
INTERNATIONAL CONFERENCE ON QUALITY OF BILINGUAL PROGRAMS IN HIGHER EDUCATION

Universidad de Huelva, Spain
Facultad de Derecho, Campus de El Carmen
10-12 May 2018



Organized by:

Aljando Gil 



Contents

Welcome page and useful information	3
General programme	4
Detailed programme	5
Plenary sessions	13
Speakers' abstracts and biodata	16
Venuemap	73
Notes	75

LIBRO DEL CONGRESO

CONFERENCE BOOKLET

**INTERNATIONAL CONFERENCE ON QUALITY OF BILINGUAL PROGRAMS IN HIGHER
EDUCATION. Huelva, Spain, 10-12 May 2018**

Venue: Facultad de Derecho, Campus de El Carmen

<http://eventos.uhu.es/go/AGCEPESA>

Dear conference participants,

We are delighted to welcome you to the University of Huelva with the hope you get the most of the academic and social side of the conference. More than 150 speakers will present and share their expertise, which will make a very appropriate forum of discussion in their 96 presentations. We have also prepared healthy and tasty breakfast/lunch, and the boat trip on Thursday evening and the conference dinner on Friday evening, so that there are opportunities for further discussion, contact, relaxation and, why not, even fun.

The Organizing Committee would like to express its warmest thanks to all those who have supported this conference in many and varied ways.

Fernando D. Rubio-Alcalá
President of conference

Useful information



USERNAME: congreso



PASSWORD: huelva

Taxi: 959 25 00 22 || 959 26 13 13 <https://www.teletaxihuelva.es>
959 242222 <http://taxi-huelva.com/>

For taxi shuttle service from Huelva to Seville or Faro's airport contact the organization (special price for groups maximum 8)

Invoice: Participants who require an invoice for their registration fee payment can contact the registration help desk or contact the organization (congreso.bilinguismo@dfing.uhu.es) providing full invoicing details (full name, address, VAT number, etc.).

PROGRAM OVERVIEW

INTERNATIONAL CONFERENCE ON QUALITY OF BILINGUAL PROGRAMS IN HIGHER EDUCATION. Huelva, Spain, 10-12 May 2018

	Thursday 10th May	Friday 11th May	Saturday 12th May
8:30-9:30	Conference check-in		
9:30-10:30	6 simultaneous sessions	5 simultaneous sessions	
10:30-11:00	Healthy breakfast		10:30-12:00 5 simultaneous sessions
11:00-12:25	Conference Opening (11:00-11:30) Plenary talk: David Marsh	5 simultaneous sessions	12:00-12:20 Coffee break
12:30-13:30	5 simultaneous sessions	Plenary talk: David Lasagabaster	12:20-13:15 Plenary session: Inmaculada Fortanet
13:30-14:45	Healthy lunch bag. No charge. Iberian cured ham, cheese and <i>caña de lomo</i> tasting. No charge.	Healthy lunch bag. No charge. 13:30/40 Iberian cured ham talk and tasting ² . No charge.	Closing ceremony (13:15-13:30)
14:45-16:00	6 simultaneous sessions	4 simultaneous sessions	
16:15-17:15	Plenary talk: Do Coyle	Plenary talk: Víctor Pavón	
17:15-17:30	Coffee break		
17:30-19:00	4 simultaneous sessions	4 simultaneous sessions	
19:05	Bus departure for the boat trip (meet at the front door). No charge.		
19:30-21:30	Boat trip (shrimp tasting; cocktail dinner included. All free of charge for speakers. Invited guests 25€)		
21:30		Conference dinner	

² A 12-minute talk will be made by Lucía García (DO Jamón de Jabugo) just after the plenary session to explain the uniqueness of Huelva's cured ham.

DETAILED SPEAKERS' PROGRAMME

INTERNATIONAL CONFERENCE ON QUALITY OF BILINGUAL PROGRAMS IN HIGHER EDUCATION. Huelva, Spain, 10-12 May 2018

Thursday Jueves	ROOM	SALÓN GRADOS	SEMINARIO 1	SEMINARIO 3	SEMINARIO 4	SEMINARIO 5	SALA DE JUNTAS
	TOPIC	Quality/CLIL	Teachers' voices	CLIL/ICT	Teachers' voices	Internationalization	Quality
	CHAIR	Candela Contero	Elvira Barrios	M. Hermosin	Javier Ávila	Carmen Fonseca	Pat Moore
	9:30-10:30 (25 minutes each talk)	- Rafael Alejo & Ana Piquer-Piriz Universidad de Extremadura "Metaphor density in office hour consultations: window into academic oral language" - T.J. Ó Ceallaigh University of Limerick "Integrating the Common European Framework of Reference (CEFR) in a Blended Learning Irish-medium Teacher Education Programme: Evidence-based practices and data driven instruction"	- Carmen Sanchidrián Blanco Universidad de Málaga "Enseñar y aprender Historia de la escuela: Luces y sombras de una experiencia de enseñanza bilingüe" - Patricia Rocamora Pérez, R. López-Liria, M. Fernández-Sánchez, D. Catalán-M. Universidad de Almería "Experiencias docentes en plurilingüismo (inglés) en el Grado en Fisioterapia de la Universidad de Almería: Satisfacción del alumnado durante el curso 2016-17"	- Cristina Martínez Sánchez & Sofía Virgili Viudes Universidad de Murcia "Can we trust in ICT? The use of ICT by university students in English-Speaking countries culture tasks" - P.A. Cano Jiménez, D. Madrigal Fornos, M. Hermosin Mojeda Universidad de Huelva "Creación de un centro de lenguas en la Universidad Nacional Autónoma de Nicaragua"	- T. Linde-Valenzuela, A. Infantes Molina & L. López Universidad de Málaga "Iniciación al bilingüismo a través del trabajo colaborativo en el Grado de Educación Social. Una investigación-acción en el aula no bilingüe" - M ^a Isabel Sánchez Bascónes, J. Pisano & E. Alarcía Estevez Universidad de Valladolid "Una experiencia de Internacionalización. Semestre Internacional de Ingeniería en la Escuela de Ingenierías Industriales de la Universidad de Valladolid"	- E. Díaz-Caneiro, M. Bobadilla-Pérez & Pilar Couto-Cantero Universidad de la Coruña "International Students as the driving force to implement Intercultural Education at the University of A Coruña" - Natalia Barranco Izquierdo & M ^a Teresa Calderón Quindós Universidad de Valladolid "La movilidad internacional en la Universidad de Valladolid"	-Stephen P. Hughes Universidad de Granada "The CLIL-EMI continuum: exploring commonalities in quality practices in L2 content learning" -Pat Moore, Fernando Rubio, Víctor Pavón <i>Porta Linguarum Journal</i> Presentation of the new special issue
Thursday Jueves	10:30-11:00	Cambridge English Language Assessment healthy breakfast. No charge.					
	ROOM	Salón de Actos					
	11:00	Conference Opening					
	11:30-12:25	Plenary talk: David Marsh Chair: Víctor Pavón University of Jyväskylä, Finland "Designing a Key Performance Indicator Matrix for developing CLIL in Higher Education"					

Detailed Programme

ROOM	SALÓN GRADOS	SEMINARIO 1	SEMINARIO 3	SEMINARIO 4	SEMINARIO 5	SALA DE JUNTAS
TOPIC	Quality / CLIL	CLIL/ESP	Teachers' voices CLIL		CLIL method. Teacher training	CLIL in Primary Ed. Degree
CHAIR	Candela Contero	Elvira Barrios	Mercedes Vélez		Javier Ávila	Elena Romero
12:30-13:30 (25 minutes each talk)	-D. González-Álvarez Universidad de Vigo "Using English as a medium of instruction at university level: lecturers' assessment" -M. Capelo Bernal, C. Contero Urgal, N. Gómez Aguilar & J.M. Piñero López Universidad de Cádiz "Are our students CLILAHOLIC? Gathering evidence for the debate"	-Leticia Cinganotto INDIRE, Italy "Technology-Enhanced CLIL in Italy" -Yang Wenhshien National Kaohsiung University of Hospitality and Tourism, Taiwan "Collaborating with student professionals to design CLIL materials for hospitality and tourism purposes"	-M. Olmos & A. Romero-Medina Universidad de Murcia "Romero-Medina Introducing Bilingual Learning at the Faculty of Psychology of the University of Murcia" -Irene Castellano Universidad de Extremadura "The complexity of CLIL learners: a preliminary study on language learners' background"	Room not available	-James Crichlow & Carolina Benito Cox Centro Universitario Cardenal Cisneros "The role of the language assistant in higher education: Thinking, feeling and doing" - Leticia Yulita University of East Anglia "Building bridges between the plurilingual and the intercultural: insights from a university project perspective"	-Coral I. Hunt- & M. Navarro-Pablo Universidad de Sevilla "Análisis de la producción oral de futuros maestros en contextos bilingües de lengua inglesa y diseño de estrategias de superación de errores fosilizados" -Raquel Sánchez Ruiz Universidad Castilla la Mancha "Analysing teachers' and students' needs in the Bilingual Programme at the Faculty of Education in Albacete: An Innovation Project 2017-2019"
13:30-14:45	Healthy lunch bag. No charge.					
ROOM	SALÓN GRADOS	SEMINARIO 1	SEMINARIO 3	SEMINARIO 4	SEMINARIO 5	SALA DE JUNTAS
TOPIC	Globalization	CLIL	CLIL evolution	CLIL practice	CLIL training	CLIL policies
CHAIR	Víctor Pavón	Mercedes Vélez	Elvira Barrios	Sonia Casal	Sagrario Salaberri	Concha Julián
14:45-16:00 (25 minutes each talk)	(Workshop 60 min) - Jennifer Valcke Karolinska Institute, Sweden "English as a Lingua Franca (ELF) and its Implications for Teaching"	(Workshop 45 min) - Lawrence Body Universidad de Málaga "Mindfulness and emotional intelligence. A CLIL experience in the University of Málaga"	(Lecture 45 min) - Mª Luisa Ochoa Consejería de Educación. Junta de Andalucía "An Insight into the Bilingual School System in Andalucía"	Isabel López Cirugeda Universidad de Castilla-La Mancha "Project-based learning for bilingual initial teacher training"	-Mary Griffith Bourn Universidad de Málaga "Knowledge integration: In-service training for content professors teaching through English" -M. Sagrario Salaberri R. & M.M. Sánchez Pérez	Round table (60 minutes) -J. Ávila-López, M.C. Fonseca & C. Julián-de-Vega Universidad de Córdoba, Huelva & Consejería

Detailed Programme

				Sapientiae de Lima, Perú. "La experiencia del Programa de Formación Magisterial Intercultural Bilingüe – NOPOKI en Ucayali, Perú"	Universidad de Almería "Meeting lecturers' training needs in bilingual university programmes: A teacher training proposal"	Educación "Multilingual Language Policies in Spain"
ROOM	Salón de Actos					
16:15-17:15	Plenary talk: Do Coyle Chair: Concha Julián-de-Vega The University of Edinburgh. "Where next? The future of CLIL in rapidly changing contexts "					
17:15-17:30	Coffee break					
ROOM	SALÓN GRADOS	SEMINA RIO 1	SEMINARIO 3	SEMINARIO 4/5	GALILEO BUILDING Room 1.1	SALA DE JUNTAS
TOPIC	Quality		CLIL in Primary Ed.		CLIL in pr. and sec. education	CLIL Engineering
CHAIR	Víctor Pavón		José Luis Arco		Manuel Hermosín	Francisco Rubio
17:30-19:00 (25 minutes each talk)	-María del Carmen Méndez García Universidad de Jaén "Overview of quality indicators for plurilingualism in Higher Education" Expert forum (60 minutes) -Wendy Díaz Pérez & David Marsh Universidad de Guadalajara, Mexico. University of Jyväskylä, Finland. University of Guadalajara, Mexico. "Applying a Key Performance Indicator Framework for developing CLIL in Higher Education. Case: University of Guadalajara"	Room not available	-Patrick Studer, Gabriela E. Jenny, Suleimani Steffen ZHAW Zurich University of Applied Sciences, Switzerland HEP BEJUNE, Switzerland "Plurilingual teaching resources in a bilingual programme at primary schools in French-speaking Switzerland" -J.L. Arco-Tirado & F. Fernández Universidad de Granada "Advanced research and evaluation designs for English as Medium of Instruction (EMI) Programs"	Room not available	(45 minutes) Sheona Smith (Sponsored by the British Council)	-Derya Bozdogan & Buket Kasap TED University, Turkey "Needs analysis of an Engineering English course in an EMI engineering program" -J.M. Sánchez-Amaya Universidad de Cádiz "Implantación de actividad AICLE en grados de ingeniería para consolidación de conceptos"
19:05	Boat trip bus pick up, at Entrance door Facultad de Derecho (Law Faculty).					
19:30-21:30	Boat trip (shrimp tasting; cocktail). Departing from Muelle de Levante (Glorieta de las Canoas). No charge for all speakers. 25€ invited guests.					
Thursday Jueves						

Detailed Programme

ROOMS	SALÓN GRADOS	SEMINARIO 0 1	SEMINARIO 3	SEMINARIO 4	SEMINARIO 5	SALA DE JUNTAS
Friday Viernes	CLIL Teachers' Attitudes		Teachers' voices Law Degree	CLIL Engineering	CLIL Teacher education	CLIL studies
CHAIR	Pat Moore	Ana Ramos	Mª del Mar Sánchez	Emilio Delgado	Mª Carmen Fonseca	
9:30-10:30 (25 minutes each talk)	-Irene Acosta Manzano Universidad de Málaga "Research into EMI university teachers' perceptions: A thematic analysis of a literature review" -Pat Moore & Francisco Rubio-Cuena Universidad Pablo de Olavide. "Teacher attitudes to language in university bilingual education"	Room not available	-Alicia Rivas Vaño Universidad Pablo de Olavide, Sevilla "Experiencias en la docencia del Derecho en inglés" -Carolina Jiménez Sánchez Universidad de Málaga "Aspectos metodológicos de la docencia en inglés en la asignatura Derecho Internacional Público"	-Mercedes Ruiz Carreira & A. Calderón Sánchez Universidad de Cádiz "Crowdsourcing CLIL for the Education of the 21st Century Software Engineers" -Mario E. Gómez Universidad de Huelva "Comparativa de la docencia de Física en grados de ingeniería en diversos países del mundo"	-Rie Adachi Aichi University, Japan "The spread of CLIL in foreign language education in Japan" -Eri Osada Kokugakuin University, Japan "A challenge for CLIL practice in Japan's pre-service teacher education"	-H. Roquet, A. Vraciu & F. Nicolás-Conesa Universidad Internacional de Cataluña. Universidad Pompeu Fabra "Integrating content and language in Higher Education: Examining the effects on language gains" -E. Montañés-Brunet & S. Maruenda-Bataller Universidad de Valencia "The implementation of a professional development programme through EMI at the University of Valencia: The research, internationalisation and teaching in English Plan (PRIDA)"
<i>Trinity College London healthy breakfast. No charge.</i>						
10:30-11:00						
ROOM	SALÓN GRADOS	SEMINARIO 1	SEMINARIO 3	SEMINARIO 4	SEMINARIO 5	SALA DE JUNTAS
TOPIC	CLIL		CLIL publication	CLIL Business Degree	CLIL training & assessment	CLIL Engineering Degree
CHAIR	Affective factors José Luis Arcos	Ana Ramos	Ana Ramos	Candela Contero	Javier Ávila (Workshop: 45 minutes)	Francisco Rubio
11:00-12:30 (25 minutes each talk)	-Jennifer Rose Ament Universidad Pompeu Fabra; Internacional de Cataluña "Measuring learner motivation, attitudes and anxiety in the EMI context"	Room not available	-Porta Linguarum Journal presentation of the new manuscript: "Addressing	-M.A. Renart, J.S. Baixauli Soler, M. J. Oltra Marín & M.C. Sánchez Antón Universidad de Murcia "El bilingüismo en los estudios del grado en ADE en la Facultad de Economía y	-Carol Cullinane Universidad de Navarra "Implementing support and ongoing professional development for Engineers lecturing in English"	

