either speak or write in the second language. Chat-based conversations via mobile phones become an open field for language exchange where participants are able to interact anytime and anywhere, becoming a constant support in their language learning process. Our aim is to show other language teachers the results of these experiences in both mediums, oral and written, as well as the impact of such technology on the evolution of students' proficiency and language skills. Furthermore, with regard to the acceptance, it is worth mentioning how, effortlessly, students are quickly involved in the information exchange with their classmates and teachers, which makes us wonder why this functionality is still unexploited in second language environments.

**Author:** Anysiadou, Sofia (University of Central Lancashire)

**Title:** *Supporting internationalisation through languages: The Worldwide Language Advantage Programme and lessons for the future*

**Panel:** Language policy and internationalisation

**Keywords:** Language learning, Higher Education, internationalisation, self-study, language learning software, Rosetta Stone

**Language of delivery:** English

### **Abstract**

In a diverse yet increasingly interconnected world, knowledge of languages and cultures is of particular importance not only for education but also for economy, international engagement, security and community relations (Manifesto for Languages).<sup>1</sup>

As a result, University Language Centres face many challenges and are under growing pressure to play a crucial role in the languages recovery and contribute to the development of global graduates. Consequently, the University of Central Lancashire (UCLan), recognising the importance of language skills for its graduates, committed to a ten year Medium Term Strategy (MTS) in which internationalisation was a key theme alongside student experience and employability.

In response to the aims of the University's Medium Term Strategy, the Worldwide Learning Centre (WWLC) developed the Worldwide Language Advantage Programme (WWLAP) by identifying two core challenges in the area of language learning. Firstly the apparent 'unpreparedness' and unwillingness of UK students with regard to learning a foreign language and, secondly, the growing number of international students pursuing degree programmes in UK universities who need to improve their general and academic English.

In order to address the challenges, the WWLAP's objectives were designed to make language learning provision more flexible, easily accessible and adaptable to meet individual requirements. The presentation discusses how the programme implements a variety of mechanisms aiming at meeting the objectives with a focus on the practical application and critical evaluation of Rosetta Stone (RS) language learning software in a Higher Education environment. Patterns of participation are identified and assessed with reference to learner experience and engagement and, in this context, the programme's strengths and weaknesses are discussed.

By analysing and assessing a range of current practices, it is hoped that certain trends in language learning can be predicted more efficiently, leading in turn to a more user-centred and tailored language learning provision, both software-oriented and classroom-based.

<sup>1</sup> The All Party Parliamentary Group on Languages Manifesto campaign launched in 2014.

**Authors:** Arau Ribeiro, M<sup>a</sup> del Carmen & Catherine Salgado (Instituto Politécnico da Guarda)

**Title:** *Strategies for engaging a community of practice in teacher training in CLIL*

**Panel:** Specific training for the university community

**Keywords:** CLIL, Higher Education, teacher training, English

**Language of delivery:** English

### **Abstract**

Since the time when internationalisation became a clear administrative objective in higher education, the Network Association of Language Centers in Higher Education (ReCLes.pt – *Associação em Rede de Centros de Línguas no Ensino Superior em Portugal*) has provided intensive training in CLIL strategies for university and polytechnic teachers and implementation of CLIL in a variety of areas of study around the country. We intentionally ascribe to our training the designation CLIL rather than EMI (English as a medium of instruction) due to what we understand as the significant benefit of a toolkit of multiple techniques and approaches to sustain simultaneous teaching of both content and language so the learners can best participate. Pacing and materials selection and design for scaffolding have proven to be the most challenging aspects of two separate editions of a teacher training course in CLIL for higher education, which together will be the focus of this paper. In just one example of many to be proposed, a gap in the relevance of study areas, especially those that are considered to be “pure numbers”, like Math and Statistics, makes it difficult for teachers to create ties to the real world so that learners more readily embrace the material. The self-confidence and open attitude required to successfully reformulate the narrative of these areas pushes the traditional barriers in the area but will make this content, and the foreign language, more appealing.

**Author:** Banks, Matthew (Universidad Autónoma de Madrid)

**Title:** *I don't have much time for that - Interacting in EMI: Supporting lecturers' interactional competence through the use authentic video.*

**Panel:** Specific training for the university community

**Keywords:** English-medium instruction, classroom interaction, authentic materials, video

**Language of delivery:** English

### **Abstract**

The paper focuses on classroom interaction in the context of a teacher development course within the EMI accreditation programme at a prominent public university in Spain. It argues that despite growing empirical evidence for the inclusion of learner-centred pedagogies, classroom interaction remains a controversial issue in the Spanish higher education context in which monologic-transmission models continue to predominate. The paper offers practical advice for addressing this issue. The paper reports on a mixed methods study in which 10 lecturers' performances were analysed. The study found mixed attitudes towards the use of interactive teaching techniques and identified lecturers' competence in dealing with interaction in the classroom to be a key area that would benefit from further support. Given the lack of published materials for developing lecturers' classroom interactional competence, the paper suggests there is a pressing need to develop in-house materials which are fit for purpose and sensitive to context. The paper reports on practical steps to increase the acceptance of and performance in the use of interactional techniques through authentic video materials. In particular, it describes how video can be used to showcase best practice in the use of classroom interaction and related functional language such as asking and answering questions, eliciting responses, giving instructions, providing feedback, and setting up and rounding up group work activities. Finally, it argues that personalised authentic materials are a powerful way to provide relevant feedback leading to reflection and enhanced classroom interactional competence.

**Autor:** Barroso, Carlos (SGEL)

**Título:** *Los manuales de SGEL: Extensión en campos digitales como complemento a los materiales en papel*

**Panel:** Evaluación y acreditación de competencias lingüísticas

**Palabras clave:** Digital, pantalla, conectivismo, ELE, *blinklearning*

**Lengua de presentación:** Español

### **Resumen**

En esta presentación se mostrarán cómo los manuales de SGEL ya no se limitan tan solo al espacio del libro del alumno y cuaderno de ejercicios. Teniendo en cuenta las nuevas formas de aprender de nuestros estudiantes, es necesario que todo el material ofrecido tenga también su extensión digital, de tal forma que permita al estudiante la utilización de ordenadores, pantallas y diferentes aparatos para aprender. Presentaremos aquí por tanto, todas las actividades en la red, videos, material extra que pueden hacer que un profesor realmente adapte el manual a las necesidades de los estudiantes mediante el uso de internet.

**Authors:** Barry, Kathleen (Universitat de Girona), Mandy Deal (Universitat Internacional de Catalunya), Robert Hooworth (Universitat Pompeu Fabra), Sònia Prats (Universitat Autònoma de Barcelona) & Laura Riera Grau (Universitat Autònoma de Barcelona)

**Title:** *Designing a language exam for lecturers involved in EMI programs*

**Panel:** Language testing and accreditation

**Keywords:** Language, assessment, evaluation, EMI, quality assurance

**Language of delivery:** English

### **Abstract**

Internationalisation has become an institutional strategy for many Spanish universities wishing to open up their institutions to the world and attract an increasing number of foreign students. However, internationalising a university involves facing many challenges to ensure both academic and linguistic quality. The latter has been a great concern for university language centres and, thus, many have designed EMI programs addressed to lecturers and professors.

In this context, the aim of our group was to develop an exam for academics interested in certifying their linguistic capacity to teach a university course in English, and to establish the minimum language requirements needed to lecture in English.

We will present the different developmental stages of the exam. Initial surveys were created to collect data from professors, students and language teachers about their perceived linguistic needs for teaching in English. These surveys were analysed and used as the basis for the design of the language exam. We will outline the structure of this English exam for academic staff and we will present some of the tasks developed by teachers from different universities. After the design stage, both speaking and writing tasks were piloted with lecturers taking English for Teaching Purposes courses. The pilot results were not only useful for detecting the strengths and weaknesses of the exams, but also for setting the minimum standards required to ensure linguistic quality when teaching in English. Additionally, during the development of the language exam for academic staff, a chart of equivalent qualifications or teaching experience was produced.



**Author:** Blattès, Marianne (King's College London)

**Title:** *The discursive positioning of EMI and French language in university prospectuses*

**Panel:** Language policy and internationalisation

**Keywords:** Language policy, English-medium instruction, recontextualisation, internationalisation

**Language of delivery:** English

### **Abstract**

In July 2013, the Fioraso law was passed facilitating English-medium instruction (EMI) in French universities. Legally however, programmes can only be 'partly' taught in English and non-Francophone international students are obliged to take French language courses. This paper sets out to analyse how the Fioraso law has been recontextualised into university prospectuses which advertise EMI programmes to French and international students. Following Johnson's (2013) conceptualisation of language policy, this paper discusses how prospectuses are the product of processes of creation, interpretation and appropriation.

University prospectuses are more than just documents. They are manifestations of language policy in action and ideological productions capable of influencing social behaviour. Through an intertextual and interdiscursive analysis I aim to examine how university prospectuses draw on a number of discourses from various scales, including national and international texts. Ultimately, I argue that they are largely framed by an overarching EU policy discourse. In other words, I show how typical arguments and discourse topics from the EU (such as 'attractiveness') dominate university documents.

