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Retos en la internacionalización
de la docencia universitaria:
Proyecto INTE-R-LICA

*Challenges in the internationalisation
of university teaching:
INTE-R-LICA Project*



GOBIERNO
DE ESPAÑA

MINISTERIO
DE ECONOMÍA
Y COMPETITIVIDAD

INTE-R-LICA
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INTE-R-LICA: The Project

Internationalization is a process of growing importance to Higher Education (HE) across the world. In the Spanish HE context, the presence of English as an international language and, more recently, as a language of instruction raises linguistic, cultural and academic challenges that are in need of research.

INTE-R-LICA, an international and interdisciplinary research project, funded by the Spanish Ministry of Economy and Competitiveness (MINEICO), brought together collaboration between linguists and economy and business teachers, belonging to five different European universities.

The project's main objective was **to explore the impact that the use of English has in HE contexts** where it is an additional language for most lecturers and students. More specifically, INTE-R-LICA examined:

1. the **discursive characteristics and language/teaching practices** of content teachers in the so-called bilingual degrees (English/Spanish) and their **pedagogical** implications.
2. the characterization of certain genres connected to internationalization.
3. the **academic results** that students in these programmes obtain when compared to students learning in their L1, Spanish.
4. the role of English in students' **employability** opportunities.

This bilingual guide (written in English and Spanish) aims to **summarise some of our main findings**, raise **awareness** of this new educational reality and offer some **reflection**.

However, to get the whole picture, please read the full papers!



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Research Objective 1:

How do lecturers co-construct disciplinary content when lecturing in English with their students?

Since teaching and learning in an additional language (L2) requires extra cognitive and linguistic effort, we examined teachers' strategies. 670 minutes of oral interactional instances were analysed in two subjects (Financial Accounting I and Consumer Behaviour).

Our **findings** suggest that:

1. *interactional strategies are indeed found in the lectures surveyed.*
2. *both teachers and students engage actively in the co-construction of the reasoning processes in spite of using English as an L2.*
3. *a rich variety of discursive strategies (such as exemplification, expansion, generalization and personalization) are used by teachers for effective meaning-making.*
4. *explicit attention to disciplinary terminology is also offered in Spanish and English.*



New context, new challenges: Oral disciplinary language development in English Medium Instruction (EMI) and its implications for teacher education.

TESOL Quarterly

*Dafouz, E, Hüttner, J. & U. Smit
(accepted Jan 2018)*

“teacher education will need to foster both language and content teachers’ awareness of the disciplinary nature of classroom discourse and its role in developing subject expertise among their students”

(Dafouz, Hüttner & Smit)

Linguistic and cultural challenges

Does the use of English affect students' written performance in exam situations?

Given that written exams are the main assessment tool in our context, we analysed students' examination answers both in English and Spanish to see whether the use of an additional language had an effect on learners' written production and final grades.

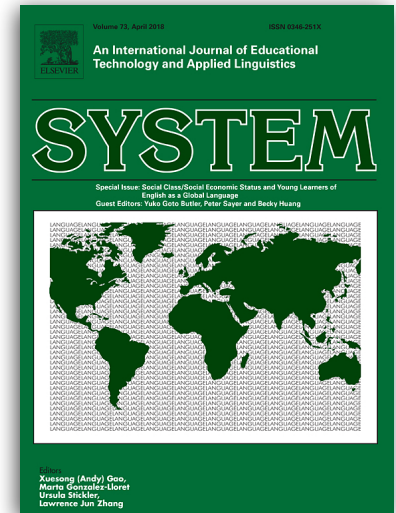
In one study, 30 student exams were analysed using the Cognitive Discourse Function analytical model (Dalton-Puffer, 2013, 2016), focusing on DESCRIBE-CLASSIFY and DESCRIBE-EXPLAIN combinations used.

Results conclude that:

- 1. high-level exams, whether in Spanish (L1) or in English (EMI), succeeded in providing explicit responses to the combination of DESCRIBE-CLASSIFY and DESCRIBE-EXPLAIN CDFs requested in the exam questions.*
- 2. low-level exams usually failed to make meaningful and overt connections between the CDFs activated and their linguistic realisations, again irrespective of the language used.*

"while academic literacy may be less developed in students' L2, it should be systematically addressed in both learning contexts"

(Breeze & Dafouz 2017:81)



Constructing complex Cognitive Discourse Functions in higher education: An exploratory study of exam answers in Spanish- and English-medium instruction settings

System, 70, 81-91.