Detailed Programme

Friday Viernes		<p>-M.D. García Pastor & R. Miller Universidad de Valencia "Researching the language learning experience of learners who stutter: issues of anxiety and identity in L1 Spanish and L2 English"</p> <p>-María del Carmen Méndez Santos Universidad de Alicante "La desmotivación en el aprendizaje de léxico"</p>		<p>bilingualism in Higher Education: Policies and implementation issues"</p> <p>-Ana Ramos & Rocío López Universidad de Granada. Universidad de Huelva "Proyecto AGCEPESA: Calidad de los programas bilingües en Educación Superior"</p>	<p>Empresa de la Universidad de Murcia. Un análisis desde la experiencia"</p> <p>-Mercedes Bernabé Pérez Universidad de Murcia "Valoración de una experiencia docente en una asignatura del Grado Bilingüe en Administración y Dirección de Empresas"</p> <p>-C. Contero Urgal, M. Capelo Bernal, N. Gómez Aguilar & J.M. Piñero López Universidad de Cádiz "A CLIL experience in business studies: the teachers' perspective"</p>	<p>Madrid "Internationalizing Higher Education: A workshop on training EMI professors through CLIL"</p> <p>-Lizbeth Morales Berlanga University of Southampton "An investigation of assessment practices in Mexican EMI programmes"</p>	<p>(Round table 60 minutes) -F. Pérez-Bernal et al. Universidad de Huelva "Internationalization of scientific undergraduate programs: the UHU experience as a case study"</p>
	ROOM 12:30-13:30	Salón de Actos					
		Plenary talk: David Lasagabaster Universidad del País Vasco. "Team teaching: A way to boost the quality of EMI programmes?"					
	13:30-13:40 13:40-14:45	Lucía García D.O. Jamón de Jabugo short talk (Salón de Actos) and Iberian cured ham tasting. No charge. Healthy lunch bag. No charge.					
	ROOM	SALÓN GRADOS	SEMINARIO 1	SEMINARIO 3	SEMINARIO 4	SEMINARIO 5	SALA DE JUNTAS
	TOPIC	CLIL programs	Teachers' perceptions		CLIL studies and programs	CLIL Primary Ed. Degree	
	CHAIR 14:45-16:00	M ^a del Mar Sánchez	Manuel Hermosín		Pat Moore	José Luis Arco	
Friday Viernes	(25 minutes each talk)	-Diler Gültekin Bahçeşehir University, Turkey "The journey to accreditation: A tale of a Turkish university English preparatory program"	-Aurora López Gutiérrez & Elvira Barrios Universidad de Málaga "University teachers' perceptions at the early stages of a bilingual teacher education programme"	Room available	- José Luis Estrada Chichón & Amaya Arigita García Universidad Antonio de Nebrija "Education students' self-perception of EFL competence: A case study in the bilingual itinerary"	-Rosa María López Campillo Universidad Castilla-La Mancha "La modalidad bilingüe en la UCLM: su implementación en los estudios de Magisterio"	Room available
						- Raquel Fernández Fernández (double lecture)	

Detailed Programme

		-Noelia Ruiz-Madrid & Miguel F. Ruiz Garrido Universidad Jaume I "Mission: Impossible. Evaluation systems for quality assurance of ICLHE programs in Spanish universities"	-Manuel J. Hermosín Mojeda y Pablo-Antonio Cano-Jiménez Universidad de Huelva "Retenciones y resistencias del profesorado ante los programas plurilingües en la enseñanza universitaria"		-Joana Romano Álvarez Universidad de Lenguas Aplicadas de Munich, Germany. Universidad de Innsbruck, Austria. "Programas de aprendizaje de la lengua de herencia en las universidades alemanas"	Centro Universitario Cardenal Cisneros "Promoting good literacy practices using dialogic talks in CLIL primary teacher education" "Measuring success in bilingual programmes: in search of common ground"
	ROOM	Salón de Actos				
	16:15-17:15	Plenary talk: Víctor Pavón Vázquez Chair: Javier Ávila Universidad de Córdoba. "Language policies and implementation of bilingual studies in higher education: challenges and possible solutions"				
	17:15-17:30	Coffee break				
Friday Viernes	ROOM	SALÓN GRADOS	SEMINARIO 1	SEMINARIO 3	SEMINARIO 4	SEMINARIO 5
	TOPIC	Teacher training		Mindfulness/motivation	CLIL ESO	CLIL methodology/ ICT
	CHAIR	Sonia Casal		Mercedes Vélez	Concha Julián-de-Vega	Francisco Rubio
Friday Viernes	17:30-19:00 (25 minutes each talk)	-Inmaculada Clotilde Santos Díaz Universidad de Málaga "Propuesta de mejora de la formación en enseñanza bilingüe en el Máster de Profesorado"	Room not available	- Sandra Martínez Rossi, Clotilde Lechuga Jiménez & Lawrence Body Universidad de Málaga "El arte contemporáneo desde la perspectiva de género y la práctica de mindfulness: Un proyecto de innovación educativa de la Universidad de Málaga"	- F. Muñoz Aunión Universidad Pablo de Olavide, Sevilla "La LOMCE y la compatibilidad curricular entre las materias de inglés y geografía en la enseñanza bilingüe AICLE en 3º de ESO"	Room not available
		-Nashwa Nashaat Sobhy & Lindsey Bruton Universidad San Jorge "Teacher training and support: challenges and success indicators"	-Tania Souto Herraiz (presenta Pilar Couto-Cantero) Universidad de la Coruña "Fostering teenagers motivation and creativity through interdisciplinary projects: The use of Hip-Hop		-Antonia Domínguez Miguela Junta de Andalucía/Univ. de Huelva "Desarrollo de los programas bilingües-AICLE y la formación del profesorado en Andalucía"	-N. Núñez-Sánchez, Andrés L. Martínez Marín, et al. Universidad de Córdoba "Incorporación de herramientas TIC que favorezcan el proceso de aprendizaje, la evaluación continua y la participación activa del alumnado en asignaturas impartidas en idioma no nativo"

Friday Viernes	Universidad de Málaga "Evaluación de la formación permanente del profesorado en enseñanza bilingüe"	in the foreign language classroom (2nd year of Baccalaureate)"	-Saray Mallorquín Rodríguez Universidad de la Laguna "La Cultura como parte esencial del aprendizaje CLIL/AICLE en la etapa de Educación Secundaria Obligatoria"		
	21:30-...	Conference dinner, at Casa Colón, Salón de Chimeneas.			

	ROOM	SALÓN GRADOS	SEMINARIO 1	SEMINARIO 3	SEMINARIO 4	SEMINARIO 5	SALA DE JUNTAS
	TOPIC	Internationalisation CLIL research	CLIL quality programs	Projects and learning strategies	CLIL methodology Training Teacher education	CLIL TIC	
	CHAIR	Jesús Nieto	Candela Contero	Elena Romero	Sonia Casal	Manuel Hermosín	
Saturday Sábado	10:30-12:00 (25 minutes each talk)	-Francesca Costa & Cristina Mariotti Università degli Studi di Bergamo, Università degli Studi di Pavia. Italia "Linguistic diversity of national and international students attending EMI courses"	-Patrick Studer, Angels Pinyana & Sarah Khan ZHAW Zurich University of Applied Sciences, Switzerland "Establishing a European quality network for English-taught programmes"	Rachel Harris Universidad San Jorge "Metodos de enseñanza - Learning how to listen - research on listening strategies"	- Carolina Salamanca, Sara I. Montoya Fundación Universitaria de San Gil. Colombia "Uso de AICLE para fortalecer el idioma inglés en una institución de educación superior colombiana"	- Carol Ochoa Universidad Santo Tomás, Colombia "Adapting Technology to new trends in ESP learning"	
Saturday Sábado		Kazuko Kashiwagi, Ryo Yoshiura, Yurie Nagami, Kyoko Sugimura Osaka Kyoiku University "How the use of drama in CLIL lessons in EFL classrooms affects oracy: A comparison of Finnish, Italian and Japanese pupils"	-Amaya Mendikoetxea Pelayo & Esmé Prentice Universidad Autónoma de Madrid "Ensuring quality and fostering internationalisation through EMI: Plan DOING at UAM"	-Ana Isabel Alario Trigueros & Francisco Javier Sanz Trigueros Universidad de Valladolid "SciencePro, un Proyecto de Innovación Bilingüe"	- Natalia Martínez-León Universidad de Granada "Integrating content and language in Higher Education (ICLHE): Primary Education Degree experience"	- T. Fleta & M. García Bermejo Universidad Complutense de Madrid "Raising awareness of the potential of telecollaboration in initial teacher training"	

All plenary sessions will be held at Salón de Actos (Main Lecture Hall).

Thursday 10, 11:30-12:25

David Marsh, University of Jyväskylä, Finland.

“Designing a Key Performance Indicator Matrix for developing CLIL in Higher Education”

A Key Performance Indicator (KPI) Matrix originally designed for universities in Finland and France has now been further refined and applied in the Latin American university context. It enables a systemic development process to be applied for the successful implementation of English-taught degree programmes. Covering governance, management, praxis and performance outcomes, the KPI's involve 30 key levers considered necessary for success. The matrix serves as a benchmark evaluation tool with the weighting of each lever adapted according to scale and scope of teaching through English within a university.

David Marsh PhD is an internationally renowned educational expert who has developed strategic and innovative practices in Finland over 25 years. He has professional experience in over 40 countries, contributed to over 150 publications, and received 5 degrees from the United Kingdom, Finland and Spain. Having co-launched Content and Language Integrated Learning (CLIL) under the auspices of the European Commission, he currently works as an developing education primarily in Finland, Mexico, and Vietnam. His current work-in-progress is The Children of Cyberspace: Towards a New Understanding, due for publication in 2019.

Thursday 10, 16:15-17:15

Do Coyle, The University of Edinburgh, Scotland.

“Where next? The future of CLIL in rapidly changing contexts ”

Integrated approaches using different languages for formal learning in tertiary settings are complex and changing. In this plenary, I shall set out how bilingual education - focusing on CLIL in particular - with all its challenges and issues, has the potential to offer broader fundamental and holistic contributions to the education of students - any age, stage and place-.

Do Coyle has been Professor of Learning Innovation at the University of Aberdeen since 2008, and at the University of Edinburgh since 2017. My specific research interests lie in plurilingual learning and cross-disciplinary networks, as well as professional learning in schools, visual learning (including the role of video conferencing and digital communication) and community sustainability through technological advancement. I am involved in a wide range of European initiatives and have published extensively in the field of Content and Language Integrated Learning (CLIL), including the 4Cs conceptual framework and the English national guidelines for CLIL. Other publications focus on transforming pedagogies in the field of modern language education, bilingual education and teacher education, especially in technology-enhanced environments. My work has enabled me to co-research with bilingual and CLIL teachers and learners across the world. I sit on advisory panels at local, regional, national and international levels and am a regular keynote speaker at international conferences. My recent publications include the widely acclaimed book on Content and Language Integrated Learning published by Cambridge University Press (Coyle, Hood and Marsh 2010).

My current research involves teacher-learner networks for analysing effective CLIL practice using digital tools and virtual spaces, as well as carrying out collaborative research in Austria and Italy to investigate pluriliteracies in CLIL settings. I have several funded research projects which include investigating motivation and

achievement in CLIL classrooms in the UK (Esmée Fairbairn Foundation), creating innovative distributed professional learning communities connected through practice-based evidence of effective learning (Scottish Government); and investigating sustainable rural communities through transforming natural resources into business opportunities (LEADER). Whilst at the University of Aberdeen, I have led the university's e-learning strategy and e-research strategy and currently direct the CASS Connected Communities Cross-Disciplinary Research network. I have set up the new MEd in Plurilingual Education and currently supervise nine doctoral students in the field of teacher professional learning, CLIL, modern language classrooms and new technologies.

Friday 11, 12:30-13:30

David Lasagabaster, Universidad del País Vasco.

"Team teaching: A way to boost the quality of EMI programmes?"

Studies indicate that most higher education institutions seldom offer courses aimed at helping English-medium instruction (EMI) teachers tackle the challenges posed by the use of a foreign language as the means of instruction. In this vein, it has been observed that content EMI lecturers tend to avoid language aspects, which is why it is believed that the collaboration between language and content teachers (also known as "team teaching") could help to underpin the quality of EMI programmes. Team teaching stems from a socio-constructivist approach to learning whose target is to do away with two of the main causes for dissatisfaction among teachers: lack of support and the feeling of loneliness. In this presentation I will put forward research tasks with a view to enticing researchers to embark on projects focused on this content-and-language-teacher collaboration, while both teachers' and students' opinions about the implementation of team teaching experiences will be analysed.

David Lasagabaster is Professor of Applied Linguistics at the University of the Basque Country / Euskal Herriko Unibertsitatea. He has been a visiting professor at several universities, such as the Center for Immersion and Multilingualism (University of Vaasa, Finland), the Ontario Institute for Education Studies (University of Toronto, Canada), the University of Nevada, Reno (U.S.A) School of Languages and Linguistics (University of Melbourne, Australia), National Autonomous University of Mexico (UNAM), Central University of New York (USA), and Oxford University (GB). His research has focused on the acquisition of second and third languages, EMI (English-medium instruction) in the university, the AICLE approach (Content Integrated Language Learning and Foreign Language), linguistic attitudes and motivation, and the promotion of multilingualism. He is currently coordinating a project on teamwork between language teachers and content in university education involving seven European universities. His research has been published in major journals in his field, such as Applied Linguistics, Language Teaching, International Journal of Bilingual Education and Bilingualism, The Modern Language Journal, Studies in Higher Education, Language Teaching Research, Language and Education, among other. Among his publications are the following volumes: "CLIL in Spain: Implementation, Results and Teacher Training" (Cambridge Scholars Publishing, 2010); "English-medium Instruction at Universities: Global Challenges" (Multilingual Matters, 2013); "Motivation and Foreign Language Learning: From Theory to Practice" (John Benjamins, 2014); and "CLIL experiences in secondary and tertiary education: In search of good practices" (Peter Lang, 2016).

Friday 11, 16:15-17:15

Víctor Pavón Vázquez, Universidad de Córdoba.

"Language policies and implementation of bilingual studies in higher education: challenges and possible solutions"

The development of the international dimension of universities, as well as the aspiration to provide students with specific competences for a globalised world, are pushing universities to offer studies in a foreign language, mainly English. In order to achieve the target, it would be necessary to define carefully the objectives of the programme and to choose the adequate initiatives and strategies. But, above all, it would be advisable to elaborate a global language

policy for the whole university due to the dimensions that have to be addressed equally at three levels: teachers, students and administration staff. This global policy should be based on the principle of homogeneity for all schools and studies, should provide the required resources to ensure quality teaching, and should guarantee the sustainability of the bilingual studies. During this presentation we will deal with the characteristics of the initiatives, their most significant differences, and the diverse solutions to face the challenges.

Victor Pavón Vázquez holds a PhD. in Modern Languages. As an academic at the University of Córdoba (Spain), he has extensive experience examining how English is developed and used in academic contexts. He is a member of the Advisory Committee for Linguistic Policy in Andalusia (Spain). He has participated in the elaboration of the Integrated Curriculum of Languages for Compulsory Secondary Education and Bachillerato in Andalusia, and also in the elaboration of the Linguistic Project for State Schools in Andalusia. He is the former Academic Director of the European Master's Degree "English for professional qualification" at the University of Córdoba, and is the current coordinator of the Master's Degree to train Secondary Education Teachers (Major in English). Most recently he has coordinated the Bilingual programme at the University of Cordoba.

As an author, researcher and lecturer, he is active in educational development programmes in Europe and beyond. His current interests focus on research and development for capacity building, and subsequent competence building of staff, to support the implementation of bilingual education programmes.

Saturday 12, 12:20-13:15

Inmaculada Fortanet, Universidad Jaume I.

" Building a language policy in Higher Education from theory to practice"

Approaches to multilingual education which involve the integration of content and language seem to be gaining support in recent years. But how can a solid quality-based language policy be designed? In my presentation, I describe how a deep analysis of multilingualism and multilingual education, as well as a close look at the context, can be of great help in this difficult task.