More specifically, I discuss how French language learning for international students is reimagined as a marketing strategy. I explore how French and EMI are discursively negotiated alongside each other in a way which suits the university's own needs and aspirations. Here French language and EMI are repositioned as two complementary attractive features of the 'international' programme. As for the prospectuses targeting local students, I show how they draw on wider circulating ideologies about English and internationalisation. As a result, EMI gets associated and conflated with a multitude of ideas.

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**Author:** Bradshaw, David (Cambridge English Language Assessment)

**Title:** *Assessing speaking, then and now.*

**Panel:** Language testing and accreditation

**Keywords:** Assessment, speaking, exams

**Language of delivery:** English

**Abstract**

Assessing speaking has long been a headache for many teachers. Apart from the transient nature of speech itself, there is the problem of what aspects to focus any assessment on, and even defining what we really mean by 'speaking'. In this presentation, we will examine the history of assessing speaking and attempt to identify which aspects of speech we should be assessing, and different ways in which that assessment can be done. We will round off with a brief look towards the future and how assessment of speaking may be affected by developments in technology.

**Authors:** Burns, Tom (Universitat de Girona), Dawn McRobbie (Universitat de Barcelona), Glòria Ferrer Viader (Universitat de Girona) & Natàlia J. Laso (Universitat de Barcelona)

**Title:** *Meeting candidates' needs: The roadmap to a CertAcles B2 certificate*

**Panel:** Language testing and accreditation

**Keywords:** B2 accreditation, needs analysis, teaching materials, task types, inter-university collaboration

**Language of delivery:** English

### **Abstract**

Having spent several years learning how to write CertAcles B2 exams (ACLES 2014) we were rather crestfallen to discover that the success rates of students sitting the exams was lower than expected. It quickly became apparent that already existing material used to prepare candidates for other official exams at the same level was not suitable for CertAcles exam candidates for a number of reasons; some task types in both the reading and listening papers were not familiar to our students and they lacked practice. As shown in the literature (Green & Neumann 2007, Green 2017), the more familiar test takers become with the different task types, the less test anxiety (Green 2017: 88). In addition, course books at B2 often provide examples of exam materials but they do not truly reflect the experience of preparing for the CertAcles exam.

As a result, the CertAcles exam writing teams at both the *Universitat de Barcelona* (UB) and the *Universitat de Girona* (UdG) decided to share their knowledge and expertise and pool their resources with the aim of meeting B2 candidates' needs. This paper reports on the benefits of inter-university working to prepare candidates for a CertAcles B2 exam by a) creating authentic materials in the form of a materials bank and teacher guidelines to be used in a blended learning course and b) employing a feedforward approach to provide candidates with a more dynamic learning experience.

The development and implementation of this course has enabled teachers to become more acquainted with CertAcles exams and thus put them in a better position to respond to candidates' needs. Feedback from teachers involved in the course has been positive, as their confidence has grown as they have gained greater understanding of how the exam works and what it entails. More prepared teachers, using authentic exam preparation materials, has led to better prepared and more confident exam candidates, which in turn is likely to produce the desired improvement in candidates' marks.

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**Author:** Calabrese, Maria Victoria (ETS Global)

**Title:** *Admission criteria: Why standardized tests matter*

**Panel:** Language policy and internationalisation

**Keywords:** Admission, assessment, standardized tests, English as a Medium of Instruction (EMI)

**Language of delivery:** English

**Abstract**

What are the most widely used criteria to admit international students to programs using English as a medium of instruction (EMI)? How to ensure domestic students selected for exchange programmes have proven skills to succeed in an English-speaking classroom? What can be the role of a university language centre in both processes?

In this session, we will focus on using standardized tests for admissions and international exchanges looking at why these tests are so widely accepted. We will show the benefits of using tests like the *TOEFL*® Program, as well as we will attempt to determine what a test score can say about a candidate's profile. Some useful practices will also be presented.

**Autoras:** Carranza Márquez, Aurelia & Victoria Marrero Aguiar (Universidad Nacional de Educación a Distancia)

**Título:** *Evaluación de destrezas orales en segundas lenguas. El factor emocional y la rúbrica de corrección*

**Panel:** Evaluación y acreditación de competencias lingüísticas

**Palabras clave:** Evaluación, destrezas orales, factor emocional, rúbrica

**Lengua de presentación:** Español

### **Resumen**

En este trabajo presentaremos los primeros resultados del Proyecto de Innovación Educativa *La evaluación de las destrezas orales en segundas lenguas en relación con variables emocionales. Elaboración de una rúbrica* (UNED, 2016-2017).

El factor emocional tiene un impacto en la adquisición y evaluación de segundas lenguas (Arnold 2000, 2001; Arnold & Fonseca-Mora 2004; Boekaerts 1993; Dewaele 2012, 2013; Frenzel *et al.* 2009; Maturana 1991; Suárez-Álvarez *et al.* 2016; etc.). Estudios previos ponen su foco en el aprendiz o en el proceso de aprendizaje; nosotros, sin embargo, nos centramos en el impacto del estado emocional del aprendiz sobre el evaluador, y sus consecuencias para la evaluación. Según nuestros resultados, cuando el nivel de competencia de la lengua y el perfil emocional del candidato coinciden (ambos altos o ambos bajos), la coherencia entre los evaluadores (expertos e inexpertos) es alta. Pero cuando hay un desajuste entre la competencia lingüística y el perfil emocional (una variable es alta pero la otra baja), se observa un nivel de coherencia entre jueces insuficiente, especialmente entre evaluadores no expertos (Carranza-Márquez & Marrero-Aguiar 2017).

Así pues, por un lado, este factor debería ser tenido en cuenta en la formación de evaluadores para conseguir una mejor discriminación entre el nivel de competencia lingüística (que es el objeto teórico de la evaluación) y el perfil emocional (especialmente en el caso en que se penaliza en la calificación). Y, por otro, una rúbrica basada exclusivamente en el MCERL no discrimina entre variables lingüísticas y emocionales, y su aplicación no proporciona necesariamente suficiente coherencia entre evaluadores.

Presentaremos los resultados de un estudio piloto con una rúbrica que permite al evaluador tomar conciencia de la interferencia del factor emocional sobre la valoración de competencias lingüísticas.

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**Authors:** Costa Villaverde, Elisa & M<sup>a</sup> Jesús Vera Cazorla (Universidad de Las Palmas de Gran Canaria)

**Title:** *Analysing challenges and growing needs in the implementation of the language level accreditation tests: The case of the ULPGC as a practical study*

**Panel:** Language testing and accreditation

**Keywords:** Accreditation implementation, Language Centres and accreditation tests, management of language testing for accreditation

**Language of delivery:** English

### **Abstract**

Conceived as a practical case study, this paper presents a review on the experience of the implementation of language level accreditation tests at the University of Las Palmas de Gran Canaria in the period of five academic years, 2011-2016, representing the early stages of an already consolidated policy today. Departing from this specific context, one of the objectives of this study is to identify the challenges both in the creation of an annual calendar and the actual realisation of the tests, as well as in the growing needs for the maintenance and foreseeable expansion of these examinations. These growing needs involve multiple institutional dimensions: from teaching provision for students demanding so, along with highly qualified staff for the evaluation; to premises, facilities, and resources requirements; or to the co-ordination of a gigantic administration machine. The ultimate goal of this paper is to offer proposals for optimised solutions to all these challenges and growing demands, which in a context such as this Conference can be collectively completed and improved in the time for questions and answers following our presentation. Starting with an introductory description to our particular case study including statistical data about the rise in the demand for language testing, and continuing with the subsequent inventory of major issues of concern and difficulty, the discussion and analysis of these challenges will focus on the paramount importance of Language Centres as indispensable agents in the successful realisation of the accreditation tests. This essential role of the Language Centres will be emphasised in the conclusions of our study, which overall presents these institutional units as necessary parties in the potential solutions for growing needs, increasing demands and positive results in the accreditation tests.

**Author:** Cruz Trapero, Joaquín (Universidad de Jaén)

**Title:** *The Center for Higher Studies in Modern Languages of the University of Jaén. A case study*

**Panel:** Management and direction of Language Centres in Higher Education

**Keywords:** Internationalisation, management, mobility, languages, Vice Rectorate

**Language of delivery:** English

### **Abstract**

In 2011, the University of Jaén (*Universidad de Jaén*, UJA) set up the Centre for Higher Studies in Modern Languages (*Centro de Estudios Avanzados en Lenguas Modernas*, CEALM). The CEALM was the youngest among Andalusian higher education language centres and the first to hold ACLES and DEVA certifications at once. The administrative unit of the CEALM is differentiated from that of the Vicerectorate for Internationalisation but, at the same time, it collaborates with the latter to raise the visibility of the UJA abroad. Apart from its administrative unit, the CEALM has 2 specialised areas which generate a constant exchange of national and foreign students.

In the area of foreign languages (Chinese, English, French German and Italian), the CEALM centralises all language certifications of UJA students, among them those who seek to obtain grants for international mobility. The CEALM also prepares UJA host lecturers to teach subjects in English to undergraduate and postgraduate students.

