



Faculty of Economics and Business

Beyond the blackboard!

Information Technologies and English as a Medium of Instruction in Higher Education Degrees



Faculty of Philology

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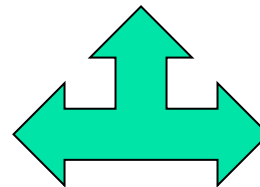
Motivation (I)

- Business globalization + Knowledge Society



- European Higher Education Area + Internationalisation

EMI



Non EMI

- Context: Faculty of Economics and Business
- Empirical evidence in Spain



Motivation (II)

- Are UCM bilingual strands different?

- **Teachers**

Challenge
Motivation

Active teaching
methodologies
-Simulations
-Videos

- **Students**

Learning strategies
Motivation
Perception
Satisfaction

Academic
Performance

Teaching Learning Process

State of the art

Multimedia resources +EMI across Universities

- European Higher Education Area
- XXI International strategy
- Northern Countries

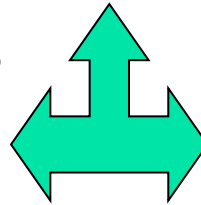
Klaessen & Bos 2010

Björkman 2010

Hellekjaer, 2010

Wilkinson & Zegers, 2007

Airey, 2009, 2004



Southern Countries

Dafouz & Guernini 2009

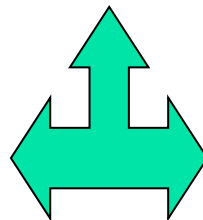
Smit & Dafouz, 2013

Dafouz, Camacho & Urquia 2014

Multimedia Resources

Austin, K.A. (2009)

Barford, J. y Weston, C. (1997)