Dr. Inmaculada Fortanet Gómez is a full professor and researcher at Universitat Jaume I (Castellón, Spain), where she has coordinated the Group for Research on Academic and Professional English (GRAPE) for the last 20 years. Her research interests are related to Content and Language Integrated Learning in Higher Education and to multimodal discourse analysis. She is the author of CLIL in Higher Education "Towards a Multilingual Language Policy" (Multilingual Matters, 2013). She is a founding member of the Executive Board of the association ICLHE (Integrating Content and Language in Higher Education). She has published articles in English for Specific Purposes, Journal of English for Academic Purposes, Discourse Studies, ESP across Cultures, among others.

Thursday	
9:30-10:30	
Salón de grados	<p>Alejo, R. & Piquer-Píriz, A.</p> <p>Metaphor density in office hour consultations: window into academic oral language</p> <p>In the last few years, metaphor has been shown to contribute to second language learners communicative competence (Littlemore and Low, 2006a,b; Littlemore, Krennmayr, Turner, Turner, 2014) as the pervasive presence of this figure of speech in language makes it necessary for learners to master how it is used in different contexts. Metaphor clearly plays a role in the difficulty learners may encounter in interpreting or producing adequately idiomatic language (Littlemore, 2001).</p> <p>In this respect, the research carried by the VUAMC team (Steen et al., 2010; Dorst ; Krennmayr; Kaal) and by others(e.g. Berber Sardinha, 2015) to chart the frequency of metaphor can be of great help in anticipating the difficulty that from the point of view of metaphor use different registers may pose to learners. Thus, academic writing, with a metaphor density of 18.6%, and news texts with 16.4% may be more problematic than fiction and conversation, with densities of 11.8% and 7.7% respectively. In general, and using a functional explanation, metaphor may cause greater problems when an informational, rather than an involved, style is used (Kaal, 2012: 139).</p> <p>However, the register level may be less crucial when the focus, as is usually the case with L2 learners, is on functioning in specific contexts of communication. In this case, it would seem more appropriate to establish the role of metaphor in specific genres, especially when they are likely to be involved in them as active participants and not merely as recipients. Besides, as shown by Biber and Conrad (2009) the general linguistic descriptions of register may not be valid for specific contexts as certain genres, for example the one we analyse here –office hours, combine features from more than one register, i.e. conversation and academic interaction.</p> <p>The present research analyses metaphor frequency in office hours interactions of Spanish students during their Erasmus stays in European countries. By relying on MIPVU, which is considered as a well-tested methodology and ensures that the data are comparable to previous studies, we have been able to analyse metaphor density in L2 learners in natural language contexts. By doing so, the present research incorporates both an emphasis on oral data, which has been lacking in previous research, mostly concerned with writing, and a focus on naturally occurring communication, which may give a more reliable picture of metaphor use than the written tasks, closer to exams, used up to now.</p> <p>Universidad de Extremadura English</p>
Salón de grados	<p>Ó Ceallaigh, T.J.</p> <p>Integrating the Common European Framework of Reference (CEFR) in a Blended Learning Irish-medium Teacher Education Programme: Evidence-based practices and data driven instruction.</p> <p>The practice of blending different learning approaches and strategies in higher level education is not new, yet our understanding of how to design the most effective and efficient <i>blend</i> remains incomplete. Challenges are further compounded when students are not fully proficient in the language of instruction. This paper reports on how principles and practices from the Common European Framework of Reference (CEFR) were adopted in an attempt to create a well-balanced blended learning immersion teacher education programme where both content instruction and language/literacy instruction are targeted simultaneously. Qualitative data were collected from a variety of sources e.g. student feedback, reflections, module questionnaires and focus groups. Findings provide unique insights in relation to the effectiveness of the blended learning CLIL process as indicated by boosted student <i>savoir-apprendre</i> (ability to learn), heightened language and communication awareness and enhanced study skills. Lessons learned and tutor reflections of the journey so far are also shared in an attempt to advance learning in the field and to cultivate future innovation in policy, practice and possibilities.</p> <p>University of Limerick English</p>

	<p>Biodata</p> <p>T.J. ÓCeallaigh</p> <p>Dr T.J. Ó Ceallaigh is a teacher educator in the Department of Language and Literacy Education at the Faculty of Education, Mary Immaculate College, University of Limerick, Ireland. His main research interests focus on the pedagogy required for the successful integration of language and content instruction and on initial teacher education and continuing professional development, with particular reference to language immersion contexts. He is Programme Director of the Master of Education in Irish-medium Immersion Education (M. Oid. san Oideachas Lán-Ghaeilge), a postgraduate Level 9, blended, cross-sectoral programme. This is the first postgraduate hybrid programme in the Republic of Ireland to incorporate a coherent set of modules designed specifically for immersion educators and other professionals in Irish-medium education.</p>
<p>Seminario 1</p>	<p>Sanchidrián, C.</p> <p>Enseñar y aprender Historia de la escuela: Luces y sombras de una experiencia de enseñanza bilingüe bilingüe.</p> <p>En esta comunicación se describe la actividad formativa diseñada para la parte práctica de la asignatura Historia de la escuela que se imparte en inglés en un grupo del grado de educación primaria en la Universidad de Málaga desde el curso 2014-2015, partiendo del desarrollo del marco teórico en el que influyen desde tanto las teorías del aprendizaje, como las de la formación de profesores y el papel formativo de la historia. En la enseñanza de la Historia de la educación se han unido los cambios introducidos por las tecnologías y un giro conceptual lo que ha llevado a incluir nuevas fuentes (especialmente objetos e imágenes) con las que se intenta dar respuestas a nuevas preguntas aumentando así nuestro conocimiento de la historia de la educación. La actividad, denominada Exhibitions, comparte muchos elementos con la enseñanza basada en proyectos y pretende integrar, en distintos grados, enfoques propios del inquiry learning y las object lessons.</p> <p>Universidad de Málaga</p> <p>Español</p> <p>Biodata:</p> <p>Carmen Sanchidrián es Catedrática de Teoría e Historia de la Educación de la Universidad de Málaga desde 1999. Es doctora en Filosofía y Ciencias de la Educación (Universidad Complutense, 1985). Sus líneas de investigación incluyen el estudio de la historia de la educación infantil, la cultura material de la educación, la formación de los maestros y los museos y el patrimonio histórico-educativo. Actualmente se centra en nuevas formas de enseñar, aprender e investigar la historia de la educación, usando imágenes y objetos, y en el aprendizaje basado en preguntas, todo ello en el contexto de la metodología AICLE. Ha estado implicada en varios proyectos europeos y realizado numerosas publicaciones en torno a estos temas.</p>
<p>Seminario 1</p>	<p>Rocamora, P., López-Liria, R. , Fernández-Sánchez, M. & Catalán-Matamoros, D.</p> <p>Experiencias docentes en plurilingüismo (inglés) en el Grado en Fisioterapia de la Universidad de Almería: Satisfacción del alumnado durante el curso 2016-17 .</p> <p>Este Grupo de Innovación Docente de la Universidad de Almería (UAL), que aglutina profesorado de Fisioterapia de cuatro Universidades públicas españolas, participa en el Plan de Fomento del Plurilingüismo de la UAL, con un proyecto cuyo objetivo general es implementar la formación teórico-práctica de una asignatura del Grado en Fisioterapia en lengua inglesa, para posteriormente evaluar la experiencia para su mejora en cursos futuros, y compartir sus hallazgos referidos a Innovación Docente y Buenas Prácticas con el resto de la comunidad universitaria, siempre con el objetivo de mejorar la calidad y eficiencia de la formación ofrecida a nuestro alumnado</p> <p>Universidad de Almería</p> <p>Español</p>

	<p>Biodata:</p> <p>Rocamora, P</p> <p>Diplomada en Fisioterapia (UGR, 1999). Premio Fin de Carrera al Mejor Expediente de su Promoción. Máster en Ciencias de la Enfermería (UAL, 2009). Doctora en Fisioterapia (UAL, 2011). Premio Extraordinario de Doctorado 2010-2011 (Salud). Profesora Contratada Doctora, Departamento de Enfermería, Fisioterapia y Medicina, UAL. Mención de Excelencia Docente (Programa Docentia, UAL, 2013). Grupo de Investigación HUM-498 "Intervención Psicológica en Desarrollo, Educación y Orientación". Diversos premios de investigación (INNOBA, 2012; Certamen de Fisioterapia "San Juan de Dios", 2017). Numerosos proyectos de investigación, publicaciones, ponencias y comunicaciones científicas. Plan de Fomento de Plurilingüismo (UAL). Certificate of Proficiency in English (CPE, C2) (University of Cambridge, 2017).</p> <p>López-Liria, R.</p> <p>Diplomada en Fisioterapia (UGR, 1998) y Premio Fin de Carrera. Licenciada en Psicología (UNED, 2005). Doctora en Geriátría y Gerontología (UAL, 2019). Premio Extraordinario de Doctorado 2008-2009 (Salud). Máster en Investigación en Medicina y Ciencias de la Salud (UAL, 2014). Profesora Contratada Doctora, Departamento de Enfermería, Fisioterapia y Medicina, UAL. Mención de Excelencia Docente (Programa Docentia, UAL, 2013). Grupo de Investigación HUM-498 "Intervención Psicológica en Desarrollo, Educación y Orientación". Diez premios de investigación (entre ellos, Certamen Nacional de Investigación en Enfermería "José López Barneo" (2017); Certamen de Fisioterapia "San Juan de Dios", 2017). Numerosos proyectos de investigación como Investigadora principal, publicaciones internacionales (Journal Citation Report), ponencias y comunicaciones científicas.</p> <p>Fernández-Sánchez, M.</p> <p>Diplomado en Fisioterapia (UCLM). Doctor por la Universidad de Málaga (UMA). Profesor del Departamento de Enfermería, Fisioterapia y Medicina (UAL). Vicedecano de la Facultad de CC de la Salud (UAL).</p> <p>Catalán-Matamoros, D.</p> <p>Diplomado en Fisioterapia (UMA, 2000) y Licenciado en Ciencias de la Comunicación (UMA, 2002). Máster en Salud Pública (Suecia, 2006) y doctor por la Universidad de Málaga con mención internacional (2007). Es profesor contratado doctor del Departamento de Enfermería, Fisioterapia y Medicina de la Universidad de Almería (en excedencia) y actualmente en el Departamento de Periodismo y Comunicación Audiovisual de la Universidad Carlos III de Madrid. Ha trabajado en organizaciones internacionales (Centro Europeo de Prevención y Control de Enfermedades, y Organización Mundial de la Salud) así como en el Ministerio de Sanidad del Gobierno de España. Ha sido IP y miembro del equipo en numerosos proyectos de investigación y autor de publicaciones científicas. Es editor jefe de la Revista Española de Comunicación en Salud y director del Congreso Internacional de Comunicación en Salud. Fue seleccionado como profesor en la primera convocatoria del Plan de Fomento de Plurilingüismo de la UAL.</p>
<p>Seminario 3</p>	<p>Martínez, C. & Virgili, S.</p> <p>Can we trust in ICT? The use of ICT by university students in English-Speaking Countries Culture tasks.</p> <p>La enseñanza en las clases universitarias han cambiado en las últimas décadas gracias a Las tecnologías de la información y comunicación (TIC). En este período varios autores evalúan tanto los aspectos positivos como los negativos de esta integración en diferentes aulas. Este estudio examina la realización de dos tareas donde sesenta y seis estudiantes de primero del Grado en Estudios Ingleses de la Universidad de Murcia describen características relacionadas con la cultura británica –en el primer ejercicio utilizan diferentes páginas web y en el segundo observan un video. Estas tareas seleccionadas para este estudio han sido realizadas en un intervalo de un mes para poder apreciar mejor tanto los errores como la mejoría en la producción escrita. Podemos comprobar que algunos errores que los estudiantes han hecho se habrían podido evitar y que se han producido más errores en el segundo ejercicio.</p> <p>Universidad de Murcia</p>

	<p>Español</p> <p>Biodata:</p> <p>Martínez, C.</p> <p>Cristina Martínez Sánchez es estudiante de doctorado en la Universidad de Murcia. Está realizando la tesis sobre la Inkhorn Controversy y sus perspectivas sociolingüísticas. También ha impartido docencia en la Universidad de Murcia como profesora asociada a tiempo parcial. Su campo de investigación está relacionado con la lingüística y sociolingüística histórica e historia de la lengua inglesa en el inglés moderno temprano (siglos XV-XVIII). También es miembro colaborador del Proyecto de Investigación Perspectivas Sociolingüísticas y Aspectos de la Investigación en Historia de la Lengua Inglesa III: Comunidades de Práctica y Estilos en Documentos Epistolares de los siglos XV-XVIII (19331-PHCS-14).</p> <p>Virgili, S.</p> <p>Sofía Virgili Viudes es licenciada en Filología Inglesa por la Universidad de Murcia en 1999. En 2000 inicia sus estudios de posgrado obteniendo el Diploma de Estudios Avanzados (DEA) por la Universidad de Murcia en 2002. Aprobó las oposiciones al Cuerpo de Profesores de Enseñanza Secundaria en 2004, profesión a la que sigue dedicándose en la actualidad. En 2011 ganó una plaza de profesora asociada al departamento de Filología Inglesa. Defendió su tesis doctoral <i>Americans in Stratford-Upon-Avon, 1887-1914: Literary Tourism and Cultural Diplomacy</i> en 2017. Miembro del equipo del grupo de Investigación E-20-01 Shakespeare y la literatura isabelina (UM).</p>
<p>Seminario 3</p>	<p>Cano-Jiménez, P.A., Madrigal-Fornos, D. & Hermosín-Mojeda, M.J.</p> <p>Creación de un centro de lenguas en la Universidad Nacional Autónoma de Nicaragua.</p> <p>Universidad de Huelva.</p> <p>Español</p> <p>Biodata</p> <p>Pablo Cano-Jiménez</p> <p>Profesor Área Expresión Corporal (Dpto. Didáctica Integradas) en la Universidad de Huelva.</p> <p>Doctorando en el programa “Lenguas y Cultura” por la Universidad de Huelva.</p> <p>Ha sido profesor de español como lengua extranjera en el Distrito de Escuelas Públicas de Tulsa – EEUU, El servicio de Lenguas Modernas de la Universidad de Huelva y la Universidad de las Tres Gargantas de Yichang en China.</p> <p>Estancias académicas en Universidades europeas y latinoamericanas.</p> <p>Colaborador en proyectos educativos del Plan Plurilingüe de la UHU.</p> <p>Máster en Literatura Europea y Enseñanza de Lenguas.</p> <p>Licenciado en Psicopedagogía.</p> <p>Manuel Jesús Hermosín</p> <p>Profesor Asociado del Área de Teoría e Historia de la Educación (Dpto. de Educación) en la Universidad de Huelva. Maestro de Educación Primaria en Colegio Santo Ángel (Huelva). Miembro del Proyecto de Excelencia «AGCEPESA». Miembro activo de la Sociedad Española de Pedagogía y REEDES. Corrector internacional de la Colombian Applied Linguistic Journal y de la Revista Magis (Colombia) Líneas de investigación: Teoría e Historia de la Educación, Educación plurilingüe, metodología AICLE, Pedagogía Social y Educación para el Desarrollo.</p>
<p>Seminario 4</p>	<p>Linde-Valenzuela, T., Infantes, A. & López, L.A.</p> <p>Iniciación al bilingüismo a través del trabajo colaborativo en el Grado de Educación Social. Una investigación-acción en el aula no bilingüe.</p> <p>La sociedad del siglo XXI plantea nuevas exigencias a la ciudadanía puesto que en un mundo globalizado los retos que se presentan requieren soluciones multilaterales. En este contexto, la internacionalización genera nuevas oportunidades en la universidad, abriendo “las posibilidades del alumnado para trabajar</p>