In only 5 years, our Spanish area has attracted the attention of universities from USA, Germany, France and India, which now exchange students with us on a regular basis. These international students do not only participate in programmes for linguistic immersion but also collaborate with the area of foreign languages as conversation assistants.

To obtain an optimal and constant exchange of international students the CEALM designs flexible language and certification programmes which are scheduled according to the needs of the Vice-rectorate for Internationalisation.

In the 10th ACLES Conference, we would like to portray the way in which our internal structure has evolved over a reduced period of time. We would also like to describe the way in which a reduced team of committed professionals has come to play a crucial role in the internationalisation of a mid-size university.

**Authors:** Dunan, Judith, Dawn Mc Robbie & Iain Young (Universitat de Barcelona)

**Title:** *Best practices for testing listening at C1*

**Panel:** Language testing and accreditation

**Keywords:** Exam writing, C1, listening skills, best practices, collaborative work

**Language of delivery:** English

### **Abstract**

Having seen a general trend of language learners in our school wanting to have their level certified above B2, the ACLES exam writing team at the *Universitat de Barcelona* (UB) agreed that we should offer a CertAcles C1 exam to address these needs. All members of the team were experienced in preparing CertAcles exams at B1 and B2 (ACLES 2014) and felt prepared to face the challenge of preparing an exam for this next level. We were also fortunate to have the collaboration of the *Universitat Pompeu Fabra* team who are involved in the project offering revision of the tasks we produce and piloting.

Bearing in mind the complexity of task development (Harding *et al.* 2015, Green 2017), in this short presentation we want to focus on the challenges posed by the development of authentic listening tasks for the C1 level. We aim to account for the multifaceted nature of listening assessment in terms of the content and appropriate length of sound files, potential sources and their accessibility as well as how to approach the use of self-created materials. In this respect, we want to share how we went about meeting the needs of our C1 English language learners by focusing on the preparation of a listening task. First, we will look at text selection keeping in mind what a C1 language user is expected to do, while at the same time trying to identify some ways in which this time-consuming part of the process can be made easier. From this we will briefly look at task types and item writing. Finally, we will talk about how important teamwork has been at each stage of the process.

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**Authors:** Elmakawi, Danny & Martin Wilson (Universidad Europea de Madrid)

**Title:** *Inter-rater reliability training: Process focused*

**Panel:** Language testing and accreditation

**Keywords:** Inter-rater reliability, training, mental models, rubrics, heuristics

**Language of delivery:** English

### **Abstract**

*“Es recomendable elaborar un plan de formación que integre lo académico y la experiencia práctica de la enseñanza en una lengua extranjera de una manera flexible y modular”* (Bazo-Martínez & González-Álvarez 2016: 16).

Our organization recently adopted ACLES, which has spawned a small ecosystem of departmental processes and competences. Among those changes is standardisation of rubrics on the exam, which we also use to grade speaking and writing coursework. Ensuring that all instructors uniformly apply the standards laid out in the rubric is challenging.

Initial training focused on memorising the details of the rubric, but did not yield reliable grading. For example, 45 of 146 (31%) essays in our first ACLES exam were outside our target range for inter-rater reliability and required additional grading. We discovered that instructors who can recite a rubric may not be able to use it to derive reliable grades for written student work.

Additionally, the department viewed rubrics as being ‘one more thing’, and resisted changing age-old heuristically driven grading habits.

Fortunately, a well defined problem lends itself to being solved. The concentration of training shifted from memorising the details to understanding the different mental models represented in the rubric, and their interconnection with each other, the CEFR, and a student’s writing. The training method, a variant of Problem-Based Learning called Four Component Instructional Design, facilitates problem solving by actively integrating new mental models into existing knowledge.

Additionally, it requires collaboration, which is useful for improving inter-rater reliability, because instructors must agree on what processes to use to assign a grade (Clark 2008, chapters 9-10).

Finally, objections to using standardised rubrics were addressed by ‘selling’ their use as both faster and more professional.

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**Autor:** Ferdinand, Simon R. (Oxford University Press)

**Título:** *El Oxford Test of English*

**Panel:** Evaluación y acreditación de competencias lingüísticas

**Palabras clave:** Examen, inglés, online, adaptativo, flexibilidad

**Lengua de presentación:** Español

### **Resumen**

*Oxford University Press* presenta en España su nuevo examen de inglés, el *Oxford Test of English*. El *Oxford Test of English* representa una opción muy atractiva para los Centros de Lenguas universitarias. Las gestiones administrativas y la realización del examen son sencillas y, sea cual sea el resultado, el nivel de inglés queda acreditado.

El examen ha sido desarrollado y validado por *Oxford University Press* junto a un equipo de expertos independientes, como respuesta a las necesidades de la sociedad actual, que precisa exámenes flexibles, rápidos y en las que se obtenga una certificación que acredite el nivel de inglés según el MCERL en los niveles A2, B1 y B2.

El examen evalúa la capacidad del alumno/a de expresarse en inglés en diferentes situaciones del entorno educativo, profesional y social, y puede realizarse online los 365 días del año en uno de los centros examinadores autorizados.

El *OTE* consta de cuatro módulos (Speaking, Reading, Listening y Writing) que deben realizarse en aproximadamente dos horas. Además, se trata de un examen adaptativo, es decir, en función de las respuestas del examinado, el contenido de los módulos de comprensión lectora (Reading) y auditiva (Listening) irá variando para hacer de este examen una experiencia única. Esto hace que sea más preciso, en comparación con otras de las pruebas lineales existentes, y que su duración sea menor.

Una vez realizada la prueba, los resultados están disponibles en el plazo de 14 días pudiendo descargar e imprimir el certificado online. Los módulos pueden repetirse de manera individual si el alumno/a necesita acreditar un nivel más alto del que obtuvo la vez anterior.

**Autor:** Fernández García, Ramsés (Universidad de Oviedo)

**Título:** *¿Conoces su lengua? Lo que la Lingüística matemática y la tipología pueden hacer por ti*

**Panel:** Formación específica para la comunidad universitaria

**Palabras clave:** Tipología, teoría de conjuntos, primera lengua, segunda lengua, interferencia lingüística

**Lengua de presentación:** Español

### **Resumen**

Conocer, al menos en sus rudimentos tipológicos, las lenguas maternas o de las lenguas segundas que los alumnos/as de ELE puedan conocer y que puedan ejercer una influencia a la hora del proceso de aprendizaje, en este caso, del español se ha demostrado, desde los primeros estudios de Lingüística contrastiva y análisis de errores, que resulta especialmente útil para el docente.

Sin embargo, también se ha demostrado que los enfoques contrastivos destinados a predecir errores causados por la interferencia interlingüística presentan ciertas limitaciones, puesto que no tienen en cuenta algunos factores como el aspecto creativo del lenguaje y la existencia de una interlengua creada *ad hoc* por el propio estudiante, sobre todo durante los primeros momentos de aprendizaje.

Para subsanar esta carencia se propone en esta ponencia la aplicación de la Lingüística matemática a la tipología lingüística, más concretamente, la teoría algebraica de conjuntos por ser ésta la que mejor se ajusta a dos rasgos lingüísticos fundamentales presentes en el aula de aprendizaje de toda lengua extranjera: por una parte, el carácter evolutivo de las lenguas naturales y, por otro, la existencia de un estadio lingüístico intermedio, llamado Interlengua, creado por el propio estudiante que tendrá una serie de rasgos idiosincrásicos basados en rasgos de las lenguas que éste conozca y en sus propias estrategias de aprendizaje. Por tanto, la aplicación de este contraste interlingüístico basado en la Lingüística matemática y la tipología puede ser de gran ayuda para el docente a la hora de elaborar un corpus de posibles errores.

**Autoras:** Fernández Otero, M<sup>a</sup> Luz & Birgit Strotmann (Universidad Europea de Madrid)

**Título:** *Implantación de una política lingüística internacional: Un caso práctico*

**Panel:** Política lingüística e internacionalización

**Palabras clave:** Política lingüística, internacionalidad, acreditación, nivel de egreso/ ingreso, diversidad

**Lengua de presentación:** Español

### Resumen

El objetivo de una política lingüística (PL) es promover a los estudiantes y toda la comunidad universitaria a participar activamente en la vida universitaria y desarrollar todo su potencial a nivel personal, académico y personal, sin barreras lingüísticas. No obstante, a pesar de su gran valor estratégico, su implantación es un gran reto. La PL afecta a todos los sectores de la universidad; por ello, es esencial involucrar a representantes de personal administrativo, docentes, estudiantes, empresas, sociedad.

La Universidad Europea, en la que basamos nuestra PL, pertenece a la red de *Laureate International Universities*, por lo que su política lingüística debe contemplar no solo el contexto institucional español, sino también el internacional.

En esta comunicación se presentarán los objetivos, procesos, retos y soluciones encontrados a la hora de diseñar una política coherente conforme a (1) las tres líneas de actuación definidas por la CRUE: acreditación, formación, incentiviación, y (2) las prioridades determinadas a nivel internacional por la red *Laureate*, con el fin de presentar buenas prácticas a seguir. Hemos contado con el asesoramiento de *Cambridge English*, las pautas indicadas por la CRUE en su marco de política lingüística y otros documentos clave indicados en la bibliografía.

