

TEACHER TRAINING FOR ENGLISH-MEDIUM INSTRUCTION IN HIGHER EDUCATION

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In the last decade there has been a sharp increase in the number of English-Medium Instruction (EMI) courses and programs in higher education (HE) institutions worldwide. A number of reasons for this exponential growth have been reported, notably improving the foreign language proficiency of students, attracting international students, lecturers and researchers, increasing research output or improving the international profile of universities.

As a consequence of its rising prominence, EMI has generated a great deal of interest in the literature. This research suggests that insufficient attention has been paid to training teaching staff for EMI (O'Dowd 2018) and stresses the need for a new model of teaching and learning that can support the acquisition of 21st century new skills and competences (Coyle 2013; Dafouz and Smit 2016). The diversity of contexts and the existing lack of data constitute an additional difficulty in this search for new pedagogical guidelines in EMI.

The book under review attempts to address some of these gaps by providing a variety of approaches and approximations to teacher training from different experts in the field of EMI. Following the premise that lecturer training and development is crucial to achieve success in EMI at higher education, the book offers descriptions of different EMI courses already in place in Europe and in two Latin American universities, as well as models or frames to assist educational developers in the planning, design and evaluation of training courses. Some of these studies provide

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detailed descriptions of modules and activities, in addition to identifying the learning outcomes and skills to be developed by EMI lecturers. Many of the contributions in this volume also include reviews on previous literature on EMI and on EMI training, which allow the reader to form a comprehensive view of the existing challenges and concerns vis-à-vis the implementation of EMI programs and the design of teacher training courses. Additionally, some of the chapters in the book contain qualitative studies which provide new data contributing to our understanding of the teaching and learning process as well as of the context surrounding EMI in different universities. Finally, we can also find much-needed guidelines and principles for teaching in EMI, drawing on different pedagogical trends from the field of education and, more specifically, from second language learning and teaching.

The book begins with a foreword by David Marsh, who stresses the fact that training staff for EMI carries great importance for universities hoping to compete in today's globalized and interconnected world, as this will ultimately determine their ability to offer new programs, disseminate research and generate value. He also emphasizes the need to adapt pedagogical practices to adapt to this new context.

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The first section of the book focuses on theoretical perspectives and approaches to teacher training for EMI.

Inmaculada Fortanet presents a research-informed proposal for a teacher training programme for EMI. To do this, she identifies several elements that should be present in EMI pedagogy when dealing with multicultural classes and mobility students. She also suggests a number of training techniques including coaching and mentoring, classroom observation and use of videos. Fortanet then describes the teacher training program at Universitat Jaume I (UJI) and reports on the results of a survey among EMI lecturers and international students, finding differences in student roles as well as insufficient confidence of lecturers in their L2 abilities. Finally, after reviewing a proposal for teacher training at UJI, she briefly describes her own proposal incorporating elements identified along the article.

Davinia Sánchez-García describes some of the outcomes and the rationale of the EQUiip Erasmus+ Project. She establishes three areas for continuous professional development (CPD) of EMI lecturers in an international context: language of instructions, pedagogy and cultural diversity. The author then offers a detailed description of five modules and three outcomes developed within the EQUiip Project, together with guidelines and recommendations for education developers in EMI training and HE leaders involved in internationalization.

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Chapter 3 lays out a model where language, pedagogy and emotion are the three key competences for training. After analysing those competences, Rubio-Alcalá and Mallorquín offer indicators for language, methodology and emotion, which can be helpful for designing training courses. They also identify key aspects of methodology consistent with the CLIL model and advocate for a systematic and long-life approach to CLIL training.

The second section includes 9 chapters containing case studies and proposals for teacher training. Chapter 4 provides a comprehensive frame for professional development developed at the Karolinska Institut in Sweden which identifies the skills required by EMI lecturers. Valcke and Båge propose adopting new, active, more effective methodologies based, for example, on student participation and self-direction, using *constructive alignment* to integrate internationalization in their curriculum. They also draw on data extracted from a pilot study to establish key elements for the success of their professional development course.

The role of reflective practices by lecturers is examined by Linares and Mendikoetxea. Using innovative video-enhanced technology, two lecturers are asked to reflect on their interactional practices through self-observation. Ron Martínez and Karina Fernandes then contrast the data obtained with the reflections of trainers and with the students' perceptions of those same lectures. The results show a mismatch between the findings obtained from teachers and students, as the data obtained from students may not be sufficiently specific to allow an in-depth qualitative analysis.

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To effectively introduce EMI professional development in Universidad de Guadalajara in Mexico, Wendy Díaz proposes a systemic Key Development Indicator (KDI) matrix. The KDI matrix comprises four decision-making and action parameters made up of several indicators. The chapter offers insights on the development of EMI in a non-European context together with a useful tool to undertake a systemic transformation of EMI teaching breaking with long standing processes and traditions.