	<p>en un mundo global e intercultural” (Estrategia Internacionalización UMA, 2013; p.4). Las exigencias del nuevo entorno obligan a plantear una orientación internacional en todas las áreas de actividad, incluida la enseñanza. Así, la Estrategia de Internacionalización de la Universidad de Málaga tiene como objetivo fundamental: “Aumentar la proyección internacional de la Universidad como centro docente e investigador, de acuerdo a la misión y visión expresada en el III Plan Estratégico de la institución.” (Ibid., p.19), de acuerdo con el III Plan Estratégico de la Universidad de Málaga, la Agenda de la UE para la Modernización e Internacionalización de la Educación Superior, la Estrategia de Internacionalización de la Educación Superior en la Unión Europea y los documentos preliminares de la Estrategia de Internacionalización de Universidades del Ministerio de Educación, Cultura y Deporte. Asimismo, se valoran las titulaciones bilingües porque mejoran la imagen de las universidades al aumentar la capacidad lingüística del alumnado en una lengua extranjera, y por ende, incrementar su empleabilidad, tal como presenta la CRUE (Bazo Martínez & González Álvarez, 2017), en el documento marco de Política Lingüística para la Internacionalización del Sistema Universitario Español. En favor de este proceso, el siguiente trabajo presenta una investigación-acción de iniciación al bilingüismo en el aula, realizada con alumnado de 4º curso de Grado en Educación Social en la Universidad de Málaga en una asignatura optativa. La propuesta consiste en elaborar por equipos un glosario en inglés como segunda lengua; con el fin de buscar posteriormente recursos digitales en este idioma para la realización de sus proyectos finales, además de redactar parcialmente y hacer parte de la presentación oral en inglés. Al finalizar el cuatrimestre se comprueba que ha aumentado la motivación por el aprendizaje a través de la segunda lengua, así como la satisfacción del alumnado con la asignatura, percibiéndose a sí mismo más competente para la comunicación en inglés.</p> <p>Universidad de Málaga</p> <p>Español</p> <p>Biodata:</p> <p>Linde-Valenzuela, T.</p> <p>Dña. Teresa Linde-Valenzuela es profesora sustituta interina en la Universidad de Málaga desde 2013. Máster en Políticas Territoriales de Empleo, Licenciada en Psicopedagogía por la UNED y Maestra especialidad Audición y Lenguaje; con formación complementaria como Técnico Superior en Prevención de Riesgos Laborales, Experta en Dirección y Gestión de Proyectos de E-Learning y Técnica especialista en Igualdad de Género. Ha trabajado en la enseñanza con alumnado de diversidad y compensatoria, y durante más de quince años en el ámbito del tercer sector. Intereses de investigación: formación del profesorado y prácticas en el ámbito universitario, formación permanente, educación familiar, educación inclusiva, orientación profesional para la inserción y desarrollo de la carrera, innovación social y tecnologías de la educación.</p> <p>Infantes, A.,</p> <p>Dra. Antonia Infantes Molina es Investigadora Ramón y Cajal en la Universidad de Málaga. Ingeniero Químico (2002) y Doctor en Ciencias (2006-Universidad de Málaga) ha desarrollado su línea de investigación en la síntesis y caracterización de nanomateriales y su aplicación ambiental. Ha publicado 70 trabajos de investigación en revistas científicas internacionales, 3 capítulos de libros, ha presentado en más de 80 comunicaciones en conferencias y tiene un índice H-19. Tiene una dilatada experiencia en la formación científica, codirectora de 4 tesis de doctorado, 9 proyectos finales de estudiantes de ingeniería química, 4 trabajos que conducen a un ASD en la UMA y 4 tesis menores en el Politécnico de Milán. es, además revisora de manuscritos de varias revistas de JCR y es editora de 2 revistas internacionales</p> <p>López, L.A.</p> <p>Dr. Luis Alejandro Lopez-Agudo es doctor en Economía y Empresa por la Universidad de Málaga. Posee una licenciatura en Administración y Dirección de Empresas y una licenciatura en Economía. También ha realizado un máster en investigación en Economía en la Universidad Nacional de Educación a Distancia (UNED). Sus intereses de investigación versan sobre la economía de la educación: el estudio de la función de producción educativa y la eficiencia y eficacia educativas, con especial interés en las áreas de género e igualdad.</p>
Seminario 4	<p>Sánchez, M.I., Pisano, J. & Alarcia, E.</p> <p>Una experiencia de internacionalización. Semestre internacional de ingeniería en la</p>

	<p>Escuela de Ingenierías Industriales de la Universidad de Valladolid</p> <p>La Escuela de Ingenierías Industriales (Eii) ha diseñado, desarrollado e implantado un programa piloto en la Universidad, denominado INDUSTRIAL ENGINEERING INTERNATIONAL SEMESTER of EII, que viene impartándose desde el curso 2015/2016 con un doble objetivo: por un lado aumentar la oferta formativa en inglés de materias de Ingeniería Industrial ampliamente demandados por nuestros socios Erasmus y por otro aumentar el número de estudiantes internacionales que cursen estudios en la Escuela. Se ha optado por un Semestre en el que se imparten un total de 30 ECTS completamente en inglés, distribuidos en asignaturas de 6 ECTS y de un proyecto de realización individual de 12 ECTS. En esta ponencia se presenta la estructura del Semestre, las asignaturas impartidas, los métodos de difusión interna y externa y publicidad utilizados, las fortalezas y debilidades del programa detectadas en estos años y los principales resultados obtenidos como consecuencia de su aplicación.</p> <p>Universidad de Valladolid</p> <p>Español</p> <p>Biodata</p> <p>Sánchez, M.I.,</p> <p>Profesora titular de la Universidad de Valladolid, Departamento de Química Analítica, en la Escuela de Ingenierías industriales. Subdirectora de Relaciones Externas desde el 2009 en dicha Escuela, y Coordinadora de Relaciones Internacionales en dicha Universidad. Impulsora y Coordinadora del Programa "International Semester Program in Engineering", primer Semestre Internacional con docencia en inglés en nuestra Universidad.</p> <p>Pisano, J.</p> <p>Profesor Titular de la Universidad de Valladolid en el Departamento de Ingeniería Eléctrica en la Escuela de Ingenierías Industriales. Secretario Académico desde abril de 2008 hasta diciembre de 2014. Desde esa fecha hasta la actualidad es Director de la misma. Desde diciembre de 2014 es además miembro del Consejo de Gobierno de la Universidad de Valladolid por designación rectoral</p> <p>Alarcia, E.</p> <p>Profesora titular de la Universidad de Valladolid, Departamento de Matemática Aplicada, en la Escuela de Ingenierías Industriales. Secretaria Académica desde diciembre de 2014. Anteriormente (desde mayo de 2010) subdirectora de Ordenación Académica, en dicha Escuela.</p>
Seminario 5	<p>Diaz-Caneiro, E., Bobadilla-Pérez, M. & Couto-Cantero, P.</p> <p>International students as the driving force to implement intercultural education at the University of A Coruña.</p> <p>The University of A Coruña is a truly international institution whose recruiting policies play a key role in the priorities for 2020 and intercultural education is being reinforced. The aim of our study is to discover how many international students have come to our university as well as their nationalities and studies in order to analyse whether lecturers promote intercultural aspects in the teaching and learning process. Results show there were 1159 regular students who came to study the whole degree and 807 students under an exchange agreement. Taking into account this variety which comprises over 80 nations, intercultural education should be essential. However, most lectures do not take advantage of this richness, do not change their methodologies and only 1.32% students take EMI modules. Besides, only three modules include intercultural aspects so local students are not aware enough of our multicultural society. To conclude, we do believe Internationalisation at Home should be reinforced through the implementation of more EMI modules which allow students not only communicate to each other using English as a lingua franca but also to promote cultural understanding by integrating intercultural aspects in the classroom.</p> <p>Universidad de A Coruña</p> <p>Inglés</p> <p>Biodata:</p> <p>Diaz-Caneiro, E.,</p>

	<p>Ms. Eugenia Diaz-Caneiro is an associate professor at the University of A Coruña. She teaches English as Foreign Language in the Teaching and Learning Modern Languages Department. She is currently involved in the implementation of English as the Medium of Instruction at the university, where language issues are combined with teaching methodologies. She has previously worked as a teacher of English as a Foreign Language and as a teacher of Spanish as a foreign language in the United Kingdom. Her research fields are Internationalisation of Higher Education, CLIL, EMI and Intercultural Education. She has participated in several international conferences and she is author of some peer-reviewed journal articles and book chapters.</p> <p>Couto-Cantero, P.</p> <p>Ph. D. Pilar Couto-Cantero is a Faculty Member and full-time professor at University of A Coruña. She teaches English as Foreign Language in the Teaching and Learning Modern Languages Department. At present, she is Head of Department and Principal Researcher DILEC Research Group. She previously worked for a number of years teaching English as a Foreign Language for Early Childhood and Primary School students. Her research fields are Teaching and Learning Main Languages and Literature (Spanish), and Teaching and Learning Foreign Languages and Cultures (English). She is author of more than 40 peer-reviewed journal articles, abstracts, book chapters and some invited papers.</p>
<p>Seminario 5</p>	<p>Barranco, N. & Calderón, M.T.</p> <p>La movilidad internacional en la Universidad de Valladolid</p> <p>Atendemos a fortalezas y debilidades de la movilidad internacional llevaba a cabo por la Universidad de Valladolid.</p> <p>Universidad de Valladolid</p> <p>Español</p>
<p>Sala de Juntas</p>	<p>Hughes, S.P.</p> <p>The CLIL-EMI continuum: exploring commonalities in quality practices in L2 content learning.</p> <p>Since the beginnings of content and language integrated learning (CLIL) in the late 1990s in Spain, the practice of subject teaching through a foreign or second language (L2) has gained traction nationwide. Initiated on a widespread level in Primary and Secondary schools, instruction of subject areas through L2 has now begun to take hold in Higher Education Institutions, primarily through English Medium Instruction (EMI). Here, responsible parties are coming to grips with a number of organisational and instructional issues that share certain commonalities with compulsory levels of education. Questions on how to plan, teach and assess as well as the attainment of academic results are at the centre of these issues and, while there are obvious differences between levels, it is possible to draw a number of parallels. This examination details several general considerations in relation to quality in education as a basis for the development of a foundation upon which good practices might be attained in the more specific areas of schools and universities. Additionally, there will be an exploration of potential common areas of interest for both types of institution.</p> <p>Universidad de Granada</p> <p>English</p> <p>Biodata</p> <p>Stephen Hughes</p> <p>He has been involved in English language teaching for over 25 years, many of which have been spent in the Secondary Education sector. During this time, he has acted as a language teacher, school quality coordinator and bilingual coordinator, and has participated in numerous teacher training courses in Andalusian Teacher Centres (CEPs) for language and non-language teachers interested in L2 and Content and Language Integrated Learning (CLIL) methodology and classroom practices. Dr Hughes is currently a lecturer at the University of Granada, where his teaching is dedicated primarily to foreign language methodology and bilingual education. In addition to this teaching role, Stephen has been involved in research into quality indicators in language teaching and learning and in good practices in CLIL. This research has included participation in initiatives such as the ECML QualiTraining Project as well</p>

	as national R&D, Ministry of Education and British Council projects in bilingual education. Stephen has also acted as a reviewer for a number of academic journals and conferences, and he is the Editor of <i>Porta Linguarum, An International and Interuniversity Journal of Foreign Language Didactics</i> .
Sala de Juntas	Moore, P. Rubio-Alcalá, F.D., Pavón Vázquez, Víctor Porta Linguarum journal Presentation of the new special issue
10:30-11:00	<i>Cambridge English Language Assessment</i> healthy breakfast. No charge.
11:00-11:30 11:30-12:25	Conference Opening
Salón de Actos	Plenary Designing a Key Performance Indicator Matrix for developing CLIL in Higher Education Dr. David Marsh, Director, Innovation & Outreach, EduCluster Finland, University of Jyväskylä Group , Finland A Key Performance Indicator (KPI) Matrix originally designed for universities in Finland and France has now been further refined and applied in the Latin American university context. It enables a systemic development process to be applied for the successful implementation of English-taught degree programmes. Covering governance, management, praxis and performance outcomes, the KPI's involve 30 key levers considered necessary for success. The matrix serves as a benchmark evaluation tool with the weighting of each lever adapted according to scale and scope of teaching through English within a university. Biodata: David Marsh PhD is an internationally renowned educational expert who has developed strategic and innovative practices in Finland over 25 years. He has professional experience in over 40 countries, contributed to over 150 publications, and received 5 degrees from the United Kingdom, Finland and Spain. Having co-launched Content and Language Integrated Learning (CLIL) under the auspices of the European Commission, he currently works as on developing education primarily in Finland, Mexico, and Vietnam. His current work-in-progress is <i>The Children of Cyberspace: Towards a New Understanding</i> , due for publication in 2019.
12:30-13:30	González- Álvarez, D.
Salón de Grados	Using English as a medium of instruction at university level: lecturers' assessment EMI involves facing many challenges to ensure both the academic and the linguistic quality of the programmes. One such challenge is guarantee that lecturers have the necessary linguistic and methodological skills to deliver their lessons through English. In University of Vigo we decided to design a domain specific performance test, which we named HELA (Higher Education Lecturing Accreditation), to assess not only the lecturers' English language proficiency but also whether candidates have the necessary skills to lecture and interact in a foreign language in a university setting. The different developmental stages of the test will be presented, as well as the piloting necessary for setting the minimum standards required to ensure linguistic quality when teaching in English. The process has also a formative aim, which provides lecturers a benchmark from which to proceed with further competence development. More than two hundred teachers have been successfully accredited in the last four years in our university with this certification process Universidad de Vigo English

	<p>Biodata:</p> <p>González- Álvarez, D.</p> <p>Dolores González-Álvarez obtained her PhD in English Philology from the University of Santiago de Compostela and is Tenured Lecturer at the University of Vigo. She is now Vice-rector for students at the University of Vigo and responsible for the university language policy and EMI programmes. From 2010 to 2014 she was the Head of the University Language Centre and took active part in the launching of EMI programmes and the design and implementation of HELA (in-house test for teachers participating in English Taught Programmes). She is the coordinator of the Language Policy group within the CRUE (National Association of Rectors of Spanish Universities) and co-author of the Linguistic Policy for the Internationalisation of the Spanish University System.</p>
Salón de Grados	<p>Capelo, M., Contero, C., Gómez, N. Piñero, J. M.</p> <p>Are our students CLILaholic? Gathering evidence for the debate</p> <p>Certain university teachers may not be convinced of the necessity to implement bilingual programmes. Given the prohibitive cost of putting into practice this kind of teaching proposal in addition to the lack of evidence of its benefits, the institutional support provided seems to be not enough. Even within those teams leading the promotion of bilingual education, skepticism is spread over the numerous advantages of this innovation process in higher education.</p> <p>The Faculty of Economic and Business Sciences of the University of Cadiz has developed a specialization in international business totally taught in English. This has been a consequence of trying to face the current need for broadening our students' working possibilities. The degree in Business Administration involves the opportunity for our students to go through a learning-teaching process which involves the use of a foreign language, being English the one used in this particular case. After two years of implementation, nearly 50 students have participated in this minor.</p> <p>At this point, the teachers responsible for the aforementioned specialization have constantly wondered whether their students deeply appreciate this unique opportunity. The present paper is aimed at, firstly, examining the students' awareness of the improvement of their language skills and, secondly, checking if this perception makes them cherish CLIL teaching practices. In short, we are willing to know if we really have CLILaholic students in class. These students have been asked in a survey and an interview conducted so as to obtain evidence. Results demonstrate that almost all students are clearly CLILaholic.</p> <p>Universidad de Cádiz</p> <p>English</p> <p>Biodata:</p> <p>Mariló Capelo Bernal,</p> <p>(Dolores.capelo@uca.es) Senior lecturer of Financial Accounting in the Department of Financial Economics and Accounting at the University of Cádiz, Spain. She researches on Accounting History and has been member of the Research Project SEJ-5061 jointly financed by the ERDF (European Regional Development Fund) through the period 2007–2013. As a teacher, she has a long experience with the implementation of new methodologies and has been involved e.g. in the project "New technologies for the teaching of Business Sciences" awarded in 2006 with the Third National Prize in research about educational innovation. Since 2017 she has shown interest in more student-focused methodologies such as CLIL methodologies, training through several courses received both in Spain and abroad, and trying to implement these methods in her classes.</p> <p>Candela Contero Urgal</p> <p>(candela.contero@uca.es) Lecturer of English language in the Department of English and French Philology at the University of Cádiz, Spain. She holds a PhD in English Philology specialized in Content and Language Integrated Learning in Higher Education. As an academic at the Faculty of Business, she is the Coordinator of Bilingualism, in charge of the Bilingual Education Framework aimed at fostering content teaching through a foreign language within the undergraduate and postgraduate degrees on offer. Member of the research team AGCEPESA, which is carrying a project of excellence in quality assurance in Higher Education bilingual programs financed by the Andalusian Government. She has more than eleven years' experience in teacher training, particularly, she has delivered several</p>