La comunicación hará referencia a:

1. Trabajo previo con todos los implicados
2. Fuentes importantes a tener en cuenta
3. Componentes de la PL
  - a. La relevancia de la PL
  - b. Los responsables de la PL
  - c. Los idiomas en el ámbito laboral
  - d. Los idiomas en el ámbito académico
  - e. La comunicación



f. Auditorías y evaluación

4. Retos
5. Soluciones y buenas prácticas

Al final de la comunicación, los asistentes se habrán familiarizado con el marco teórico, un ejemplo de un plan de implementación y unas recomendaciones de buenas prácticas para el desarrollo de una PL en una institución de educación superior.

**Autores:** Ferrer Viader, Glòria (Universitat de Girona), Yvonne McLucas (Universitat Politècnica de València), Cristina Pérez Guillot (Universitat Politècnica de València), Andreu Pulido Bazaga (Universitat de Girona) & Julia Zabala Delgado (Universitat Politècnica de València):

**Título:** *Elaboración de un examen binivel: Recursos compartidos*

**Panel:** Evaluación y acreditación de las competencias lingüísticas

**Palabras clave:** Examen binivel, acreditación, ACLES/CERCLES, colaboración interuniversitaria

**Lengua de presentación:** Español

### **Resumen**

Los retos a los que las universidades han tenido que enfrentarse en los últimos diez años reflejan la realidad social y económica que las rodea. El proceso de Bolonia (1999) y la creación del Espacio Europeo de Educación Superior marcaron el comienzo de una nueva era en la que las universidades podían colaborar dentro de un marco más amplio respetando su autonomía. En este tiempo, se ha avanzado en la internacionalización y el reconocimiento de títulos ya es una realidad, pero queda mucho camino por recorrer en el campo del multilingüismo. De hecho, el informe de implementación del proceso de Bolonia (*European Commission/EACEA/Eurydice* 2015) menciona el conocimiento de lenguas como uno de los obstáculos principales a la movilidad estudiantil, suponiendo un esfuerzo adicional tanto académico como económico para los estudiantes.

Los Centros de Lenguas se han enfrentado a estos retos y jugado un papel fundamental, no solo en formación sino también en la acreditación de competencia lingüística y en el consiguiente reconocimiento de acreditaciones. Sin embargo, no existe posibilidad de un reconocimiento mutuo sin la implementación de sistemas de control de calidad, y los Centros de Lenguas han dedicado innumerables esfuerzos para cumplir con los requisitos mencionados en el informe de la Comisión Europea. Asociaciones internacionales (CERCLES) y nacionales (ACLES) han sido el motor y la herramienta necesaria para la implementación de estos procesos en un momento en el que la optimización económica se encuentra en el punto de mira de los agentes institucionales involucrados.

Nuestro trabajo presenta la experiencia llevada a cabo entre la Universitat Politècnica de València y la Universitat de Girona para colaborar en la creación de un examen binivel (B1/B2) que pudiera cumplir con los estándares requeridos por las organizaciones nacionales e internacionales respetando el panorama económico de todos los participantes en el proceso.

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**Autor:** García Vicente, Guillermo (SIELE)

**Título:** *El certificado SIELE: Qué es y qué ventajas aporta a tu centro*

**Panel:** Evaluación y acreditación de competencias lingüísticas

**Palabras clave:** Dominio del español, acreditación, certificación online

**Lengua de presentación:** Español

### **Resumen**

SIELE es el Servicio Internacional de Evaluación de la Lengua Española que certifica el grado de dominio del español a través de medios digitales. Está promovido por el Instituto Cervantes, la Universidad Nacional Autónoma de México, la Universidad de Salamanca y la Universidad de Buenos Aires. Este nuevo certificado del español hará que estudiantes y profesionales acudan a su centro para conseguir una certificación que fortalecerá su perfil académico y profesional. En la actualidad, existen más de 275 Centros de Examen Autorizados SIELE en más de 50 países. Además, SIELE cuenta con más de 75 universidades asociadas presentes en los 22 países de Iberoamérica que colaboran en la investigación de la enseñanza del español, respaldan la calidad del contenido y aportan materiales didácticos innovadores. El propósito de esta presentación es explicar el examen SIELE y las ventajas que aporta a sus centros.

**Author:** Genis Pedra, Marta (Universidad Nebrija)

**Title:** *Early literacy skills: Integrating Arts in the curriculum*

**Panel:** Specific training for the university community

**Keywords:** Literacy, performance arts, early childhood education, literacy skills

**Language of delivery:** English

### **Abstract**

Many people believe that bilingualism entails certain difficulties for the acquisition of the native language and some other people maintain that bilingual children are more intelligent. This controversial subject has its root on argument that mastering a language is a difficult task and mastery be achieved unless you are in contact with that language from early childhood and you acquire what has been called literacy in that language. Indeed, in 2002 the United Nations (UN 2002b) stated that literacy is an essential life skill for all the people, children and adults in order to participate in the societies and economies of the following century.

Many researchers have considered that literacy skills are best acquired at an early age. It is also generally accepted that including activities based on movement, music, rhythm, story-telling and games children enhance imagination and creativity along with other beneficial skills and attitudes.

However, nowadays most of our children grow up in a bilingual (or multilingual) setting and acquiring literacy skills becomes more challenging. By creating what has been called a *literacy ecosystem* (Kenner 2005), all the actors (teachers, students and parents) will be able to provide spaces and moments of interaction in the classroom and at home, to foster bilingualism and biliteracy.

Current teacher education studies and teacher training programmes do not respond to the needs of this highly specialised profile: a fluent and accurate speaker of two languages but also teachers that are familiar with "incorporating acting, music, visual arts, communication skills and, most importantly, fun" (Mecca 2003: 7). Teacher education and training institutions must help teachers "expand their repertoire of techniques, tools and strategies beyond the typical linguistic and logical ones predominantly used" (Armstrong 2000: 38).

This presentation tries to contribute to the ongoing debate on issues related to early biliteracy skills.

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**Authors:** Griffith, Mary & Lidia Taillefer de Haya (Universidad de Málaga)

**Title:** *Professor support network: Classroom initiatives in Higher Education*

**Panel:** Specific training for the university community

**Keywords:** EMI, computer science, teacher training, research in action

**Language of delivery:** English

### **Abstract**

The reality is that plurilingual policies are led by linguists and educators but the teaching staff of many universities are hesitant to take on this new teaching challenge.

“Most teachers have not yet acquired the teaching competencies and abilities that are peculiar to CLIL (Content and Language Integrated Learning). They have been unable to do so because ... suitable Teacher Education ... is not offered in a systematic fashion” (Horrillo-Godino 2010: 4). We predict university professors outside language areas could benefit from an in-service practicum; and we will explore how to do this from multiple perspectives. The goal of this presentation is to illustrate just how much can be revealed by exploring English Medium Instruction (EMI) in practice to ensure quality in bilingual programmes in higher education.

In higher education, CLIL/EMI research can be divided into three main perspectives: First, classroom discourse, next, teacher cognition and lastly plurilingual policies. Smit & Dafouz (2012: 8) report:

To date as most of the published research confirms, the driving force to integrate language and content in higher education is clearly one sided and comes mainly from linguists, language teachers and teacher educators. In contrast politicians, university authorities, administrators as well as part of the lecturing staff (ie content specialists) have initially engaged in this new scenario by embracing top-down internationalization plan alongside a chance for professional and academic development; a scenario wherein pedagogical concerns and more specifically language learning matters are usually of secondary importance.

In contrast, this professor support network aims to put pedagogical concerns and language learning matters at the forefront. Our proposal explores the instructional side to bilingual teaching in practice and might be of great interest to professors willing to engage in this new academic scenario.

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**Authors:** Gundermann, Susanne & Gregg Dubow (University of Freiburg)

**Title:** *Defining appropriate quality criteria to certify teachers in English-taught programs*

**Panel:** Language testing and accreditation

**Keywords:** English medium instruction, certification, quality assurance

**Language of delivery:** English

### **Abstract**

English medium instruction (EMI) has become a well-established hallmark of European universities. Every university has language requirements in place to manage the admission of students into an EMI programme. But what about the teachers? They are rarely, if ever, required to undergo an assessment of their linguistic competencies for the purpose of teaching. And even though some systematic measures have been taken to certify the speaking proficiency of teachers in EMI programmes in Europe (e.g. Ball & Lindsay 2013, Klaassen & Bos 2010, Kling & Dimova 2015), quality teaching in EMI programs with a multilingual, multicultural student body requires more than proficient language. In an effort to certify not only proficient language but more importantly language use for the specific purpose of teaching in an EMI programme, and drawing on insights from EMI research, components of the communicative competence model by Celce-Murcia, Dornyei & Thurrell (1995) and threshold descriptors from the CEFR, we have developed and implemented specific criteria to assess teachers. These criteria have been used by both EMI experts and students in authentic classes as part of an ongoing certification of multiple EMI programmes. This paper outlines the EMI-specific criteria, gives insight into their application based on quantitative and qualitative data from our assessment practice, and discusses implications for educational developers and quality assurance practitioners in the field of internationalised higher education.