Chapter 7 provides a fresh look at EMI training in South America, as it explains the rationale for developing an EMI training course in Brazil. Two training courses were compared: an EMI training workshop designed by an English university and an in-house pilot course. The authors share some practical decisions made to adapt the course to their context and assess the lecturers' perceptions about their ability to implement EMI after the training.

Aguilar-Pérez and Arnó-Macià attempt to identify the elements of a good EMI lecture so as to extract helpful educational implications. To do so, they examine the lecturing behavior and personal attitude of a lecturer considered exemplary of

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good teaching. They focus on the perceptions of this lecturer and his students using a mixed-method approach to assess the effectiveness of different teaching strategies.

Chapter 9 draws on ethnographic data to report on the process of planning and delivering an EMI degree at the Universitat Autònoma de Barcelona. More specifically, Cristina Escobar provides a planning template to help instructors anticipate the challenges that using an L2 entails and to provide students with the appropriate guidance and support.

Méndez-García and Luque conduct quite a comprehensive review of recent areas of research and outline some of the main challenges and concerns regarding EMI. They rely on data from focus group interviews and case study analyses to ground their pedagogical proposal for in-service EMI teacher training.

Zayas and Estrada also use qualitative data from a questionnaire and focus groups with lecturers to investigate EMI lecturing at the Universidad de Cádiz. Even though they do not discuss in-depth how to adapt methodology to EMI, the authors make some recommendations based on the perceptions of lecturers and highlight several methodological principles that need to be incorporated for EMI teaching.

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In Chapter 12, Candela Contero investigates the perceptions and attitudes of CLIL lecturers in training using a sample of some 253 lecturers. After examining the data, she puts forward a training proposal highlighting certain strategies such as interaction, group work, task-based work, adapting L2 input, creating a safe environment, linguistic scaffolding or lesson structure.

The third section comprises some suggestions for innovation in EMI courses as well as for training EMI lecturers. Salaberri and Sánchez report on the use of job shadowing and stress its value as an alternative for EMI professional training and lifelong learning. Their study focuses on a female European lecturer shadowing another colleague at a Portuguese university. The authors propose a job shadowing guide for EMI and illustrate the possible benefits of shadowing. The study can serve as a model for implementation of this technique as a complement to EMI training.

Chapter 14 provides guidelines on how to develop task-based materials for EMI at HE. Javier Ávila reviews current learning theories to derive a methodology on which to base material design and then puts forward his own procedure to create materials. His proposal incorporates concepts and principles from EFL and second language acquisition but does not explain how to adapt them to the EMI context. As a result, one wonders to what extent these principles may be applicable for the EMI teachers and instructors in HE.

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Pimentel-Velázquez and Pavón-Vázquez underline that material development needs to evolve to make room for the specific training needs in EMI. Consequently, they make a didactic proposal which includes 8 recommendations for the analysis and design of materials. Their proposal draws heavily from CLIL, including a variety of innovative teaching strategies, and connects the use of technologies and the Internet for the design of materials to the task-based approach.

A proposal for integrating flipped learning in the context of EMI is presented in Chapter 16. Alberto Andujar argues that flipped learning adapts well to the requirements and principles of EMI by promoting effective delivery of contents and providing further practice. The author emphasizes the need to consider certain pedagogical recommendations so that this methodology may adapt effectively to the varied nature of EMI contexts.

The last two proposals are the most ground-breaking and, concurrently, difficult to apply to EMI in HE. Chapter 17 features a complete guide for lecturers to apply gamification in their classrooms using *Classcraft*. Gamification is portrayed as a strategy to deal with issues of lack of engagement and motivation in EMI. The authors, however, do not discuss whether gamification can help achieve other crucial goals like increasing interaction, supporting comprehension or scaffolding output. Chapter 18 presents a 4-stage frame intended to help trainers design CLIL units using digital technology to promote learners' engagement. The Octalysis frame (Chou 2016) is used unequivocally to evaluate motivation in the tasks they propose as examples and which may, perhaps, be a difficult fit for an EMI context.

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In conclusion, a call for more attention to pedagogical aspects has been repeatedly made in the literature on EMI. As outlined above, this volume responds to that need by investigating concerns and challenges and identifying the contents, skills and competences for effective EMI training. It also reports on existing professional development courses, providing multiple pedagogical recommendations and guidelines, as well as specific activities, all of which can be very useful for EMI stakeholders.

Perhaps its most obvious limitation is its bias towards the Spanish context of HE. In addition, some of the most innovative proposals may be too close to CLIL or EFL methodology, and may therefore prove difficult to implement for content lecturers in a HE EMI context.

While the qualitative studies presented help provide a picture of what EMI looks like in Spain, more research is necessary to help us understand which methodological strategies are most effective for supporting learning and L2 acquisition in this educational context.

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