	<p>methodological and language courses for professors on how to become a CLIL teacher, providing them with resources and techniques they can apply in their own CLIL teaching.</p> <p>Nieves Gómez Aguilar (nieves.gomez@uca.es) Is professor of Financial Accounting in the Department of Financial Economics and Accounting at the University of Cádiz, Spain. She researches on Accounting and Auditing and, more recently, on Transparency and Budgeting in Public Administrations. Moreover, she has been the Manager of Employment of the University of Cádiz from 2007 to 2011, being the person in charge of the project "Analysis on Equity and Employment in the European Union: A special reference about University Graduates" (EUR-294). This project was financed by the European Social Fund and the Andalusia Government and included the University of Pisa (Italy) and University of Bangor (UK) as partners.</p> <p>Juan Piñero López (juan.pinero@uca.es), Professor of Financial Accounting in the Department of Financial Economics and Accounting at the University of Cádiz, Spain. He researches on Accounting and value-relevance of the accounting information and, as a teacher he has experience in CLIL methodologies that have applied in the teaching of the subject International Accounting and Auditing. He has participated in two CLIL training courses financed by the University of Cádiz and in two CLIL projects organized by the University of Cádiz and the Université Libre de Bruxelles. Besides, he has presented two oral communications in International Meetings about Innovation and CLIL.</p> <p>He has held positions of responsibility at the University of Cádiz as Director of the Faculty of Economic Sciences in Algeciras, Coordinator of the Degrees in Business Administration, and in Finance and Accounting of the University of Cádiz, and Vice-dean of Internships and Institutional Communication of the Faculty of Economic Sciences at the University of Cádiz. Nowadays he is still holding the former post at the faculty. Besides, he is evaluator of Teaching Innovation Projects of the Government of Andalusia since 2009.</p>
Seminario 1	<p>Cinganotto, L.</p> <p>Technology-Enhanced CLIL in Italy</p> <p>The paper will focus on CLIL and innovation with particular reference to the implementation of CLIL in Italy, according to the latest reforms introducing this methodology as compulsory in all upper secondary schools and as recommended at primary and lower secondary level.</p> <p>In particular the link between CLIL and CALL (Computer Assisted Language Learning), as fostered by the European Commission and as shown in international literature reviews will be highlighted.</p> <p>Some of the best known definitions and features of learning technologies will be discussed, considering different frameworks from recent literature and the wide range of applications for both language learning and CLIL.</p> <p>Some practical examples will be provided to show how learning technologies can positively impact students' learning outcomes and teachers' continuous professional development.</p> <p>As far as teacher training is concerned, an example of online training initiative carried out by the author with a colleague within an international context will be mentioned and some of the digital products realized by the teachers will be described in order to show the added value of technologies for CLIL in teacher's professional growth.</p> <p>On the students' side, some projects carried out by Italian school networks funded by the Italian Ministry of Education will be described, providing examples of the different formats adopted by the schools for implementing innovative CLIL: digital contents, ebooks, ecards, platforms and websites, extensive reading for CLIL. The actual engagement and Involvement of the students in digital activities for CLIL will be highlighted to show how technologies can help putting the students at the centre of the learning process, as the real protagonists of their choices.</p> <p>The description of the projects will be aimed at providing a picture of the implementation of CLIL in Italy, as reported by teachers and students, also through their digital artifacts and creative products.</p>
Seminario 1	<p>Wenhshien, Y.</p>

	<p>Collaborating with student professionals to design CLIL materials for hospitality and tourism purposes</p> <p>This project explored how a language teacher collaborated with students who had one year of industry intern experience to develop CLIL materials for hospitality and tourism purposes at tertiary level. A language CLIL teacher worked with 48 English majors who had completed industry internships for one year. The teacher introduced to the students what CLIL was, as well as knowledge of material design, and then decided on what knowledge and skills should be taught. The components of each unit included warm-up questions, a reading text, vocabulary checking, grammar practice, reading comprehension questions, a communicative activity, and cognition and learning skills development activities. Sample units were adopted for real teaching, and the learners showed higher interest and motivation in class. However, it was found that adjustments should be made and content improved or added in order to meet the dual focus and 4Cs of CLIL, in particular for assessing learners.</p> <p>National Kaohsiung University of Hospitality and Tourism</p> <p>Taiwan</p> <p>English</p> <p>Biodata:</p> <p>Wenhsien, Y.</p> <p>Dr. Wen-hsien Yang is currently an Associate Professor, teaching in the Department of Applied English of National Kaohsiung University of Hospitality and Tourism, Taiwan. His main research and teaching interests are ESP and CLIL.</p>
Seminario 3	<p>Olmos, M. & Romero-Medina, A.</p> <p>Introducing bilingual learning at the Faculty of Psychology of the University of Murcia</p> <p>The Faculty of Psychology of the University of Murcia has started a system of bilingual teaching through the "English Friendly Course" methodology. The aim is to offer an English based educational system to improve the internationalization process of the Faculty of Psychology in the framework of the European Space of Higher Education. We aim to increase academic mobility with foreign students, making more visible and attractive our teaching offer and, hence, increasing the possibilities of new agreements with foreign universities as well as providing our students that come from bilingual high school programs the possibility to learn in English. An additional objective is motivating professors to become familiar with bilingual teaching and to improve their proficiency in English</p> <p>This Project includes two actions:</p> <ol style="list-style-type: none"> 1. Translating the web page of the Faculty into English, including the Syllabus of the Subjects. 2. Offering subjects in the modality of English Friendly Course (EFC): this implies subjects taught in Spanish but with references, materials and tutorials provided in English to the subjects that request it. Exams are also done in English. This method is being used already in some Spanish Universities but not in the University of Murcia yet. <p>Universidad de Murcia</p> <p>English</p>
Seminario 3	<p>Castellano-Risco, I.</p> <p>The complexity of CLIL learners: a preliminary study on language learners' background</p> <p>In recent years, a new language learning approach that advocates the use of foreign languages when teaching content subjects has been introduced into Europe. This approach, known as Content and Language Integrated Learning (CLIL), has revolutionized the teaching practice to unforeseen limits. Since its implementation in the educational systems, there have been a large number of studies on the implications of such approach on different language aspects, such as vocabulary (Agustín-Llach, 2009; Agustín-Llach & Canga Alonso, 2016; Canga Alonso, 2013, 2015; Merikivi & Pietilä, 2014; Moghadam & Fatemipour, 2014), grammar (Aguilar & Muñoz, 2014) or L1 transference (Agustín Llach, 2009). Most of</p>

	<p>those studies do not bear in mind the heterogeneity of CLIL learners regarding language learning backgrounds. However, even in the same group, learners may have different amount of exposure to the foreign language, may have joined the CLIL experiences at different ages or may have different language experiences outside the classroom.</p> <p>This paper presents a preliminary study on CLIL learners' language learning background profiles. To do so, one hundred thirty-seven 3rd grade Secondary school learners took part in the study. They were asked to answer a questionnaire adapted from Li, Sepanski and Zhao (2006). This questionnaire gets information about testees' mother tongues, parents' L1, previous experiences with other languages, the CLIL experience itself and extracurricular activities related to language learning. Results seem to point to expected differences as regards language learning experiences. This study has practical implications on CLIL research, as some of those differences may have repercussions on results found in other studies.</p> <p>Biodata:</p> <p>Castellano-Risco, I.</p> <p>Irene Castellano-Risco es alumna de doctorado en la Universidad de Extremadura. Graduada en Educación Primaria y con un máster en enseñanza bilingüe, actualmente analiza cómo los enfoques de enseñanza AICLE influyen en la adquisición de vocabulario. Sus principales intereses de investigación están relacionados con la adquisición de segundas lenguas, en especial de vocabulario, los enfoques de enseñanza AICLE y las estrategias de aprendizaje.</p>
<p>Seminario 5</p>	<p>Crichlow, J. , Benito, C.,</p> <p>The role of the language assistant in higher education: Thinking, feeling and doing</p> <p>In recent years, the language assistant has become a fundamental figure in the Spanish education system, in particular, in bilingual programmes in primary and secondary education. Nevertheless, this profile has been less exploited in bilingual higher education. This presentation aims to describe the results of a research study conducted in the 2017/18 academic year on undergraduate student perspectives regarding the role of the Language Assistant at <i>Centro Universitario Cardenal Cisneros</i> (CUCC), linked to the University of Alcalá. Currently, the bilingual project at CUCC is implemented in the teacher education degree programmes, and the Language Assistants are involved in all four years of the degrees. The study of this role was divided into three main areas connected to the different facets of the Language Assistant: Thinking (language development), Feeling (classroom climate and motivation), and Doing (interaction and coordination). The main objective was to obtain the opinions of students in regards to these areas with the aim to develop and refine this role, and address any flaws. A perceptions survey was sent out to all the current undergraduate students in the bilingual itineraries of the Infant and Primary Education Degree Programmes at CUCC. It included both Likert-style and open-ended questions. The conclusions revealed the multifaceted character of the assistants in this context, and how the scope of their impact in the classroom goes beyond language, also encompassing emotional and cognitive areas.</p> <p>Centro Universitario Cardenal Cisneros</p> <p>English</p> <p>Biodata:</p> <p>Crichlow, J.</p> <p>James Crichlow is an English Language Assistant in the Bilingual Project of the Teacher Education Programme at Centro Universitario Cardenal Cisneros in Alcalá de Henares, Madrid. He is also a freelance Spanish-English translator with broad experience in academic, medical and legal translation. He holds a B.A. in Hispanic Studies (UCL), an M.A. in Intercultural Communication and Public Service Interpreting and Translation (Universidad de Alcalá), and a Diploma of Higher Education in Biomedical Sciences (University of Southampton). He is passionate about learning and teaching foreign languages.</p> <p>Benito, C.,</p> <p>Carolina Benito is currently an English Language Assistant in the Bilingual Project at Centro Universitario Cardenal Cisneros where she also teaches courses for the Foreign Language specialty in the Teacher Education Programme. She has a M.A. in Second Language Teaching (Spanish emphasis) and a Graduate Certificate in TESOL from Brigham Young University, where she was also a Spanish Instructor for four</p>

	<p>years. Currently a PhD candidate in Education at Universidad de Alcalá. Her research centers around 21st century skills, teacher preparation, and student engagement. She strongly believes in learning environments for the mind and heart.</p>
<p>Seminario 5</p>	<p>Yulita, L.</p> <p>Building bridges between the plurilingual and the intercultural: insights from a university project perspective.</p> <p>This paper reflects a pedagogical approach towards building bridges between the plurilingual and the intercultural by navigating the field of language teaching from the perspective of human rights education. Theoretical developments have recognised the unique contribution that language teaching and learning can make to these disciplines. Hitherto, however, little attention has been paid to how plurilingual and intercultural education can be realized in the curriculum and there are few empirical studies testing these theories. In this paper I address this gap through the presentation of findings from a pedagogical intervention involving undergraduates. The research study, completed from an insider-practitioner perspective in the higher education sector, aimed to realise the participating university's commitment to preparing learners as civically minded and engaged individuals. This paper enhances our understanding of the potential of plurilingual and intercultural projects in achieving the goals of human rights education in language teaching.</p> <p>University of East Anglia</p> <p>English</p> <p>Biodata</p> <p>Leticia Yulita</p> <p>She is a Lecturer in Intercultural Communication and Spanish at the University of East Anglia, England. She specialises in the interface between language and intercultural citizenship education. Her teaching and research interests include foreign/second language pedagogy, intercultural education, curriculum internationalisation and critical pedagogy. Leticia completed a British Council funded international project for the integration of intercultural education into the language curriculum in the university sector in Uzbekistan. The new curriculum has been officially approved and implemented nationwide across the country. She has also completed four projects in a university partnership between Argentina and the UK, involving language students in online intercultural dialogue and citizenship activities. These projects have led to several publications.</p>
<p>Sala de Juntas</p>	<p>Hunt- Gómez, C.I. & Navarro- Pablo, M.</p> <p>Análisis de la producción oral de futuros maestros en contextos bilingües de lengua inglesa y diseño de estrategias de superación de errores fosilizados.</p> <p>Dentro de las cualidades que deben poseer los futuros maestros, destaca el dominio adecuado de la producción oral. En el estudio se analiza un corpus de más de 720 minutos de grabaciones de las producciones orales de 70 sujetos, que conforman el alumnado de la Mención de Lengua Inglesa de la Facultad de Ciencias de la Educación de la Universidad de Sevilla. A partir de una acepción positiva de la existencia del error como fuente de información para la mejora del aprendizaje de L2, se analiza la naturaleza de los errores y se categorizan en dos grupos según su origen: aquellos que forman parte del proceso normal de aprendizaje de una segunda lengua y aquellos que son fosilizaciones. Al estar orientado a futuros maestros de Educación Primaria, el proyecto dedica especial atención a la naturaleza de los errores para que puedan ser tratados adecuadamente en su futura práctica profesional. Este estudio sirve como punto de partida para la creación de herramientas didácticas específicas orientadas a la corrección de un error determinado.</p> <p>Universidad de Sevilla</p> <p>Español</p> <p>Biodata</p> <p>Coral Ivy Hunt Gómez</p> <p>Es Doctora en Traducción e Interpretación por la Universidad de Granada y tiene un Máster en Estudios</p>

	<p>Avanzados de Traducción e Interpretación por la Universidad de Granada. Su principal línea de investigación se centra en la Didáctica de la Lengua Inglesa con fines específicos, didáctica de la pragmática y nuevas tecnologías aplicadas a la docencia. También investiga en Didáctica de la Interpretación en los Tribunales de Justicia y de la Traducción. En la actualidad es profesora en la Facultad de Ciencias de la Educación de la Universidad de Sevilla Profesora del Departamento de Didáctica de la Lengua y la Literatura y Filologías Integradas de la Universidad de Sevilla.</p> <p>Macarena Navarro Pablo</p> <p>Es profesora de Didáctica de L1 y L2 en los grados de Maestro de Educación Infantil y Primaria de la Universidad de Sevilla. Sus estudios incluyen la reflexión sobre métodos para la enseñanza del desarrollo de habilidades lingüísticas, el análisis y diseño de secuencias didácticas y de recursos y materiales para la enseñanza de la lengua. Entre sus publicaciones se encuentran Experimenting with CLIL in English and Spanish schools en el libro La Investigación en Didáctica de la Lengua y la Literatura: Situación actual y Perspectivas de Futuro y Developing linguistic competence en el libro TEFL in Primary Education, manual en la mención de inglés de la Universidad de Sevilla.</p>
<p>Sala de Juntas</p>	<p>Sánchez, R.</p> <p>Analysing teachers' and students' needs in the Bilingual Programme at the Faculty of Education in Albacete: An Innovation Project 2017-2019.</p> <p>The implementation of the Bilingual Programme at the Faculty of Education in Albacete has been a success. However, its application has also evidenced the need to improve some aspects and to create particular resources for an effective teaching-learning process. Some deficiencies were progressively covered by coordination teams, working groups and innovation projects. Nevertheless, its yearly implementation, the transformation of such Programme into a new Degree and the appearance of English-friendly courses pose new challenges that need to be overcome through innovation projects. Under these premises, the aim of this presentation is to show the origin, evolution and results of an innovation project, which is currently being carried out, in the Bilingual Programme for the academic years 2017-2019. The presentation will focus on the development of materials, the implementation of appropriate methodologies and projects, and the creation of suitable evaluation tools for both bilingual groups and English-friendly courses.</p> <p>Universidad de Castilla-La Mancha</p> <p>English</p> <p>Biodata:</p> <p>Sánchez, R.</p> <p>Dr. Raquel Sánchez Ruiz is an Assistant Professor with Tenure Track at the Faculty of Education in Albacete (University of Castilla-La Mancha), where she has been teaching BA and MA studies for nine years. She is the Coordinator of the Bilingual Programme in Primary Education at the mentioned Faculty. She is interested in English teaching, foreign language learning/acquisition, CLIL/Dual-language immersion programmes, as well as bilingual education and bilingualism.</p>
<p>13:30-14:45</p>	<p style="text-align: center;">Healthy lunch bag. No charge.</p> <p style="text-align: center;">Iberian cured ham, cheese and <i>caña de lomo</i> tasting. No charge.</p>
<p>14:45-16:00 Salón de Grados</p>	<p>Valcke, J.</p> <p>English as a Lingua Franca (ELF) and its implications for teaching.</p> <p>How often do we stop to consider the needs of students who are learning in English to mainly communicate with other non-native speakers? In this context, English is used as a lingua franca (ELF) - a common language used between people who share no other common language-. So, the needs of our students today are quite different from our own needs when we were students of English as a foreign language (EFL), with the native speaking model heralded as the norm at that time. Today, the world of English looks quite different from what it was even only 10 years ago. This calls for academics teaching through English to rethink the role language plays in their classroom.</p> <p>This workshop will address such issues as the role(s) of English in the world today, and help participants</p>