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**Author:** Jiménez Muñoz, Antonio (Universidad de Oviedo)

**Title:** *Can do, must do, will do: Shortcomings in the professional training of HE EMI lecturers*

**Panel:** Specific training for the university community

**Keywords:** Training, bilingualism, standards, English as a medium of instruction, Higher Education

**Language of delivery:** English

### **Abstract**

The advance of English as a Medium of Instruction (EMI) in most universities in recent years has been paralleled by a renewed interest in the professional training of higher education (HE) lecturers. In Spain, each university has devised their own training and accreditation programmes, with differing target proficiency levels and components. Particularly, most provisions have emphasized the importance of aspects such as presentation skills, pronunciation and general English level, but the methodological changes necessary for a lecturer transitioning into an immersive context have been mostly overlooked.

While Content and Language Integrated Learning (CLIL) and EMI differ in their objectives, the *European Framework for CLIL Teacher Education* (Marsh *et al.* 2011) and the *CLIL Teacher's Competences Grid* (Bertaux *et al.* 2010) can prove fruitful so as to identify a number of key areas that most training provisions have overlooked. This study uses these as a backdrop, as well as the *Framework for Teacher Training and Development* (EAQUALS 2016) to inform the case study of 150 lecturers in Spanish universities reporting on their training programmes, and evidencing the lack of methodological in-class aspects as part of their skills, training, or initial concerns. Secondly, a number of interviews with more reduced focus groups reveal that, after two years' experience, these methodological aspects are a growing concern, and they demand more specific training on vocabulary presentation, correction, English target level, and student linguistic support. The results reveal important shortcomings in non-personalised training programmes, such as the tendency to focus on the lecturer competence and not the student or the learning process. They will be of particular interest to those in connection to training within higher education, or to lecturers who would like to improve their students' success through EMI.

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**Autoras:** Jurkiewicz, Ewa & Jolanta Wielgus (Gdańsk University of Technology)

**Título:** *El Centro de Lenguas en la época de la internacionalización*

**Panel:** Política lingüística e internacionalización

**Palabras clave:** Estrategia de la internacionalización, centro de lenguas, movilidad, buenas prácticas

**Lengua de presentación:** Español

### **Resumen**

En nuestra ponencia queremos concentrarnos en el papel de los centros de lenguas en el proceso de la internacionalización de las universidades tomando como ejemplo las experiencias que tiene en este área la entidad que dirigimos- el Centro de Lenguas de la Universidad Politécnica de Gdańsk (Polonia). Vamos a presentar el lugar que ocupa nuestro centro en la estrategia de la internacionalización de la UP de Gdańsk, subrayando las actividades propuestas e introducidas por el mismo centro. Comentaremos nuestra política lingüística y el papel en el proceso de la internacionalización de las diez lenguas que vamos enseñando. Mostraremos las diferentes fases de la internacionalización que tienen como punto de partida la promoción de sendas lenguas y culturas. Queremos presentar unas buenas prácticas, como por ejemplo las actividades realizadas en el marco del programa Erasmus Polaco para Ucrania, la enseñanza del inglés y polaco a estudiantes chinos, cursos del hindi y japonés y nuestra colaboración con las instituciones culturales y diplomáticas del Japón y la India, movilidad de estudiantes y profesores. La cuestión crucial para el desarrollo de la internacionalización es la colaboración de nuestro centro con todas las entidades de la universidad, desde las facultades y su profesorado hasta todos los niveles de la administración universitaria. Como expertos lingüísticos ayudamos en la creación de *English Taught Programs*, hacemos traducciones respondiendo a las necesidades de la universidad, tanto de textos técnicos como informativos o de tipo legislativo. El Centro de Lenguas de la Universidad Politécnica de Gdańsk tiene una larga tradición de colaborar con las universidades extranjeras desde universidades de Letonia hasta las del Reino Unido. Quisiéramos comentar algunos ejemplos de esta colaboración y, para terminar, presentar brevemente el proyecto internacional CoMoViWo en el cual está tomando parte nuestro centro.

**Autores:** Laso, Natàlia J., Jonathan Gregg & Xavier Varea i Soler (Universitat de Barcelona)

**Título:** *La Escuela de Idiomas Modernos de la Universidad de Barcelona al servicio de la internacionalización de la comunidad universitaria*

**Panel:** Política lingüística e internacionalización

**Palabras clave:** Internacionalización, comunidad universitaria, formación en terceras lenguas, fomento de la movilidad internacional

**Lengua de presentación:** Español

### **Resumen**

La Universidad de Barcelona (UB) desde hace años está impulsando el Plan de formación en idiomas para la internacionalización de la docencia y la investigación con el objetivo de aumentar la presencia de terceras lenguas en el contexto académico. En este sentido, desde la Escuela de Idiomas Modernos, conscientes de los requisitos formativos que el EEES impone y, por tanto, de la necesidad de potenciar la docencia y la investigación en terceras lenguas, trabajamos constantemente en la elaboración de recursos lingüísticos y la organización de actuaciones que promuevan la internacionalización del sistema universitario catalán.

El planteamiento de esta internacionalización supone un reto para la UB en su conjunto y, muy especialmente, para su Escuela de Idiomas, desde la cual ofrecemos formación no sólo en la lengua franca, el inglés, sino en 16 idiomas más, aprovechando el atractivo geográfico de una ciudad como Barcelona, que se consolida como potencia comercial y económica en Europa y en el mundo. En este contexto, la Escuela de Idiomas Modernos de la UB debe posicionarse como centro de idiomas de referencia y garantizar una excelencia formativa en idiomas.

El objetivo de esta comunicación es presentar los cuatro ejes alrededor de los cuales pivota el plan de internacionalización de la EIM, dirigido a toda la comunidad universitaria: a) diseño de cursos de formación para aumentar la investigación y la docencia en inglés; b) elaboración de recursos y materiales lingüísticos para usos administrativos en el ámbito internacional; c) diseño de cursos específicos para estudiantes de movilidad internacional y d) organización de programas de intercambio entre alumnado internacional de Estudios Hispánicos y alumnado propio de la EIM.

**Author:** Levy, Mark (British Council)

**Title:** *What lessons can EMI learn from CLIL?*

**Panel:** Language policy and internationalisation

**Keywords:** CLIL, EMI, bilingual education, training, evaluation

**Language of delivery:** English

**Abstract**

Bilingual Education and CLIL is big in Spain. Very big. Official figures show that in 2014-15 over 1 million Spanish school students were involved in programmes in which a foreign language was used for instruction and that 24.3% of secondary schools imparted some sort of CLIL programme, overwhelmingly in English. The British Council's collaboration with The Ministry of Education's Bilingual Education programme has itself run for over 20 years, while every *Comunidad Autónoma* has at least one state school-based CLIL programme of its own.

Clearly, some of these programmes (and some of the schools and teachers involved) are more successful than others. Pulling on the learning from our own direct involvement as well as contributions and discussions in our recent Policy Dialogues, in this brief presentation I will reflect on factors from initial training to evaluation that can make a difference, and on the implications of this for EMI in Higher Education.

**Author:** Lynam, Barry (Trinity College London)

**Title:** *ISE: Tests that teach*

**Panel:** Language testing and accreditation

**Keywords:** Language-integration, study-skills, employability, performance, English

**Language of delivery:** English

### **Abstract**

Trinity's Integrated Skills in English (ISE) is a contemporary four skills qualification intended for young people and adults - typically at school, college or university. It is also suitable for teachers and other adults who require a respected English language qualification.

The world is changing, and education is adapting to these new parameters helping students to integrate the acquisition and application of knowledge and skills as in the real world.

It is clear that assessments need to support these moves, and Trinity's ISE do just this. They assess a students' ability to interact in English in an authentic and meaningful way through the use of integrated reading and writing tasks and integrated speaking and listening tasks.

Preparing for ISE builds real-life English skills and transferable skills required for academic study and employability. Taking an ISE exam also provides highly relevant and detailed feedback to inform both teachers and students on their performance to date, and to facilitate students' further progress.



**Author:** Martín del Pozo, Ma Ángeles (Universidad de Valladolid)

**Title:** *Language requirements for EMI: A case study and a didactic proposal*

**Panel:** Specific training for the university community

**Keywords:** Teacher education, Higher Education, English Medium Instruction, discourse analysis, language teaching.

**Language of delivery:** English

### **Abstract**

Teacher training for English Medium Instruction should target three main domains: communication and specific language use, pedagogy and didactics and issues related to multilingualism (Fortanet-Gómez 2010: 260). The research results summarized in this paper are part of a doctoral thesis (author 2014) which attempts to provide some knowledge about the communication and specific language use in EMI.