Breeze, R. and Dafouz, E, (2017)

"one real problem underlying low-level answers seems to be a poor understanding of what the question requires, rather than simply insufficient linguistic competence in the L2"

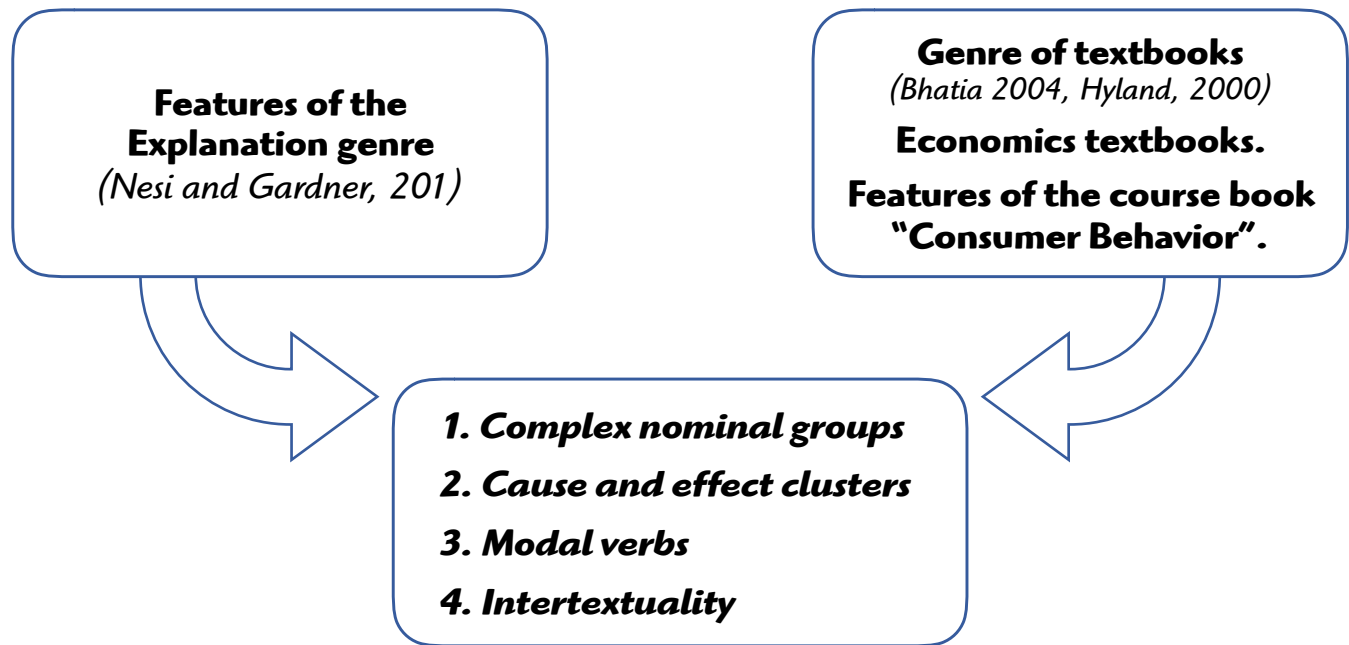
(Breeze & Dafouz, 2017: 91)

Research Objective 1:

Does the use of English affect students' written performance in exam situations?

In a complementary study (Dafouz and Núñez, in preparation) we looked into 36 high- and low-achievers' exams in L1 (Spanish) and L2 (English) where students' explanations were graded and classified by the teacher.

The **Theoretical framework** followed combined:



*Findings suggest that, rather than the language of instruction, what really seems to affect student written performance and exam results is the **sum of disciplinary knowledge + mastery of the grammatical features associated with the specific exam genre.***

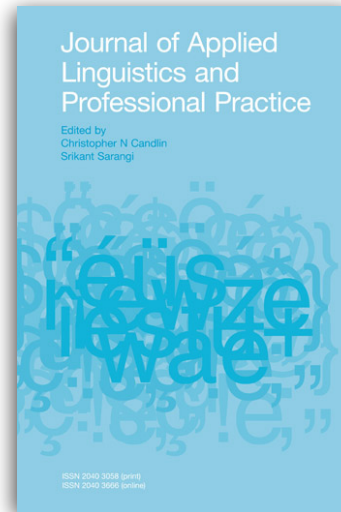
Linguistic and cultural challenges

Characterizing genres in the era of internationalization: from motivation letters to economics narratives.

Study 1: The Reception of US Student Motivation Letters in Spain

Public information on **Spanish motivation letters** for university acceptance indicates that the genre is not well-established. Genre analysis of eight samples specifically tailored by Spanish universities further points towards genre instability.

Findings show that the communicative purpose of the genre within the Spanish context is informed by the cultural norms and preferences shared by the members of the Spanish academic milieu, which do not necessarily coincide with the US pattern.