	<p>reflect on what ELF standards are. Participants will reflect on what competences are necessary for teachers to communicate effectively in the international classroom, with a specific focus on oral delivery and pronunciation. Finally, some practical tips and tolls will be provided for improving oral language for the multilingual and multicultural learning space.</p>
Seminario 1	<p>Body, L.</p> <p>Mindfulness and Emotional Intelligence: A CLIL experience in the University of Málaga.</p> <p>Mindfulness can help teachers and learners face difficulty in their lives and improve wellbeing and performance on a personal and professional level. Our program places special emphasis on content which encourages critical thinking and creativity, as well as fostering empathy and compassion. We believe all of these will have an increasingly fundamental role to play in education in he coming years. The courses are taught in a second language (English or French) and participants enjoy the challenge and benefits this brings them. Workshop Contents: A brief summary of the application and benefits of mindfulness and emotional intelligence in the field of education. A presentation of experiences and results. The context within the University of Málaga. The adaptation of standard mindfulness programs to foment language learning, while safeguarding their essence and effectivity. Practical sessions to include mindfulness meditation and activities of emotional intelligence.</p> <p>Universidad de Málaga</p> <p>Español e Inglés</p> <p>Biodata:</p> <p>Body, L.</p> <p>English language teacher at the Fundación General of the University of Málaga since 2000, specialising in bilingual education, mindfulness and emotional intelligence. Holder of Master degrees in Social Change and the Education Profession, and Mindfulness and Emotional Intelligence. Trainer in mindfulness and multiple intelligences using a CLIL approach within the UMA Professor Training Program. Also offering general support to professors involved in the implementation of bilingual subjects and degrees. Collaborating on projects in the Psychology, Education and Fine Arts faculties. Creation of made-to-measure projects for educational establishments and companies. Investigating in the field of mindfulness and education</p>
Seminario 3	<p>Ochoa Fernández, M.L.</p> <p>An insight into the bilingual school system in Andalusia.</p> <p>This talk aims at introducing the audience to the functioning of the bilingual school system in Andalusia that officially started back in 2005. Andalusia thus became one of the first Spanish monolingual autonomous regions to implement a plan for the development of bilingual education in public schools. A small tour through more than 12 years of bilingual education will reveal its development and evolution as well as its progressive growth.</p> <p>Consejería de Educación. Junta de Andalucía.</p>
Seminario 4	<p>López, I.</p> <p>Project-Based learning for bilingual initial teacher training.</p> <p>This paper recalls the project-based strategy which is being implemented in the Bilingual Programme of Degree of Primary Education in the Faculty of Education of Albacete (Universidad de Castilla-La Mancha). The educational platform eTwinning, which for over ten years has provided a ground for European teachers to virtually meet and design common projects to work with the key competences, constitutes an excellent tool for Education students to train their task design. The inclusion of the Faculty into the eTwinning Teacher Training project enables the development of professionalizing tasks together with the students from other higher education institutions from a range of European countries. This has fostered the implementation of the abovementioned PBL approach over the four-year syllabus of the degree. An overview of some selected projects will be offered and analyzed by means of a SWOT analysis including the viewpoints of lecturers and students, together with those of the</p>

	<p>teachers and pupils of the bilingual schools where the projects were made.</p> <p>Universidad de Castilla-La Mancha English</p> <p>Biodata:</p> <p>López, I.</p> <p>Dr. Isabel López Cirugeda is an Assistant Professor with Tenure Track at the Faculty of Education in Albacete (University of Castilla-La Mancha), where she has been teaching BA and MA studies for seventeen years, and where she is the ViceDean of Quality and Mobility. Her research interests include bilingual education and CLIL, Teaching English as a Foreign Language for Very Young Learners and eTwinning.</p>
Seminario 4	<p>Albújar, M.M.</p> <p>La experiencia del Programa de Formación Magisterial Intercultural Bilingüe – NOPOKI en Ucayali, Perú.</p> <p>Este programa que realiza la Universidad Católica Sedes Sapientiae y el Vicariato Apostólico de San Ramón en la Amazonía de Perú quiere promover la educación bilingüe en los jóvenes de las comunidades nativas amazónicas que no cuentan con los recursos económicos para optar por una educación superior y lograr un título profesional como docentes de primaria bajo un enfoque intercultural y que regresen a sus comunidades para cubrir el gran déficit de docentes bilingües que presentan estas comunidades.</p> <p>Desde el 2007 fecha que inicia este programa cuenta con 11 diferentes grupos étnicos: asháninka, ashéninka, matsigenka, nomachiguenga, awajún, yine, shipibo-conibo, yanesha, chayawita, shawi y nahua; los cuales viven en el campus de la Universidad (ya que vienen de diferentes regiones y sería difícil su desplazamiento diario) teniendo la opción de la modalidad albergue donde comparten actividades complementarias a la enseñanza como por ejemplo cultivos en unidades productivas, limpieza de áreas comunes, cocina, entre otros donde se desarrollan los temas de trabajo en equipo y liderazgo que hace que no sólo sea una educación científica la impartida en aula sino una educación integral donde además de sus conocimientos amplían sus habilidades sociales y se vuelven promotores del desarrollo de sus comunidades. Además de ello se les enseña con mayor detalle en toda su carrera la lengua originaria de procedencia contando con un docente especialista que les imparte el modo correcto de la comunicación verbal y escrita.</p> <p>Si bien desde un inicio sólo se aperturó la carrera de Educación Básica Bilingüe Intercultural ahora cuenta también con Ingeniería Agraria con mención forestal, Administración y Contabilidad manteniendo siempre el enfoque intercultural. Los egresados retornan a sus comunidades con todos los conocimientos y un bagaje cultural propio de cada pueblo originario adquirido en los 5 años que dura la carrera convirtiéndose así en referentes que ayudan cada vez más al desarrollo de las comunidades nativas amazónicas del Perú.</p> <p>Universidad Católica Sedes Sapientiae Perú Español</p>
Seminario 5	<p>Griffith, M.</p> <p>Knowledge integration: In-service training for content professors teaching through English.</p> <p>The realm of integrating content and language in higher education (ICLHE), is, in effect, an expanded model including attitudes and practice about language teaching as well as content learning. Kevin Haines (2017) in a conference on the role of language centers at the university suggested that much had been done with regard to principles and policies across Europe in plurilingual programs; however, many aspects of practice still needed closer examination. Rubio & Hermosin (2010) describe content professors as 'reluctant' while Fortanet-Gomez (2012) highlighted the need for a 'closer follow-up' when assessing bilingual instruction at the university. It is with decided follow-up and, ultimately, with</p>

	<p>purposeful practice in mind that we will center the discussion about multilingual professional practice at the university. In order to provide content professors with the support they need when facing bilingual instruction in their classrooms, we begin not by telling them what they need, rather by asking how we can help. This study includes over 100 surveys collected from university professors and students across Spain.</p> <p>Universidad de Málaga</p> <p>English</p> <p>Biodata:</p> <p>Griffith, M.</p> <p>La Dra Griffith tiene una doble licenciatura en Filología Hispánica y Ciencias Políticas de los EE.UU. y una licenciatura en Filología Inglesa por la Universidad de Málaga. Asimismo tiene un Máster en Estudios Ingleses y Comunicación Internacional y Multilingüe (UMA, 2010). Defendió su tesis doctoral en el 2015 sobre un proyecto de apoyo a la docencia bilingüe en la ETS de Informática. Trabaja en la Universidad de Málaga desde el 2003 y colabora en varios proyectos de innovación educativa y de formación de profesorado. Sus temas de investigación incluyen la evaluación como instrumento didáctico y la aplicación de modelos de instrucción que afianzan la asimilación del segundo idioma.</p>
Seminario 5	<p>Salaberri, M.S. & Sánchez, M.M.</p> <p>Meeting lecturers' training needs in bilingual university programmes: A teacher training proposal.</p> <p>The implementation of bilingual programmes at different educational levels has increased exponentially in Spain during the last decade. Furthermore, in recent years, European universities are currently engaged actively in creating opportunities for members to learn foreign languages and, as a result, a displacement of these bilingual teaching practices to many European and Spanish universities is currently being observed. One of the main concerns when implementing bilingual programmes in higher education is teacher qualification, not only in terms of linguistic competence but also in terms of teaching methodology. The development of teacher training programmes which enable instructors acquire the necessary skills, as well as to know and manage different tasks, resources and materials appropriately adapted to lessons taught in a non-native language is essential to guarantee the success of the development of bilingual programmes. According to the experts, teacher training programmes for bilingual teaching should range from foreign language improvement to content-based teaching, considering that university lecturers are mainly researchers who have hardly receive any pedagogical training. In order to overcome this situation, some Spanish universities are increasingly offering their faculty with opportunities to improve their foreign language proficiency through language courses; however few have specific teacher training programmes focused on methodological approaches, teaching strategies and techniques specifically oriented to the teaching of disciplinary content through a non-native language. This study aims to provide a specific teacher training proposal addressed to lecturers teaching in bilingual courses in higher education, as a response to the results obtained from a teacher training needs analysis conducted at a state Andalusian university during the academic years 2012-2014. The teacher training proposal gathers the lacks and demands of the faculty involved in the Plurilingualism Promotion Plan implemented at the said institution in terms of methodological training focused on modules that contain objectives, contents, methodological guidelines and assessment. This study may be potentially useful for language policy makers at tertiary level as well as for the design of teacher training plans for higher education bilingual programmes.</p> <p>Universidad de Almería</p> <p>English</p>
Sala de Juntas	<p>J. Ávila-López, M.C. Fonseca & C. Julián de Vega</p> <p>Multilingual Language Policies in Spain.</p> <p>From the 80s, the European Union has been facing the challenge of multilingualism in order to safeguard vernacular languages in the age of globalization and internacionalization. Two main institutions worked in the promotion of supranational policies to promote multilingualism, the</p>

	<p>European Union itself and the Council of Europe; however, it is left to the educational systems the final implementation of the political measures issued to shelter European identity. The Treaty of Maastricht (1992) sets the starting point of the linguistic educational measures that will culminate in the publication of the CEFR (2002) and the Framework Strategy for Multilingualism (2005). CLIL is the learning approach generally adopted in the Union, getting support from the Council as from its Graz European Centre for Modern Languages. Spain is now a must reference in the implementation of CLIL, mainly in primary and secondary education; as for higher education, the last measures issued at the Chancellors' conference and the association of higher education language centres attempt to set the path for a common promotion of multilingualism in Spanish University.</p> <p>Universidad de Córdoba, Huelva & Consejería de Educación, Junta de Andalucía.</p> <p>English</p>
<p>16:15-17:15 Salón de Actos</p>	<p style="text-align: center;">Plenary</p> <p>“Where next? The future of CLIL in rapidly changing contexts ”</p> <p>Do Coyle</p> <p>Integrated approaches using different languages for formal learning <i>in tertiary settings</i> are complex and changing. In this plenary, I shall set out how bilingual education - focusing on CLIL in particular - with all its challenges and issues, has the potential to offer broader fundamental and holistic contributions to the education <i>of students</i> - any age, stage and place.</p> <p>The University of Edinburgh, Scotland</p> <p>English</p> <p>Biodata:</p> <p>I have been Professor of Learning Innovation at the University of Aberdeen since 2008, and at the University of Edinburgh since 2017. My goal is to bring together research, scholarship, teaching and learning involving technology-enhanced/enabled learning in formal contexts with a focus on social and linguistic capital. My specific research interests lie in plurilingual learning and cross-disciplinary networks, as well as professional learning in schools, visual learning (including the role of video conferencing and digital communication) and community sustainability through technological advancement. Before moving to Scotland, I was associate professor of education and co-director of the University of Nottingham's CETL Visual Learning Lab as well as member of the Learning Sciences Research Institute. Ever since the 1970s, I have been fascinated by classrooms pedagogies and ways to inspire learners in settings where the medium of instruction is not their first language. This has led me to want more young people to be empowered by extending their linguistic and intercultural skills through interactive and dialogic opportunities provided by their classroom learning. I am driven to furthering pedagogies and professional learning rooted in teacher-learner class-based inquiry. In 1998, I was honoured by the French government for services to teacher education as <i>Chevalier dans l'ordre des Palmes Académiques</i> for involvement in a Franco-British collaborative initial teacher education programme.</p> <p>I am involved in a wide range of European initiatives and have published extensively in the field of Content and Language Integrated Learning (CLIL), including the 4Cs conceptual framework and the English national guidelines for CLIL. Other publications focus on transforming pedagogies in the field of modern language education, bilingual education and teacher education, especially in technology-enhanced environments. My work has enabled me to co-research with bilingual and CLIL teachers and learners across the world. I sit on advisory panels at local, regional, national and international levels and am a regular keynote speaker at international conferences. My recent publications include the widely acclaimed book on Content and Language Integrated Learning published by Cambridge University Press (Coyle, Hood and Marsh 2010).</p> <p>My current research involves teacher-learner networks for analysing effective CLIL practice using digital tools and virtual spaces, as well as carrying out collaborative research in Austria and Italy to investigate pluriliteracies in CLIL settings. I have several funded research projects which include investigating motivation and achievement in CLIL classrooms in the UK (Esmée Fairbairn Foundation),</p>

	<p>creating innovative distributed professional learning communities connected through practice-based evidence of effective learning (Scottish Government); and investigating sustainable rural communities through transforming natural resources into business opportunities (LEADER).</p> <p>Whilst at the University of Aberdeen, I have led the university's e-learning strategy and e-research strategy and currently direct the CASS Connected Communities Cross-Disciplinary Research network. I have set up the new MEd in Plurilingual Education and currently supervise nine doctoral students in the field of teacher professional learning, CLIL, modern language classrooms and new technologies.</p>
17:15-17:30	Coffee break
17:30-19:00 Salón de Grados	<p>Méndez García, M.C.</p> <p>Overview of quality indicators for plurilingualism in higher education.</p> <p>The ongoing internationalization of Spanish universities has led to the introduction of ICLHE (Integration of Content and Language in Higher Education), where the aim is not only learning about a given academic subject but also developing linguistic competency in a foreign language. This paper looks into indicators that may help universities to work towards a quality implementation of ICLHE by analysing issues such as conditions, programme structure, lecturers and students' skills as well as methodological considerations that plurilingualism calls for at higher education.</p> <p>Universidad de Jaén</p> <p>English</p> <p>Biodata:</p> <p>Méndez García, M.C.</p> <p>María del Carmen Méndez García es profesora titular del Departamento de Filología Inglesa de la Universidad de Jaén. Sus principales líneas de investigación son el componente cultural en los materiales de inglés como lengua extranjera, la competencia intercultural en la enseñanza de lenguas extranjeras y en su relación con AICLE.</p>
Salón de Grados	<p>Díaz, W. & Marsh, David.</p> <p>Applying a Key Performance Indicator Framework for Developing CLIL in Higher Education. Case: University of Guadalajara</p> <p>The introduction of English-taught programmes at the University of Guadalajara, Mexico, has been considered one driver for accelerating internationalization. In order to systemize these processes, a Key Performance Indicator Matrix has been successfully applied to enable a systemic management process for the introduction of CLIL through English in a largely monolingual (Spanish-speaking) higher education context. This Forum will introduce the KPI matrix and invite participants to examine how it can be applied in different contexts.</p> <p>University of Guadalajara, México</p> <p>University of Jyväskylä Group, Finland</p> <p>English</p> <p>Biodata:</p> <p>Díaz, W.</p> <p>Wendy Díaz Pérez PhD is coordinator of the Foreign Languages Institutional program, and professor in public policy at the University of Guadalajara, Mexico, and has experience of higher education in Spain, Japan, and the USA. Having specialized in Asian and Pacific Rim studies she now focuses on the internationalization of higher education through activation of language policies and strategy. She is co-author of Teaching through English in Higher Education: Realizing Internationalization in Practice, 2017, Montreal: Inter-American Organization for Higher Education.</p> <p>Marsh, David.</p> <p>David Marsh PhD is an internationally renowned educational expert who has developed strategic and</p>