Frequently, discussions and reports focus on language level and language qualifications (Dearden 2015, Halbach & Lázaro 2015, Lasagabaster & Ruiz de Zarobe 2010). On the other hand, an increasing number of researchers are approaching bilingual classroom discourse at all educational levels (Dafouz & Nuñez 2010, Dalton-Puffer 2007, Francomacaro 2011, Sánchez-García 2010, *inter alia*). This paper follows the trend of this second group and describes the discourses of six lecturers in a bilingual degree in computing. Discourse markers and the academic functions of definition, explanation and hypothesis expression are analyzed. The core aim is to identify the main features of teaching discourse in these contexts. The findings may serve as a needs analysis for the design of a language course for content teachers. Five didactic sequences for the teaching of formal oral language are proposed.

The research findings summarized in this paper suggest that the debate would be more productive if attention focused on the type of language required for successful EMI rather than concentrating on language qualifications.

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**Autores:** Naranjo, María & Robert Hooworth (Universitat Pompeu Fabra)

**Título:** *Planes de formación en inglés para la comunidad universitaria: Personal docente y de administración*

**Panel:** Formación específica para la comunidad universitaria

**Palabras clave:** EMI, internacionalización, formación continua, usos específicos, comunidad universitaria

**Lengua de presentación:** Español

### **Resumen**

En la actualidad, las universidades han de ser centros de enseñanza superior que respondan de manera satisfactoria a las necesidades crecientes de internacionalización, tanto para captar, recibir y acoger a estudiantes y profesores extranjeros, como para proyectar la imagen de la universidad más allá de las fronteras nacionales. Para ello, desde la Universidad Pompeu Fabra (UPF, Barcelona), se han diseñado e implementado planes de formación ambiciosos tanto para su personal docente e investigador como para su personal de administración. Dichos planes, en marcha y en continua evolución desde hace más de una década, han permitido formarse en inglés así como en competencias específicas vinculadas a los diferentes puestos de trabajo, a más de 1.000 profesores y miembros de la administración. El objetivo de esta presentación es compartir el diseño e implementación de esta formación así como poder entrar en detalle en algunos de los cursos específicos que suponen un rasgo diferencial.

De este modo, las acciones formativas destinadas al profesorado de la universidad comprenden tres ámbitos principales: formación en inglés como lengua instrumental, formación metodológica y lingüística en *English Medium Instruction* (tanto de tipo inicial para aquellos profesores interesados en formarse para poder impartir sus materias en inglés, como, diversas acciones de observación y acompañamiento en clase para aquellos que ya imparten docencia en esta lengua extranjera) y formación orientada a promover la actividad investigadora en lengua inglesa (tanto en la publicación de artículos en inglés en revistas especializadas, como en la participación activa en congresos internacionales).

Por otra parte, la formación destinada al personal administrativo persigue no solo que este colectivo adquiriera unos conocimientos de lengua inglesa suficientes para poder mantener una correcta comunicación en esta lengua, sino también, facilitarles de manera muy específica las tareas que en cada caso les son necesarias en su relación directa tanto con los estudiantes (proceso de matrícula, tareas de gestión académica...) como con los profesores o investigadores extranjeros (contratación, procedimientos académicos...).

**Author:** Obernyer Copenhaver, Gretchen (Universidad Francisco de Victoria)

**Title:** *Training initiative in EMI for biotechnology professors*

**Panel:** Specific training for the university community

**Keywords:** Awareness, EMI, initiative, openness, training

**Language of delivery:** English

### **Abstract**

Bilingual undergraduate degrees are now offered in several key areas at Francisco de Vitoria University (Spain), one of them being Biotechnology. This paper presents a joint initiative between the departments of Biotechnology and of Languages to build awareness regarding the whole concept of what EMI is and what it involves, as well as provide initial training for professors preparing to teach in L2, i.e., in English. Perhaps the key to the success of this initiative was the openness with which Biotechnology professors sought out the help and support of the Language Department, which did not wane throughout the tailor-made training course.

The importance of building overall awareness of what EMI is and how it affects teaching/learning processes, attitudes and outcomes seems to be critical to the success of bilingual programmes given, in part, the awkwardness of Spanish professors teaching mostly Spanish students in L2 rather than in their shared native tongue. The ten lecturers involved in the initiative came to realize the importance of adapting teaching styles and methodologies to these new circumstances, in addition to perfecting their own mastery of the English language.

Divided into two main stages, the first part provided some theoretical background and basic principles of EMI. Participants' concerns centered around dealing with classroom management and conflict in a spontaneous, natural way. Having explored these basic principles and concerns together, sessions focused on the following main areas: preparation of materials, content delivery, communication strategies and loss of communication, feedback, language input (useful structures, signposting, pronunciation, etc.).

The second stage consisted of micro-teaching sessions, in which participants prepared and presented content from their subject matters, after which feedback was shared by both peers and language trainers.

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**Authors:** Oberner Copenhaver, Gretchen & Elena Orduna Nocito (Universidad Francisco de Victoria)

**Title:** *Seeking for coherence in language policy making in tertiary education*

**Panel:** Language policy and internationalization

**Keywords:** Language policy, coherence, L2 competency, recruitment, bilingual programmes

**Language of delivery:** English

### **Abstract**

Seeking coherence in linguistic policy for Spanish universities is proving to be a serious challenge, one requiring immediate attention while university language centres struggle to have the necessary instruments (Fortanet-Gómez 2013) in place to monitor and keep up with new bilingual degree programmes already established to internationalise university profiles.

This paper focuses on a general requirement deemed necessary by universities at Spain: that professors in bilingual degree programmes have a B2 or C1 level of competency in the English language as described by the CEFR (Hallbach & Lázaro 2015). However, the procedure to certify the level of competency is not standard and it is undeniable that other factors interfere in this process (prestige, professional career and experience, etc.) eventually recruiting professors who have neither full L2 competency nor background knowledge and experience in EMI teaching methodology, thereby potentially undermining the quality of education provided.

On the one hand, it is demanded that students acquire competency, fluency and accuracy in L2, obliging them to provide recognized certification thereof, in order to compete in and meet the challenges of an ever growing internationalised job market. Must not the same be demanded of those who are teaching in these programmes?

More and more, professionals from the working world, who provide valuable and real-world experience -both attractive and essential for today's students-, are drawn on to teach at university. Though providing successful international profiles and despite being effective communicators, English language competency often does not meet the C1 requirement, or it may do in some of the skills, but not in others.

The procedure established at the Universidad Francisco de Vitoria (UFV) and the results obtained in 2016-2017 will be presented. Having level-tested more than 20 candidates for bilingual teaching posts over the past year, the aim herein is to describe this process and

analyse the overall results, focusing particularly on the applicant's written level. Questions and concerns have arisen regarding whether the primary focus on oral skills overrides written skills in tertiary education, and what the implications for written materials presented to and by students are. There is a clear need for further research and follow-up studies to determine implications regarding the effectiveness and quality of teaching-learning outcomes in university bilingual degree programmes.

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**Autora:** Oliveira Dias, Sofía (Universidad de Salamanca)

**Título:** *¿Cómo evaluar la competencia léxica en la clase de lengua extranjera? Una experiencia en clase*

**Panel:** Evaluación y acreditación de competencias lingüísticas

**Palabras clave:** Lengua extranjera, competencia léxica, disponibilidad léxica, evaluación

**Lengua de presentación:** Español

### **Resumen**

En el proceso de enseñanza-aprendizaje de una lengua extranjera se espera que el alumno/a desarrolle sus competencias lingüísticas con el fin de aprender a comunicarse.

En este trabajo proponemos la aplicación de pruebas de disponibilidad léxica en clase como herramienta de evaluación y autoevaluación de la competencia léxica de nuestro alumnado. El MCRE define competencia léxica como *“el conocimiento del vocabulario de una lengua y la capacidad para utilizarlo”*. También establece que la competencia léxica se compone de elementos léxicos y elementos gramaticales (2002: 108). Partiendo de esta definición, se hace de primordial importancia determinar no solo qué elementos léxicos tendrá el alumno/a que aprender y utilizar, pero también comprobar empíricamente dicho conocimiento léxico.

La aplicación de pruebas de disponibilidad léxica en la clase de portugués lengua extranjera ha permitido evaluar el conocimiento del vocabulario de nuestro alumnado, así como detectar y subsanar errores léxicos frecuentes. Por otro lado, dichas pruebas han contribuido positivamente a la revisión del vocabulario y han proporcionado una implicación activa del alumno/a en el desarrollo de su competencia léxica en la lengua extranjera. Frente a los resultados obtenidos, fue necesario realizar actividades didácticas facilitadoras del aprendizaje del vocabulario y del incremento de la competencia léxica de nuestro alumnado.



**Authors:** Pérez Agustín, Mercedes & Elena Merino Rivera (Universidad Internacional de la Rioja)

**Title:** *Challenges for the online university School of Languages: Skills and autonomy*

**Panel:** Specific training for the university community

**Keywords:** Online, languages, skills, autonomy, environments

**Language of delivery:** English

### **Abstract**

Language teaching, besides learning some content, implies the development of some skills that in presential environments have been carried out through the material and the classroom teacher. Online, the duality professor-material is combined in a different way, because it lacks a physical space to give into a virtual one. We will deepen in the particularities of the work with every skill on the online environment.