The Reception of US Student Motivation Letters in Spain: The Function, Form and Significance of the Genre in the Spanish Discourse University.

Journal of Applied Linguistics and Professional Practice

Fernández Gil, M.J.
(under review)

Study 2: Reader engagement in economics narratives

This study addresses **economists' use of literary devices such as metaphor and storytelling** in order to present persuasive and convincing interpretations of their statistical results.

The research hypothesis is that it is possible to find narrative engagement devices in economics narratives similar to those found in narrative fiction.

The **results** not only confirm the initial hypothesis, but also suggest that hybrid mental constructs draw on the activation of readers' desired, undesired, and past possible selves, intervening in the generation of positive and negative emotions, and underscoring the **persuasive function of the narrative genre** in the discipline of economics.

Martínez Martínez, M.A. (in preparation)

Objetivo Investigador 2:

¿Son diferentes la motivación y las estrategias de aprendizaje en los alumnos que deciden estudiar un grado en inglés?

Para responder a esta cuestión se distribuyó un cuestionario sobre motivación y estrategias de aprendizaje a 368 alumnos del grado de Administración y Dirección de Empresas en varias universidades.

Los **resultados** obtenidos revelan que los alumnos analizados que estudian un grado en inglés:

1. *declaran estar más motivados que los que estudian en español.*
2. *muestran un mayor nivel de autoestima, porque esperan conseguir calificaciones más altas.*
3. *aseguran dedicar un mayor tiempo de estudio cada día y participar más activamente en clase.*

¿Cómo podemos trasladar esta motivación a los grados no bilingües?

Motivation and learning strategies in accounting: Are there differences in English as a medium of instruction (EMI) versus non-EMI students?

Spanish Accounting Review.

Rivero-Menédez, M. J., Urquía-Grande, E., López-Sánchez, P. & Camacho-Miñano, M.M. (2017)



“Los alumnos de los grados bilingües se definen como más participativos y motivados”



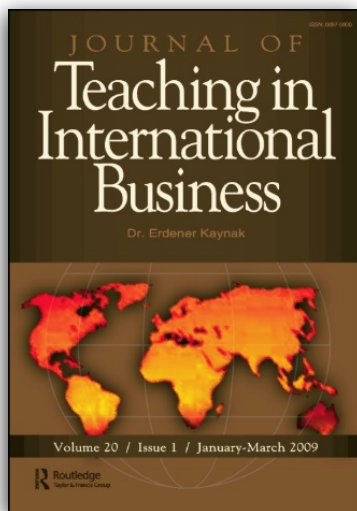
Retos Académicos

¿Son conscientes los universitarios de la importancia que tiene el inglés para su futuro?

Comparando las percepciones de estudiantes de grados bilingües (EMI) y de grados en español (no EMI) obtuvimos las siguientes **respuestas**:

- la **importancia** que los estudiantes conceden al dominio del inglés **para su futuro** profesional es similar en los dos grupos.
- sin embargo, el **interés mostrado por trabajar en el extranjero** y la **percepción de estar más cualificados** para hacerlo resultó ser significativamente mayor en los estudiantes de los grados bilingües.
- además, en la vida diaria **los estudiantes de grados bilingües trabajan más activamente en la práctica del inglés** (leen más libros y más diarios en inglés, ven más películas en versión original y hablan y escriben en inglés con mayor frecuencia) que los estudiantes de grados en español. En los 5 años analizados, los cambios entre ambos grupos han sido imperceptibles.

¿Deberían las instituciones educativas incentivar más a los jóvenes a que estudien inglés y lo utilicen en su día a día?



“A los estudiantes de los grados bilingües utilizan el inglés fuera del aula de forma real y comunicativa”

‘Do you use English in your daily life?’ Undergraduate Students’ Perceptions of their Extramural Use of English

Journal of Teaching in International Business

Avello, Urquía, Campo & Camacho (under review)

Objetivo Investigador 2: Retos Académicos

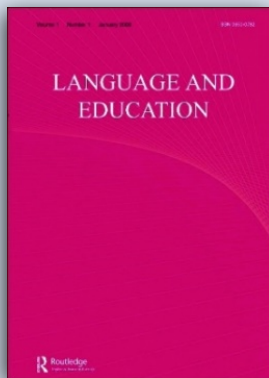
¿Varían los resultados académicos de los alumnos según la lengua de instrucción utilizada?

Estudio 1:

Analiza los resultados académicos de los estudiantes de primero del grado de Administración y Dirección de Empresas en tres asignaturas (Contabilidad Financiera, Finanzas e Historia Económica) en dos grupos (inglés y español).