	<p>innovative practices in Finland over 25 years. He has professional experience in over 40 countries, contributed to over 150 publications, and received 5 degrees from the United Kingdom, Finland and Spain. Having co-launched Content and Language Integrated Learning (CLIL) under the auspices of the European Commission, he currently works as on developing education primarily in Finland, Mexico, and Vietnam. His current work-in-progress is The Children of Cyberspace: Towards a New Understanding, due for publication in 2019.</p>
<p>Seminario 3</p>	<p>Studer, P., Steffen, G. & Sulejmani, D.</p> <p>Plurilingual teaching resources in a bilingual programme at primary schools in French-speaking Switzerland</p> <p>Teaching in a bilingual/immersion programme not only implies teaching in two languages or in a L2, it also means teaching content subjects through the means of plurilingual resources, which is of a qualitatively different nature than "monolingual" teaching. These resources form elements of a didactics of plurilingualism. This paper takes as an example the German immersion school project PRIMA in a French-speaking region of Switzerland, launched in 2011 by the Canton of Neuchâtel. Primary school pupils enrolled in PRIMA-classes follow a part of their school programme through German in addition to French, the language of instruction in this region. The progress with the project is monitored in a coordinated effort by a team of researchers from different higher education institutions in Switzerland (University of Geneva, HEP-BEJUNE, IRDP, ZHAW), feeding back insights to the various actors involved (politicians, schools, teachers, parents). In this paper, we will focus on the implications of the project on teacher training: How can a didactics of plurilingualism be applied in bilingual classrooms such as PRIMA and what do plurilingual education practices look like? Which specific skills do primary school teachers need to bring to teach on the PRIMA programme and how can they be prepared? Which initiatives have already been launched to formalise teacher training? In answering these questions, and drawing from experiences over the past six years of the programme, the project team will focus on support mechanisms and structures that seem particularly promising in leading immersion/bilingual programmes such as PRIMA to success.</p> <p>English</p> <p>Biodata:</p> <p>Patrick Studer</p> <p>Is a university researcher, lecturer and teacher trainer at the School of Applied Linguistics in ZHAW, Switzerland. In his research, Patrick Studer focuses on language sociological questions, especially on foreign language use and competence in higher education. He is currently guest editing an issue on Internationalising Curricula in Higher Education (to appear in Swiss Journal of Applied Linguistics, 2018) and has published extensively on topics such as linguistic diversity, language ideology, language policy, and English-medium instruction.</p> <p>Gabriela Steffen</p> <p>Currently works at the University of Teacher Education HEP BEJUNE and the University of Geneva in Switzerland. Gabriela does research and teacher education in Didactics of Plurilingualism, Plurilingual Education and Second Language Learning. Her most recent publication is 'Didactique du plurilinguisme et alternance de codes : Le cas de l'enseignement bilingue précoce.</p> <p>Dzevaire Sulejmani</p> <p>Graduated in Applied Linguistics at ZHAW and later completed her MA in Languages and Communication at the University of Basel, Switzerland. She currently works as a research assistant at ZHAW where she takes a particular interest in bilingual education in primary school.</p>
<p>Seminario 3</p>	<p>Arco-Tirado, J.L. & Fernández, F.</p> <p>Advanced research and evaluation designs for English as Medium of Instruction (EMI) Programs.</p> <p>English as Medium of Instruction (EMI) is growing very fast across the world, particularly in some non-Anglophone countries. In this context, it is necessary to produce high quality evidences on the impact of such programs among students populations on key learning objectives and competencies (e.g., second language command), which determine not only their curricular knowledge update but also their future</p>

	<p>employability. But the production of reliable evidences to inform academic teaching decisions as well as institutions language and internationalization policies depends on the type of research and evaluation designs adopted by research studies. The study we will present will use an advanced research design called "regression discontinuity" design which will be complemented with an innovative evaluation design called "counterfactual impact evaluation" design. The sample we will use will be students from several cohorts from a public University in Andalusia. The results we expect will enlarge the set of reliable high quality evidences available to inform future decisions on EMI programs at the University level.</p>
<p>Galileo Building Room 1.1.</p>	<p>Smith, S. Teachers as activators of learning (Sponsored by the British Council) This workshop will look at the changing role of teachers, raise awareness of the importance of challenge in our classroom tasks as well as present activities that teachers can adapt to tailor lessons to the needs of students who are learning in a bilingual context. Biodata: Sheona Smith Sheona is an experienced teacher and teacher trainer based in Palma Mallorca. She is also an e-moderator on the TeachingEnglish online CLIL courses. Her involvement in training has resulted in her working with a wide range of Primary and Secondary teachers on a global level. She has recently successfully completed her MA module in CLIL with the NILE Institute. Although a busy trainer, much of her time is spent in the classroom where she works with a wide range of learners and teachers. British Council English</p>
<p>Sala de Juntas</p>	<p>Bozdogan, D. & Kasap, B. Needs analysis of an Engineering English course in an EMI engineering program. Realising the need to foster the employability and soft skills of engineering graduates to meet the global job market demands, this study was initiated by the course instructor in collaboration with the language specialists. The engineering program in focus was transformed from 30% to a 100% EMI in 2015-2016 academic year and has been experiencing difficulties in adjusting to the change. This study aims to uncover the needs, lacks and necessities of Engineering English course and its students. Engineering English course targets to improve technical writing with reference to communicative competence building. The needs analysis conducted with the third year engineering undergraduate students followed the design by Serafini, Lake and Long (2015). It is revealed that the course needs instructional modification that needs to be aligned with the active learning strategies and genre based approach, the instructor needs either to cooperate with a language specialist or participate in a teaching training seminar on English for Specific Purposes and students are in need of activities that are built on focus-on-forms instruction, are motivating and engaging. The program is advised to consider a CLIL approach to successfully balance the importance attached to content and language. TED University Turkey English Biodata: Bozdogan, D. Derya Bozdoğan is with TED University English Language Education program working as an Assistant Professor, her research areas are Content and Language Integrated Learning, ICT in education and Teaching English to Young Learners. Kasap, B.</p>

	<p>Buket Kasap currently teaches English at Ankara University, Turkey and is also a graduate student in foreign language education. Her areas of interest are materials development, technology enhanced classrooms and game-based learning.</p>
<p>Sala de Juntas</p>	<p>Sánchez-Amaya, J.M.</p> <p>Implantación de actividad AICLE en grados de ingeniería para consolidación de conceptos.</p> <p>En esta comunicación se presenta la implantación de una actividad de innovación docente realizada en los cursos 2015/2016 y 2016/2017 en la asignatura "Ciencia e Ingeniería de los Materiales" (CIM), correspondiente al primer curso del "Grado en Ingeniería en Tecnologías Industriales" (GITI) de la Universidad de Cádiz.</p> <p>La actividad docente consiste en una sesión de aprendizaje cooperativo basado en la metodología de trabajo AICLE. Esta actividad se imparte íntegramente en inglés (explicaciones del profesor, conversaciones alumno-alumno, conversaciones alumno-profesor, lectura de conceptos, discusión de ideas, etc). Los alumnos, organizados en grupos, deben poner en común sus conocimientos y responder coordinadamente a las cuestiones planteadas. Esta actividad ha mostrado un alto grado de aceptación por parte del alumnado.</p> <p>Los objetivos alcanzados han sido:</p> <ul style="list-style-type: none"> · Consolidación de conceptos relevantes de la asignatura. · Fomento de trabajo en grupo. · Aprendizaje en ambiente de trabajo distendido y en lengua inglesa. <p>Mejora del nivel de competencia idiomática del alumnado.</p> <p>Universidad de Cádiz</p> <p>Español</p> <p>Biodata</p> <p>Profesor Ayudante Doctor (desde 2016) del Dpto. de Ciencia de los Materiales en Ingeniería Metalúrgica y Química Inorgánica de la UCA (Escuela Superior de Ingeniería de Cádiz).</p> <p>Miembro del grupo LABCYP de la UCA. Líneas de investigación principales: Corrosión y protección de aleaciones metálicas; y Soldadura láser de aleaciones ligeras.</p> <p>Participación, desde la anualidad 2015/2016, en 9 proyectos de innovación docente, 8 de ellos vinculado al Programa de Enseñanza Bilingüe (PEB) de la Escuela Superior de Ingeniería. Coordinador del proyecto de Innovación Docente en 2017/2018 (sol-201700083615-tra): "Implantación y mejora de actividades docentes en inglés mediante metodología AICLE en grados de ingeniería", concedido en la convocatoria de Proyectos de Innovación y Mejora Docente (INNOVA).</p>
<p>Friday</p>	
<p>9:30-10:30 Salón de Grados</p>	<p>Acosta, I.</p> <p>Research into EMI university teachers' perceptions: A thematic analysis of a literature review.</p> <p>English as a Medium of Instruction (EMI) at university level is a relatively new area of research but it has already generated a specialist corpus of research. This paper reviews empirical literature which has been published in a range of journals and analyses it by identifying the emerging themes. More precisely, this paper aims at presenting a thematic analysis of the literature review of published research into perceptions of EMI university teachers. To this end, the paper will describe the strategy employed in order to access and retrieve relevant publications (the databases Proquest, Web of Science, Scopus, Dialnet e ISOC were searched). Next, the thematic analysis applied will be discussed and the resulting thematic categories emerging from the data will be shown. Finally, the implications for</p>

	<p>research will be considered and suggestions for further research will be offered.</p> <p>Málaga</p> <p>Español-Inglés</p> <p>Biodata:</p> <p>Acosta, I.</p> <p>Máster universitario en estudios ingleses, comunicación multilingüe e intercultural. 2017-2018. Universidad de Málaga. Máster universitario en profesorado de educación secundaria obligatoria y bachillerato, formación profesional y enseñanza de idiomas – esp. lengua extranjera inglés. 2016-2017. Universidad de Málaga. Grado en Traducción e Interpretación. ES>EN/FR. 2011-2016. Universidad de Granada. Estancias en el extranjero: Central College, Pella, Iowa, Estados Unidos. 2015-2016. Universidad de British Columbia, Vancouver, Canadá. 2013-2014. Universidad de Roehampton, Londres, Reino Unido. 2012-2013.</p>
<p>Salón de Grados</p>	<p>Moore, P. & Rubio-Cuenca, F.</p> <p>Teacher Attitudes to Language in University Bilingual Education</p> <p>In this paper we will use data obtained from a group of teachers (n=26) participating in the Plurilingual Education Programme (PEP) at the School of Engineering at the University of Cadiz. The data comes from two teacher development sessions (conducted in 2015 and 2017) and consists of two sets of teacher reflections (written) – one from each session. In both sessions the teacher reflections were submitted anonymously, thus our discussion of the results is largely qualitative.</p> <p>We are interested in teacher opinions from three perspectives: to what extent they consider language (any language) as a factor in learning; what they think about language in their 'normal' i.e. Spanish/monolingual teaching; and what they think about bilingual classrooms. These are, of course, enormous questions. This is very much an exploratory study: Rather than looking for answers, we are still really only fine-tuning our questions.</p> <p>That said, it does seem to us that (thanks to the PEP perhaps) these teachers have a good degree of language awareness. While they logically prioritise content, they also agree that language is fundamental in learning. Although, echoing Airey's (2012) findings, they are reluctant to assume too much responsibility for the language side of things. In no small part, this would appear to be down to time restraints, a factor that has been flagged as problematic in other European studies (eg. Aguilar 2017). Nonetheless, they felt that all teachers should serve as models and be responsible for the correct use of language in general, be it the L1 or a L2.</p> <p>The situation at the University of Cádiz, is shaped by the fact that (for now at least) the majority of students signing up for bilingual programmes are locals with limited L2 expertise and thus, rather than immersion-type English medium instruction (EMI) the approach favoured is to integrate content and language, using both L1 and L2 as resources for lesson planning and implementation. We interpret this as an example of Internationalisation at Home.</p> <p>Universidad Pablo de Olavide, Sevilla</p> <p>Universidad de Cádiz</p> <p>English</p>
<p>Seminario 3</p>	<p>Rivas, A</p> <p>Experiencias en la docencia del Derecho en inglés.</p> <p>La experiencia de tres años impartiendo docencia en inglés, pone de relieve la dificultad que para una disciplina como el Derecho tiene la docencia en lengua extranjera, por cuanto el lenguaje verbal en este campo y el lenguaje técnico-jurídico son muy precisos y en muchos casos hacen referencia a conceptos jurídicos difícilmente traducibles. Así, la argumentación e interpretación jurídicas se anclan en la lengua, utilizando tanto el vocabulario como la gramática como fuente de conocimiento de la certeza jurídica. Todo ello supone un serio hándicap para la enseñanza del Derecho español en inglés, así como para desarrollar competencias transversales como la capacidad de exposición oral o la ordenación secuencial</p>

	<p>del pensamiento. Además, la impartición en el primer curso implica que faltan conocimientos jurídicos previos que pudieran ayudar y las fuentes, tanto normativas como de materiales docentes, son difíciles de encontrar en otros idiomas. Se propondrán técnicas de adaptación y mejora de la enseñanza del Derecho en inglés usadas en el aula con éxito y se aportarán reflexiones generales para mejorar la docencia del Derecho en inglés.</p> <p>Universidad Pablo de Olavide</p> <p>Español</p> <p>Biodata:</p> <p>Rivas, A</p> <p>Profesora asociada en Derecho Constitucional, Universidad Pablo de Olavide y abogada en ejercicio con una experiencia de 13 años, en derecho de familia y sucesiones (incluyendo derecho internacional privado), derechos LGBTI, y derecho civil general. Doctora de Derecho (Doctorado internacional) por la UPO, Máster Universitario Oficial en Derechos Humanos, Interculturalidad y Desarrollo, por la UPO, Licenciatura en Derecho por la Universidad de Sevilla, Diploma de Especialización en Derecho Constitucional y Ciencia Política del Centro de Estudios Políticos y Constitucionales (Madrid), estudios de doctorado en el Instituto Universitario Europeo de Florencia, Especialista Universitario en Mediación Familiar (UPO), Especialista en Derecho de Familia y Sucesiones (UPO), Módulo Jean Monnet sobre Los Aspectos Internacionales del Derecho de Familia y Sucesiones y su Regulación en la Unión Europea (Universidad de Sevilla). Diversas publicaciones y conferencias sobre diversidad sexual, discriminación, extranjería, grupos sociales especialmente vulnerables, derecho de familia, discapacidad y género. Profesora de la asignatura "Constitutional Law II: Fundamental Rights" del doble grado en Derecho y Administración y Dirección de Empresas de la UPO. Alto nivel de inglés y francés y nivel medio de italiano.</p>
<p>Seminario 3</p>	<p>Jiménez Sánchez, C.</p> <p>Aspectos metodológicos de la docencia en inglés en la asignatura Derecho Internacional Público.</p> <p>Se pretende abrir un espacio de debate sobre la necesidad de cambiar la metodología de las clases universitarias en lengua extranjera en las aulas de la Facultad de Derecho, lo cual puede por analogía aplicarse en otras áreas de conocimiento. En efecto, hay diversos factores que condicionan en extremo la docencia en lengua extranjera en la Universidad, entre ellos podemos identificar: la enorme laboriosidad de elaboración de materiales docentes adecuados, la diversidad de niveles en lengua inglesa presentes en el aula así como la percepción de esta realidad diversa por parte del alumnado, que cursa la asignatura de manera desemejante al resto de grupos mayoritarios. Pero, en cualquier caso, la experiencia docente en inglés ha demostrado que ésta no sólo es sí misma una técnica de innovación docente, sino que bien usada, a través de CLIL (Content and Language Integrated Learning), es una herramienta eficaz para transmitir al alumnado formaciones y expresión oral de la lengua extranjera sin que éste sea el objetivo principal de la docencia en sí misma. Para ello, es necesario aplicar una serie de elementos que serán expuestos en la comunicación al hilo de mi propia experiencia en la docencia del Derecho Internacional Público.</p> <p>Universidad de Málaga</p> <p>Español</p>
<p>Seminario 4</p>	<p>Ruiz, M. & Calderón, A.</p> <p>Crowdsourcing CLIL for the Education of the 21st Century Software Engineers.</p> <p>This work describes our approach to integrate the learning of English communication skills into a software engineering curriculum at a Spanish university. We report on the findings of two experiences with undergraduate and graduate students. We introduce the process followed, provide examples of the activities developed, and describe the tools that supported our method and summarize our findings and the lessons learned. We also provide guidelines about how this approach can be generalized to other non-engineering related areas.</p>