Besides, online, the professor loses ground and the student is overwhelmed with the great amount of resources available. From the teacher's point of view, our task would be guiding the student to become an 'autonomous online learner.' The professor would provide the necessary elements for the guidance, in order to help the student face the loneliness against a machine.

Throughout the article we will see a brief history of technology and language learning and its advantages and disadvantages. We will provide some online resources to foster face online teaching and a list of free online resources, from the student perspective, to turn technological devices into our allies and not our enemies.

We will conclude by weighing the advantages and disadvantages of integrating language and technology and how to humanise rather than automate the process of online language learning, by adapting the teachers' and the students' role.

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**Autores:** Pérez Guillot, Cristina (Universitat Politècnica de València), Hernán Cerna Vergara, & Álvaro Capitán Soriano (ISORA SOLUTIONS)

**Título:** *Estimulación neurosensorial en la integración de lenguas extranjeras*

**Panel:** Evaluación y acreditación de competencias lingüísticas

**Palabras clave:** Estimulación neurosensorial, integración lingüística: estimulación, MCER, B2, C1, expresión y comprensión oral

**Lengua de presentación:** Español

### **Resumen**

Las investigaciones del Doctor Alfred Tomatis a lo largo del siglo XX demostraron que el oído comienza su actividad desde la octava semana de gestación y alcanza su completo desarrollo en el cuarto mes de embarazo, lo que lo hace un órgano extraordinario, ya que comienza a funcionar de forma intrauterina.

Esto posee una gran importancia, ya que la voz materna que el niño va a recibir por vibración ósea de la madre estará estimulándole durante su etapa gestacional, y marcará sin duda su futuro desarrollo lingüístico.

El oído tiene las funciones primordiales de proveer de energía al cerebro, ser responsable de la coordinación y el equilibrio. Una tercera función fundamental es la audición.

El oído electrónico activa el reflejo estapediano que causa contracción de los músculos auditivos y se activa mediante el paso repentino de frecuencias graves que no requieren ningún esfuerzo por parte del oído para adaptarse y frecuencias agudas, las cuales exigen del oído un esfuerzo importante de adaptación.

En efecto, este vaivén entre la tensión y la relajación de los músculos auditivos es posible gracias a la báscula electrónica, un dispositivo capaz de crear una alternancia entre dos condiciones perceptivas del mismo mensaje sonoro. Esta actividad puede compararse a algunos ejercicios de gimnasia, gracias al uso repetido y una movilización progresiva del oído, permiten optimizar la transmisión del mensaje al cerebro.

En la formación hemos llevado a cabo tres intensivos de estimulación auditiva, previa realización de un test de escucha de cara a evaluar la situación inicial de los participantes, así como el seguimiento de cada uno de ellos a lo largo del proceso. El grado de apertura del oído, especialmente la selectividad auditiva, cuyo grado nos indica la facilidad de integración de lenguas debido a la discriminación auditiva de la persona, así como la lateralidad auditiva, que nos permite conocer el oído dominante de la persona de cara al aprendizaje de una nueva lengua y la capacidad de extraerse de factores externos.

**Author:** Pietraszek, Mateusz (Universidad Francisco de Vitoria)

**Title:** *English as a Lingua Franca in the internationalisation of Spanish universities*

**Panel:** Specific training for the university community

**Keywords:** English as a Lingua Franca, EFL, English as a Medium of Instruction (EMI), internationalisation

**Language of delivery:** English

### **Abstract**

Internationalisation is indeed a very complex process from both the linguistic and political perspective. One of its obvious consequences is the increasing presence of English as a vehicular language across curricula as bilingual degrees make their way into the Spanish Higher Education System. But what kind of English is taught and what kind of English are students taught through? The gradual shift from teaching English as a Foreign Language (EFL) or English for Specific Purposes (ESP) to using English as a Medium of Instruction (EMI) (or to CLIL at lower levels of education) clearly brings along several methodological consequences, considering that both the teacher and the student are non-native speakers of English in a typical EMI setting. In addition, the changing perception of the role of English as a language of international communication mostly between non-native speakers (NNSs) brings the new research paradigms in applied linguistics into the picture.

The main purpose of this talk is to briefly present the growing role of the English as a Lingua Franca (ELF) paradigms based on an emergent and dynamic way of communication in English among speakers from Kachru's (1992) expanding circle, where English is a foreign language to all participants. The principal characteristics of the ELF approach and its potential implications for both students and teachers in Spanish EMI classrooms will be briefly discussed and contrasted with EFL and ESP contexts. Issues such as language norm, accuracy/error and intelligibility will be addressed. The following question and answer session will be an opportunity to exchange reflections and concerns about the ownership of English in these times of change.

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**Authors:** Rieger, Teresa & Ulrike Szigeti (Salzburg University of Applied Science)

**Title:** *New challenges need new approaches. A staff training programme for the Higher Education Area*

**Panel:** Specific training for the university community

**Keywords:** Diversity, Bologna Process, Internationalisation at Home, staff training programme, awareness building

**Language of delivery:** English

### **Abstract**

As defined by the Bologna follow-up conference in Yerevan in May 2015, one of the four key priorities in higher education is “making our systems more inclusive”. Salzburg University of Applied Sciences (SUAS) is an active member of the Higher Education Area (HEA) and strives to further implement its ideas as well as its goals. On an institutional level, SUAS has implemented a Bologna coordination, an Internationalization Strategy with a strong focus on Internationalisation at Home (IaH) and, in addition, SUAS is the first university in Austria which has been awarded the national certificate *ZukunftVIELFALT* (future and diversity). To ensure that our staff is prepared for the challenges ahead, we have designed a specific training programme. This one-week training addresses both international and institutional staff at SUAS and focuses on developing awareness among the university community for the students’ needs in a new and international academic environment. To put it briefly, the training shall bring together and merge four key areas in our university organisation, namely the Bologna Process as the overall goal, the institutional teacher training programme, our newly introduced diversity management and our new focus on Internationalisation at Home.

**Autoras:** Ruhnke, Claudia (Universidad de Salamanca) & Dankmute Pohl (Universitat de Girona)

**Título:** *Juicio de expertos para tareas de exámenes CertAcles de alemán A2 y B1*

**Panel:** Evaluación y acreditación de competencias lingüísticas

**Palabras clave:** Acreditación, juicio de expertos, colaboraciones entre centros para la acreditación

**Lengua de presentación:** Español

### **Resumen**

Los centros universitarios de lenguas que son miembros de ACLES no sólo promueven el aprendizaje de lenguas extranjeras sino también la acreditación del nivel de conocimientos de las mismas mediante exámenes oficiales. Desde 2011 ACLES tiene su propio modelo de acreditación para exámenes de idiomas. Con objeto de garantizar estándares de calidad, ACLES recomienda a los centros diferentes medidas: crear tareas en equipo, que los evaluadores reciban formación tanto en creación como en corrección de las tareas, pilotar los exámenes, etc. Sin embargo, en el caso de lenguas no-inglesa los centros se encuentran con algunas dificultades que son comunes a casi todos ellos: un número reducido de profesorado para la creación de tareas y un número insuficiente de estudiantes y de niveles que dificultan el pilotaje.

Siguiendo las recomendaciones de ACLES en cuanto a la creación de tareas, los centros de lenguas de la Universitat de Girona y de la Universidad de Salamanca colaboran, desde el curso académico 2015-16, en la revisión de tareas de exámenes de alemán de niveles B1 y A2, respectivamente.

Nuestra experiencia demuestra que este tipo de colaboración puede aliviar algunas de las deficiencias anteriormente mencionadas sirviendo, en especial, como apoyo a equipos de profesores muy reducidos.

En nuestra comunicación vamos a explicar cómo nos hemos organizado y vamos a dar algunos ejemplos de cómo las tareas creadas por un centro han sido modificadas y mejoradas gracias a los comentarios de un experto/a externo que no ha participado en su elaboración.

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**Author:** Russell, Renata (EACEA, European Commission)

**Title:** *Erasmus+ Online Linguistic Support (OLS), the mobility participants' online language learning companion*

**Panel:** Language policy and internationalisation

**Keywords:** Blended learning, mobility, online, tutoring

**Language of delivery:** English

### **Abstract**

What is the best way to teach a language today? How can teachers better engage with students? How can technology support learning? Offline and online can be mutually supportive approaches to teaching a language.

In 2014, the European Commission launched the Erasmus+ programme with the aim of supporting actions in the field of Education, Training, Youth and Sport. From 2014 to 2020, this highly successful programme is expected to provide 4 million Europeans with the opportunity to study, train, gain work experience or volunteer abroad.

To help Erasmus+ participants overcome the linguistic and cultural challenges posed by living abroad, the European Commission developed the Erasmus+ Online Linguistic Support (OLS). This online learning tool is designed to complement face-to-face language teaching and allow Erasmus+ participants to further develop their language skills outside the classroom. By using the online platform, participants can work at their own pace, according to their needs and interests. The OLS is currently offered in 18 languages and is comprised of language assessments and courses.