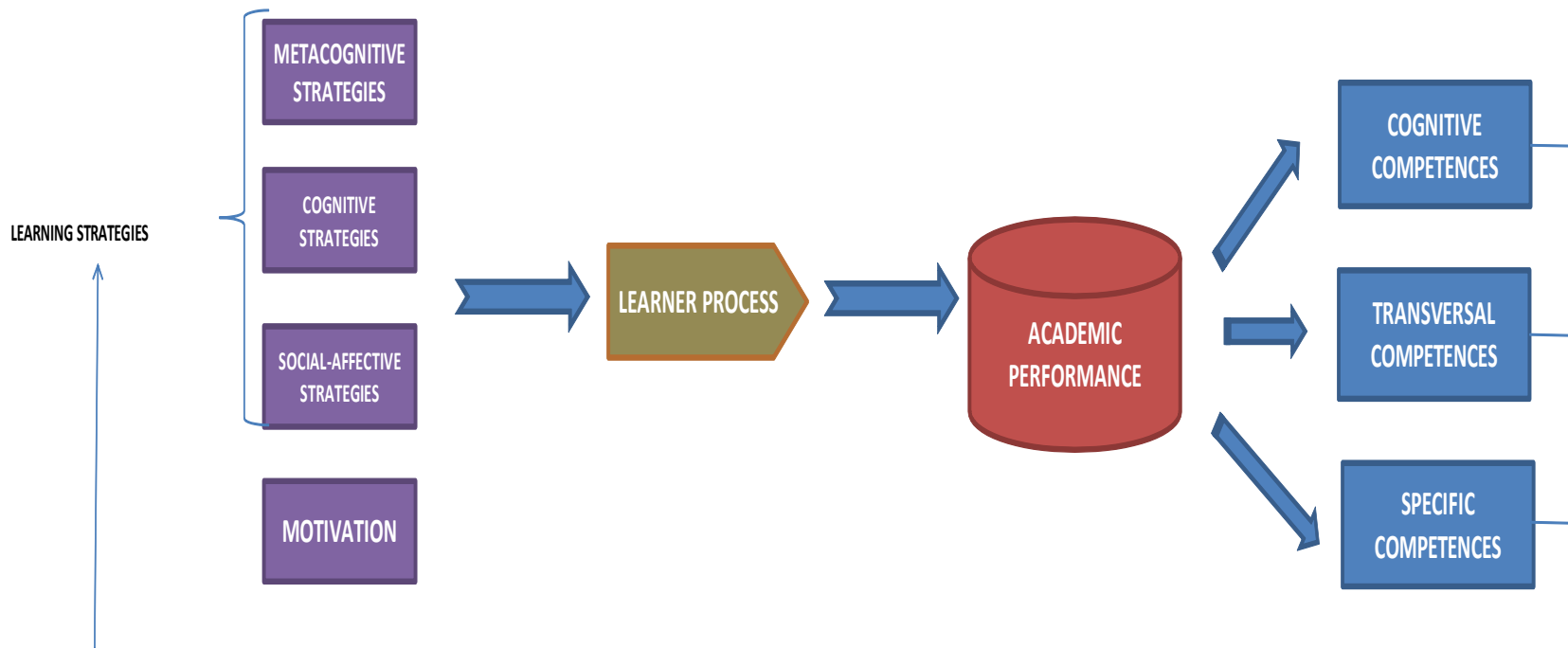


Schwam & Reimpp (2004)

Zhon et al. (2006)

Learning model

ENGLISH AS A MEDIUM INSTRUCTION





Educational context

- Complutense University of Madrid
 - Largest University in Spain
 - 75,000 students
 - 6,000 teachers
 - 65 different degrees from Medicine to Computer Science
 - 105 official masters and PhDs
 - Faculty of Economics and Business Administration
 - 3,000 students between Bachelor in Business Administration and Bachelor in Economics
 - Around 700 teachers
 - Each bachelor has 240 ECTS
 - EMI strategy was started in 2009: there are two bilingual strands (in Business and Administration and in Economics)

Sample description

125 students enrolled in first year of BBA in Financial Accounting I (2010-2011)

Table 2. Description of student sample

		EMI group	%	Non-EMI group	%
Gender	Male	20	47.6	31	48.4
	Female	22	52.4	33	51.6
	Total	42	100.0	64	100.0
Age	Mean (years)	19.69		20.07	
	Std. Dev.	1.54		1.51	
Work	Yes	16	38.1	37	57.8
	No	13	31.0	9	14.1
	Total	29	69.0	46	71.9
	Missing	13	31.0	18	28.1
University access grade	Mean	6.86		6.83	
	Std. Dev	0.78		1.02	
Call	First call	37	88.1	61	95.3
	Second call	5	11.9	3	4.7
	Total	42	100	64	100

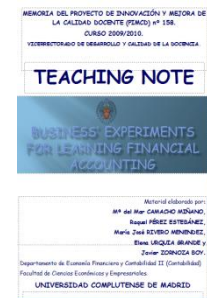
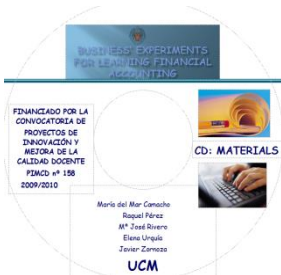
Source: SAER data



Data gathering devices

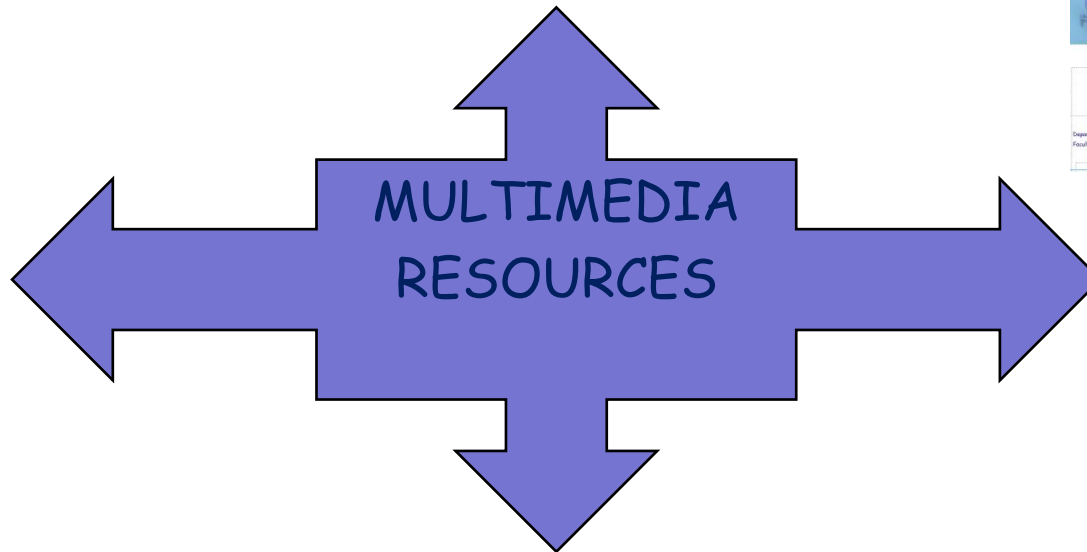
- Semi-structured face to face interviews with teachers and students from the EMI, non-EMI groups
- Teacher and student questionnaire from CLUE project ...
 - Motivation to English (future, professional, ..)
 - Extra mural attitude to English
 - Student survey on lecture comprehension and reading comprehension of the subject
- Students' background and learning styles surveys
- Company' s video recorded for seminars

Multimedia Resources



VIDEOS

**COMPANY'S
INFORMATION**



PBL

EXERCISES

Some examples...