Conclusiones más relevantes:

1. **no hay diferencias totales en los resultados académicos finales**, por término medio, entre los estudiantes que cursaron las asignaturas en inglés y en español.
2. la tendencia de ambos grupos es la de obtener resultados ligeramente **superiores en la evaluación continua** comparados con los exámenes finales.
3. no existen diferencias significativas en los resultados obtenidos, a pesar de la mayor exigencia lingüística de una asignatura (Historia Económica) frente a las otras de carácter más numérico.



'Surely they can't do as well': a comparison of business students' academic performance in English-medium and Spanish-as-first-language-medium programmes.

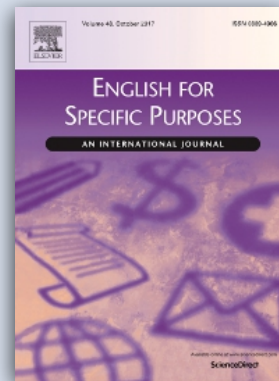
Language and Education, 28(3), 223-236.

Dafouz, E., Camacho, M.M., & Urquía, E. (2014)

Estudio 2:

Analiza los resultados académicos de los alumnos en una asignatura en concreto, Contabilidad Financiera I, durante cuatro años (con una muestra de 383 alumnos). La profesora, los exámenes y la metodología utilizada fueron los mismos.

Nuestras conclusiones avalan que los alumnos obtienen resultados similares, por término medio, en inglés y en español.



Exploring the impact of English-medium instruction on university student academic achievement: The case of accounting

English for Specific Purposes, 44, 57-67

Dafouz, E. & Camacho, M.M. (2016)

"the students surveyed are not only performing at the same level but, in addition, are developing the specific disciplinary literacy in English to study and communicate in this language and to eventually be able to study and/or work in an international context"

Research Objective 3: Employability

The purpose of this research was to determine whether there are significant differences in the grades obtained by students using English as a medium of instruction (EMI) and those that use Spanish (non-EMI), in all the **compulsory** subjects of their degree in Business Administration, during 5 academic years in ten different subjects.

Since the syllabus of each subject was identical, this situation gives us a good opportunity to compare the academic results of each group.

Each student from the EMI group was paired with another student from a non-EMI group with the same population characteristics (for example same gender and age) and same access grade to university.

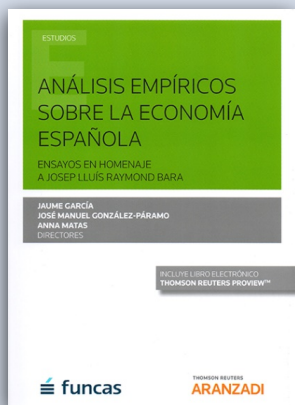
The results of this study suggest that university students' grades are similar to their non-EMI counterparts with the advantage that their English skills will be an asset for their employability.



EMI vs. Non-EMI: Preliminary Analysis of the Academic Output within the INTE-R-LICA Project

Procedia - Social and Behavioral Sciences, 212(2), 74-79

del Campo, C.; Cancer, A.; Pascual, D. & Urquía, E. (2015)



Empleabilidad: un enfoque basado en competencias requeridas y adquiridas.

Análisis empíricos sobre la economía española. Ensayos en homenaje a Josep Lluís Raymond Bara.

Capítulo 12. 359 - 388

García Greciano, B. & Rivero Rodríguez, C. (2017)

¿Están las competencias requeridas por las empresas alineadas con las adquiridas por los graduados de ADE?

- Las empresas consideran que las competencias impartidas en los grados de Ciencias Económicas y Empresariales, entre ellas "recibir y transmitir información en inglés", son de gran relevancia para la inserción laboral.
- También, los graduados coinciden con las empresas en considerar que la adquisición de estas competencias son de gran importancia para su empleabilidad.
- El reto al que nos enfrentamos está en reducir la brecha entre las competencias adquiridas por los graduados y las efectivamente requeridas por las empresas, adicionalmente a la de dominar el inglés.

The INTE-R-LICA Project has managed to:

- ✓ **conduct international research** on the linguistic, cultural and academic challenges of internationalization in HE drawing on the cooperation of an **interdisciplinary** group of scholars.
- ✓ **raise linguistic awareness** on the role of languages (English and Spanish) in the process of content learning and in the design of **innovative pedagogical** strategies.
- ✓ favour lecturers' **joint reflection of the differences and similarities** of academic practices across disciplinary cultures in HE.



Scientific outcomes:

- 12 Publications:** journal papers and book chapters (+other papers under review)
- 40+ Conference papers** (in 8 different countries)
- 5 Plenary sessions**
- 1 Ph.D. Thesis completed with honours** (+ 2 in progress)
- 1 Master Thesis** (+ 1 in progress)
- 2 Graduation theses**

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