The OLS is unique in its approach to language learning compared to traditional e-learning platforms, as participants can receive live coaching and partake in weekly 30-minute thematic 'Massive Open Online Courses' (MOOCs). Participants can also benefit from online tutoring sessions in which they interact directly with a native-speaking tutor, as well as other individuals involved in Erasmus+ programmes.

The OLS is therefore an ideal online language learning companion, complementing offline experiences and classroom courses.



**Author:** Šajgalíková, Helena (University of Economics in Bratislava)

**Title:** *Accreditation processes: Challenges and gains*

**Panel:** Language testing and accreditation

**Keywords:** University language programmes, accreditation of language programmes, testing of language programmes, UNICert® scheme

**Language of delivery:** English

### **Abstract**

The paper deals with the accreditation procedures applied in the UNICert® system (university certificate) by the UNICert®LUCE – the Institute of Accreditation of Language Units at Universities in Central Europe. The system is the only one that applies to the specific conditions in language learning and teaching in academia.

The experience shows that the approaches of individual centres differ even though they follow the European format introduced by the CEFR. The paper covers the most frequent discrepancies and the ways how to deal with the differences if a common ground is expected within one accreditation scheme.

It presents the general frame in which the language programmes must fit if they are to be accredited, the characteristics of the programmes that must be presented, and consistency of the language programmes when linked to the examinations as well as the external contextual conditions that must be fulfilled.

It enumerates the most frequent challenges that must be taken into account by the applicant institutions asking for the accreditation and presents all the advantages that the accreditation processes themselves offer.

It shows how much the institutions involved in the accreditation process can learn from the interaction with the accreditation body and how the flexible scheme can be utilised in standardising language learning and teaching in Higher Education.

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**Título:** *ICOTOBA: Estudio de caso de un centro de idiomas en la Enseñanza Superior de Japón*

**Panel:** Gestión y dirección de Centros de Lenguas en la Enseñanza Superior

**Palabras clave:** Centro de idiomas, Enseñanza Superior, Japón, proyecto GLOBAL

**Lengua de presentación:** Español

### **Resumen**

En los últimos años, el gobierno de Japón ha puesto en marcha numerosas iniciativas con el fin de promover una educación que aporte a los jóvenes habilidades para desarrollarse en el ámbito internacional. Entre los aspectos que se buscan mejorar se incluye la competencia lingüística en idiomas extranjeros de los estudiantes universitarios nipones.

Dentro de este marco de acción política surgió el proyecto conocido como *Promotion of Global Human Resources Development* del Ministerio de Educación, Cultura, Deportes, Ciencia y Tecnología. La Universidad de la Prefectura de Aichi participó en ese plan a través de la creación de un centro de idiomas que se denominó ICOTOBA. En él se impartían clases de lengua (chino, español, alemán, francés e inglés) y estudios culturales. Asimismo se organizaban eventos como encuentros interculturales, sesiones informativas.

En esta comunicación se detalla su origen, desarrollo, logros alcanzados y situación actual. De esta forma pretendemos aportar una perspectiva contrastiva e internacional sobre la gestión de centros de lenguas universitarios.

### **Enlaces de interés**

[https://www.aichi-pu.ac.jp/eng/pdf/global\\_pamphlet\\_en.pdf](https://www.aichi-pu.ac.jp/eng/pdf/global_pamphlet_en.pdf)

<http://www.mext.go.jp/en/policy/education/highered/title02/detail02/sdetail02/1373895.htm>

[http://www.jil.go.jp/english/JLR/documents/2014/JLR42\\_yonezawa.pdf](http://www.jil.go.jp/english/JLR/documents/2014/JLR42_yonezawa.pdf)

**Autor:** Sanchís Mengual, José (DEXWAY)

**Título:** *Hacia el Flipped Classroom en los centros de lenguas de Enseñanza Superior*

**Panel:** Formación específica para la comunidad universitaria

**Palabras clave:** *Flipped classroom, lms, online, inglés, blended learning*

**Lengua de presentación:** Español

### **Resumen**

Una herramienta muy valiosa para el aprendizaje de idiomas son las plataformas de formación de idiomas online. Este software suele estar basado en la nube y son también conocidos como *Learning Management Systems (LMS)* o *Learning Content Management Systems (LCMS)*. Actúan como centros educativos y administrativos para las escuelas con una efectiva sincronización de dispositivos para realizar el aprendizaje desde el lugar que se desee.

#### ¿Qué idiomas incluye?

Hay ocho idiomas disponibles: inglés (USA/UK), francés, alemán, español, italiano, portugués (brasileño) y ruso.

El aprendizaje de cada uno de estos idiomas está alineado con el estándar MCER y con los exámenes oficiales de idiomas tales como el Cambridge, TOEFL, Goethe... Contando con un banco completo de materiales por niveles e idiomas donde se necesitan clases de apoyo bien virtuales, presenciales o blended learning.

#### Sistema de aprendizaje: *Flipped Classroom*

En CAE somos desarrolladores pioneros de tecnología y contenido multimedia especializado en educación. Ayudamos a adaptar el sistema tradicional de aprendizaje a la metodología online a través de la implementación, funcionamiento y seguimiento, mediante distintos recursos de formación de idiomas online, blended learning y presenciales.

Esta plataforma educativa online se adapta a medida de cada centro, permitiendo la adaptación de la misma a la imagen corporativa de su escuela o universidad, modificando los elementos en función de sus necesidades y con contenidos SCORM permitiendo una armonía en todas las plataformas para el aprendizaje eficaz.

La formación de idiomas online Dexway cuenta con una metodología propia que fomenta el concepto de "aprender haciendo", integrando las últimas tendencias en tecnología aplicada al aprendizaje de idiomas. Una manera natural, progresiva y completa de integrar en cualquier centro de enseñanza una buena técnica de aprendizaje de idiomas.

**Autoras:** Zabala Delgado, Julia (Universitat Politècnica de València) & Cristina Rodríguez Rodríguez (EOI de Santiago de Compostela)

**Título:** *Necesidades de formación en evaluación: Propuesta de plataforma abierta de recursos*

**Panel:** Evaluación y acreditación de competencias lingüísticas

**Palabras clave:** Formación, evaluación, recursos compartidos, formación online

**Lengua de presentación:** Español

### **Resumen**

El control de calidad de los exámenes de lenguas ha sido un tema de creciente importancia en el contexto de los centros de lenguas universitarios en España. La necesidad de avalar la validez y la fiabilidad de los resultados de los exámenes de competencia lingüística ha llevado a una mayor unificación y transparencia en estos procesos y a la creación de un modelo común universitario que fomente la colaboración y garantice las buenas prácticas. El reciente énfasis en los controles de calidad y la instauración de buenas prácticas convierte la capacitación de los agentes involucrados y su conocimiento de los “principios y conceptos que guían y forman la base de la práctica” (Fulcher 2012) en una parte fundamental del proceso de constatación de calidad de las pruebas.

Esta presentación explica los resultados de un estudio comparativo llevado a cabo en centros de lenguas pertenecientes a ACLES y en escuelas oficiales de idiomas en Galicia, como representativos de instituciones públicas dedicadas a la certificación de competencia lingüística. El objetivo del estudio era recoger datos sobre los conocimientos en evaluación de los participantes en el proceso de desarrollo de las pruebas en ambas instituciones en base a la cantidad y características de la formación recibida, el impacto de esta formación, y las necesidades de formación futura. Los resultados de este estudio han servido para planificar el contenido de una base abierta de conocimiento sobre la evaluación que podría ayudar a mejorar la capacitación en evaluación de los profesionales involucrados en ellas.

**Autora:** Zvackova, Jitka (Masaryk University)

**Título:** *Flexibilidad del docente universitario: Reflexiones en torno a la evaluación portafolios*

**Panel:** Evaluación y acreditación de competencias lingüísticas

**Palabras clave:** Alumnado, evaluación portafolios, herramienta flexible

**Lengua de presentación:** Español

### **Resumen**

La importancia de la flexibilidad del docente y la disponibilidad del mismo para responder a las diversas posibilidades de evaluación del alumnado son indispensables en el contexto universitario.

Esta comunicación presenta los aspectos elegidos a la hora de elaborar una herramienta de evaluación portafolios para los cursos de ELE destinados a los estudiantes de carreras no filológicas de la Facultad de Ciencias Sociales de la Universidad Masaryk de Brno, República Checa. Pretende mostrar la necesidad de una herramienta flexible que permita evaluar al alumnado de diferentes cursos y niveles con el objetivo de facilitarle la participación en la evaluación de su propio trabajo. En este trabajo se comparte la experiencia en la elaboración de portafolios para los cursos de ELE y los criterios adoptados con el fin de respetar los objetivos curriculares del programa, de cubrir las necesidades del alumnado, de proporcionar distintos materiales y actividades que asimismo ayuden a los alumnos a identificar las capacidades que han desarrollado. Esta presentación trata de reflexionar sobre los portafolios concretos utilizados en cursos de ELE entre los meses de febrero y mayo de 2017. Analizar e identificar las ventajas y desventajas de la evaluación portafolios en el contexto académico y la acogida por parte del alumnado será el principal objetivo de esta comunicación.

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