ABENGOA SOLAR



Findings discussion I: Students' socio affective learning strategies

Students' socio-affective learning strategies

	Self-perceived studying preferences				Self-perceived learning styles			
	I get more work done when I work with others	I prefer to study with others	I prefer to work by myself	Total	Independent	Participatory	Collaborative	Total
EMI	11	10	7	28	8	10	11	29
%	39.3	35.7	25	100	27.6	34.5	37.9	100
non-EMI	20	7	20	47	27	11	7	45
%	42.6	14.9	42.6	100	60	24.4	15.6	100
TOTAL	31	17	27	75	35	21	18	74
%	41.3	22.7	36	100	47.3	28.4	24.3	100

Findings discussion II:

Students' attitude to Multimedia Resources

Student's perceptions about the multimedia resources used in class (BE)

Student's perceptions about the multimedia resources used in class (BAD)

	N	Mínimo	Máximo	Media	Desv. típ.
SATISFACTION_PWC	7	2	5	3,71	1,113
SATISFACTION_AIR	7	1	5	3,00	1,633
COMPLEXITY_PWC	7	2	5	3,29	1,254
COMPLEXITY_ABE	7	1	4	2,86	1,069
COMPLEXITY_AIR	7	1	5	3,43	1,397
COMPLEXITY_FER	7	2	5	3,29	1,113
UTILITY_PWC	7	1	4	2,71	1,113
UTILITY_ABE	7	2	4	3,43	,787
UTILITY_AIR	7	1	5	3,86	1,464
UTILITY_FER	7	2	5	3,14	1,345

No statistical significant differences.
Our results are in line with other studies (i.e. Homer et al., 2008)

	N	Míni mo	Máxi mo	Media	Desv. típ.
SATISFACTION_PWC	32	1	5	3,72	1,170
SATISFACTION_ABE	34	1	5	3,56	1,106
SATISFACTION_AIR	31	1	5	3,77	1,203
SATISFACTION_FER	33	1	5	3,52	1,253
COMPLEXITY_PWC	32	2	5	3,22	1,039
COMPLEXITY_ABE	34	2	5	3,12	,808
COMPLEXITY_AIR	32	1	5	3,00	1,218
COMPLEXITY_FER	31	1	5	2,90	,978
UTILITY_PWC	32	1	5	3,84	1,167
UTILITY_ABE	32	2	5	3,41	1,073
UTILITY_AIR	31	1	5	3,90	1,106
UTILITY_FER	30	2	5	3,60	1,102


Findings discussion III: Students' attitude to an English strand

<i>Mean (standard deviation)</i>	EMI group	Non-EMI group
Presence of unfamiliar words	3.00 (0.72)	2.41 (0.81)
Understand the content of the lecture	3.25 (0.68)	3.28 (0.70)
Ability to take down notes	3.25 (0.85)	3 (0.63)
Importance of multi-representational support	1.58 (0.65)	3.46 (0.74)

<i>Mean (standard deviation)</i>	EMI group	Non-EMI group
Interest in working abroad	3.67 (0.56)	3.14 (0.76)
Present capacity to work in English	3.42 (0.58)	3 (0.68)
Utility of knowing English for the future	3.92 (0.28)	4

Conclusions



- No significant differences in academic performance EMI vs non-EMI
- EMI group higher results in active class participation
- Teachers' teaching strategies are more innovative (RRMM)
- The complexity of the subject (60% of failures) comes from the content, not from the language of instruction (Dafouz, 2011; ...)
- There are many other variables to take into account: Students' learning styles, attitudes, group work preferences, teaching methodologies..

- Teaching subjects in a foreign language is an opportunity to revise and question traditional teaching scenarios no longer valid for the EHEA



Thank you very much for your attention!!

If you have any suggestions

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