	<p>Universidad de Cádiz</p> <p>Español</p>
Seminario 4	<p>Gómez, M.</p> <p>Comparativa de la docencia de Física en grados de ingeniería en diversos países del mundo.</p> <p>El proyecto tiene por objeto hacer una comparativa de la docencia de la física en grados de ingeniería en diversos países. Se presenta una comparativa cualitativa de los contenidos y nivel de exigencia de asignaturas de física titulaciones y cursos comparables en distintas universidades del mundo. Esto incluye comparar contenidos, material empleado y los criterios establecidos para determinar la superación del curso</p> <p>Universidad de Huelva</p> <p>Español-Inglés</p> <p>Biodata</p> <p>Mario E. Gómez</p> <p>Es profesor del Departamento de Ciencias Integradas de la Universidad de Huelva. Licenciado en Ciencias Físicas por la Universidad de Salamanca y Doctor en Física por Northeastern University, Boston, EE.UU. Trabajo como investigador en Física de Partículas en EE.UU, Grecia y Portugal. Tareas docentes en Northeastern University y desde 2004 en la Universidad de Huelva.</p>
Seminario 5	<p>Adachi, R.</p> <p>The spread of CLIL in foreign language education in Japan.</p> <p>For the past few years CLIL has got the momentum in the field of Japanese foreign language education. It becomes obvious that the number of titles which include "CLIL" or have some relations with the CLIL educational approach has increased in the conferences programs in Japan. The presenter describes how CLIL is expanding in Japan and why CLIL would have a potential to motivate both students and teachers toward foreign languages from the current social situation in Japan with her previous researches concerning students' motivation and their affective factors in foreign language learning.</p> <p>Aichi university</p> <p>Japan</p> <p>English</p> <p>Biodata:</p> <p>Rie Adachi</p> <p>Is a professor at Aichi University, and has taught English and Intercultural communication and education at various universities. Her main research interests are the intercultural receptive attitude of Japanese people and the motivation of Japanese young students. She has published many papers in the areas of motivation, intercultural communicative attitudes, and EFL students' learning environment. She is also interested in introducing CLIL (Content and Language Integrated Learning) into the Japanese educational system.</p>
Seminario 5	<p>Osada, E.</p> <p>A challenge for CLIL practice in Japan's pre-service teacher education</p> <p>This is a practical report about CLIL practices in pre-service elementary school teacher education at a Japanese university. The researcher tried to incorporate the 4Cs into a content class, American Culture, in order to provide students with opportunities to use English. While the lectures were conducted in Japanese, the teaching materials were written in English. The students were asked to give a group presentation about an American state, translate an article about American history into Japanese, and explain this article to other students. In these activities, they discussed what kinds of information should</p>

	<p>be included in their presentations and how to explain the information effectively and collaboratively. Whereas most of the students were positive about learning the contents in English, according to the results of the questionnaire, there seemed to be some problems. The presentation will reveal further details, including the researcher's and her students' reflections.</p> <p>Kokugakuin University.</p> <p>Japan</p> <p>English</p> <p>Biodata:</p> <p>Osada, E.</p> <p>Eri Osada is an associate professor at Kokugakuin University in Japan. She used to teach children at elementary school, but now works in the Department of Elementary School Teacher Education and teaches how to teach English to pupils. Her main interests include teacher education, language teacher cognition and teacher-student interaction in the classroom. She is especially interested in L1/L2 use, or translanguaging.</p>
<p>Sala de Juntas</p>	<p>Roquet, H., Vraciu, A. & Nicolás-Conesa, F.</p> <p>Integrating content and language in Higher Education: Examining the effects on language gains.</p> <p>The aim of this study is to measure the impact of an integrated content and language (ICL) course on the morphosyntactic and lexical knowledge in EFL of university students enrolled in a Dentistry degree at a Catalan university. In a context of exponential growth of English-medium instruction (EMI) programmes in higher education, in which curricular content is taught in a foreign language without explicit attention to form, ICL programmes stand out for pursuing both content and language learning objectives (Unterberger & Wilhelmer, 2011), much in the same vein as CLIL programmes in primary and secondary education. From a language learning point of view, this integrated treatment represents a way to overcome some of the shortcomings of EMI, namely its limited impact on the development of the specific domains of the L2 competence such as the lexico-grammatical knowledge (Aguilar & Muñoz, 2014; Ament & Pérez-Vidal, 2015) on account of a lack of explicit focus on form and corrective feedback which seems to affect the opportunities for noticing and overcoming the gaps that students have in their L2 knowledge. Drawing on quantitative and qualitative data, we present a longitudinal study of the impact of a one-semester ICL course subject on the EFL morphosyntactic and lexical knowledge of 53 university students enrolled in the 1st year of a Dentistry degree at the same university, taught in two parallel modalities (i.e. EMI and standard L1 instruction), with a similar L2 competence at the onset of their degree. Drawing on quantitative and qualitative data, we present a longitudinal study of the impact of a one-semester ICL course subject on the EFL morphosyntactic and lexical knowledge of 53 university students enrolled in the 1st year of a Dentistry degree at the same university, taught in two parallel modalities (i.e. EMI and standard L1 instruction), with a similar L2 competence at the onset of their degree.</p> <p>International University of Catalunya</p> <p>English</p> <p>Biodata:</p> <p>Roquet, H.</p> <p>Helena Roquet is a Tenure-track Lecturer and the Director of the Institute for Multilingualism at UIC Barcelona. She holds a PhD in Foreign Language Acquisition from the Universitat Pompeu Fabra. Her doctoral thesis on "The Acquisition of English as a Foreign Language: Integrating Content and Language in Mainstream Education" and her later work have been published in Applied Linguistics, System, International Journal of Bilingual Education and Bilingualism and other peer-reviewed journals and books. Her main research interests lie within the fields of second and third language acquisition, bilingualism, CLIL and ICLHE.</p> <p>Vraciu, A.</p> <p>Alexandra Vraciu is a Visting Lecturer at the Education Faculty of University of Lleida. She holds a PhD</p>

	<p>in Applied Linguistics from Universitat Autònoma de Barcelona and Université Paris Ouest Nanterre la Défense (excellence award). She is interested in second language acquisition, in particular L2 tense-aspect morphology and peer interaction, and the impact of approaches such as CLIL, EMI and task-based learning on the development of receptive and productive skills in English as a Foreign Language. She has published in several peer-reviewed journals and books. She is also an EMI trainer at the Universitat Internacional de Catalunya.</p> <p>Nicolás-Conesa, F.</p> <p>Florentina Nicolás-Conesa is Assistant Professor at the University of Murcia. Her research interests include the analysis of writing processes, written products, bilingualism, students' cognition, and L2 learning and teaching. Her doctoral dissertation on "Development of Mental Models of Writing in a Foreign Language Context: Dynamics of Goals and Beliefs" received the best doctoral thesis award by the Spanish Society for Applied Linguistics. She has published her work in the Journal of Second Language Writing, in the International Journal of Bilingual Education and Bilingualism, in the TESOL Encyclopedia of English Language Teaching, in the Handbook of Second and Foreign Language Writing and in other Spanish journals.</p>
<p>Sala de Juntas</p>	<p>Montañés-Brunet, E. & Maruenda-Bataller, S.</p> <p>The implementation of a Professional Development Programme through EMI at the University of Valencia: The research, internationalisation and teaching in English Plan (PRIDA).</p> <p>Within the EHEA context and in order to adapt/conform to its objectives, educational authorities, institutions and stakeholders in Spain have stressed the necessity of fostering, increasing and improving the internationalisation of the Spanish Higher Education System in order to meet the demands of global and knowledge society. Against this backdrop, and as part of its Strategic Plan (2016-2020), the University of Valencia has designed a plan to cater for the needs of lecturers in bilingual programmes teaching through EMI within the framework of the Research, Internationalisation and Teaching in English Plan (PRIDA in its Spanish acronym). The pilot programme crystallized in the implementation of a professional development intensive course whose main aims are:</p> <ul style="list-style-type: none"> ○ 1. Upgrade the teaching practice in English of senior lecturers by applying an EMI specific methodology. ○ 2. Train novel lecturers teaching through English by applying an EMI specific methodology and monitor and improve their teaching practice (follow-up with mentors). ○ 3. Foster the exchange of good practices among mentors and "mentees" by means of workshops, class observation and micro-teaching sessions. ○ 4. Assist in the process of writing and reviewing teaching materials and publications. ○ 5. Promote/enhance educational innovation in EMI /the area of teaching in through English. ○ In this paper, we account for the development of the EMI programme at the University of Valencia and the implementation of its pilot stage. Specifically, we address strengths and weaknesses regarding: plan design, recognition for lecturers, institutional support and management. We also attend to a current Innovation Project that aims to continue with the training and career development of the lecturers who have been involved in the EMI courses, while at the same time to assess the quality and the implementation of the received training. <p>Universidad de Valencia</p> <p>English</p>
<p>10:30-11:00</p>	<p><i>Trinity College London</i> healthy breakfast. No charge.</p>
<p>11:00-12:30 Salón de Grados</p>	<p>Ament, J.R.</p> <p>Measuring learner motivation, attitudes and anxiety in the EMI context.</p> <p>Due to English's central role in higher education, it is essential to investigate the effects individual differences (IDs) can have on learners in the English-medium instruction (EMI) context. English is no</p>

	<p>longer an elective subject but instead a necessary requirement to advance in academia and the work force. Therefore, knowing the impact IDs can have on language learning in EMI contexts can inform policy makers, educators and learners alike. This study investigates three individual learner differences: i) motivational orientation, ii) attitudes towards English, and iii) foreign language anxiety and their relationship with language learning outcomes, more specifically pragmatic competence. The aim of the study is twofold, firstly, to uncover whether EMI learners and non-EMI learners differ according to IDs. And secondly, to identify if there are any relationships between IDs and language learning outcomes as a result of 2 years of EMI education compared to L1 education. In order to do that, two groups of participants were studied, a full EMI (N=40) and a low-EMI (N=40). Participants were 2nd and 3rd year Economics undergraduate students at a Catalan university. Data were obtained through two oral tasks, and two questionnaires. Statistical analysis showed that IDs did not predict EMI enrolment in fact, both EMI and non-EMI learners were similarly motivated. However, ID's changed significantly as learners spent more time in the EMI context. Specifically, learners' motivations changed from 2nd to 3rd year of study. The application of the results to the design and management of EMI programs will be addressed in the presentation.</p> <p>Universitat Pompeu Fabra & Universitat Internacional de Catalunya</p> <p>English</p>
Salón de Grados	<p>García-Pastor, M.D. & Miller, R.</p> <p>Researching the language learning experience of learners who stutter: Issues of anxiety and identity in L1 Spanish and L2 English.</p> <p>Stuttering produces high levels of anxiety in learners who stutter (LWS) (Guitar, 2006). Therefore, the language learning experience of these learners both in their first (L1) and/or second/foreign language (L2/FL) is expected to be characterized by specific issues and learning difficulties that mainstream language students may not encounter. Only by researching these can one seriously consider measures that satisfy these learners' special educational needs both in monolingual and bilingual language programs. This study thus aims to explore the L1 Spanish and L2 English learning experience of LWS in 18 semi-structured interviews with these learners. Interpretive phenomenological analysis (Smith et al., 2009), was mainly used for the analysis of the data. Results indicate that LWS experience their language learning both in Spanish and English as a burden and an obligation, but also as a relief on occasion. These findings suggest the implementation of anxiety reducing and identity reinforcing pedagogical practices with LWS for meaningful learning in both L1 and L2.</p> <p>Universidad de Valencia</p> <p>English</p> <p>Biodata:</p> <p>García-Pastor, M.D.</p> <p>María D. García-Pastor is a professor in the Department of teaching language and literature at the Faculty of Education of the University of Valencia. Her research interests are within English as a foreign language (EFL) teaching and learning with a focus on second/foreign language (L2/FL) grammar and pragmatics, identity, foreign language anxiety along with linguistic im/politeness. Her publications include articles in language education and linguistic journals (Digital Education Review, Signos, Porta Linguarum, etc.), and chapters and books by national and international publishers (Mouton de Gruyter, Peter Lang, etc.). She has a PhD and M.A. in English linguistics (University of Valencia), and an M.A. in Communication studies (University of Iowa, USA).</p> <p>Miller, R.</p> <p>Ronan Miller is a PhD candidate in the doctoral programme Research in specific didactics of the Faculty of Education at the University of Valencia. His research interests are within applied linguistics, foreign language teaching and learning, and stuttering. He is a member of the Spanish and British Stammering Associations, and has been invited to deliver talks on stammering and language learning at national and international events. He has also presented at several national and international conferences, and has recently published part of his work at E-Aesla Electronic Journal. He has an M.A. in Languages and Technology (Polytechnic University of Valencia, Spain), and a B.A. in Linguistics, Media and Cultural</p>

	Studies (Nottingham Trent University, UK).
Salón de Grados	<p>Méndez Santos, M.C.</p> <p>La desmotivación en el aprendizaje de léxico.</p> <p>La metodología de la enseñanza-aprendizaje de lenguas extranjeras ha avanzado desde que se cuestionó la centralidad de la gramática a mediados del siglo XIX (Richards y Rogers, 2003: 17). El enfoque léxico (Willis, 1990; Lewis, 1993; Nation, 1999; Hulstijn, 2011) ha conseguido su espacio en los manuales y en el aula y la reflexión sobre su implementación didáctica ha merecido intensos estudios (Lewis, 1997; Higuera, 1997, 2004, 2008, 2009; Thornbury, 2002; Baralo, 1996, 2005; Sánchez Rufat y Jiménez Calderón, 2015; Barcroft, 2015; Pérez Serrano, 2017). Queremos hacer una reflexión para combinar los trabajos sobre léxico con los estudios realizados sobre afectividad y aprendizaje (Arnold, 2000; Stevik, 2000; Dörnyei, 1994, 1998, 2008; 2017; Dörnyei y Malderez, 2000; Dörnyei y Ryan, 2015; Gardner, 1985; Ibarrola, 2013; DeWaele, 2011, 2015; Gkonou, Daubney y Dewaele, 2017; Hall y Hall, 2012, entre otros) para demostrar que la conexión entre aspectos cognitivos y afectivos en la planificación de la enseñanza del español redundará en un mayor aprendizaje de unidades léxicas y de una mayor recuperabilidad de estas. Para ello haremos una breve introducción teórica al tema de la motivación y, en particular, de la desmotivación aprendiendo léxico (Jahedizadeh, Ghanizadeh y Ghonsooly, 2016; Arefinezhad y Golaghael, 2014; Falout, 2012) y relacionaremos estos conceptos con el resultado de unas encuestas realizadas a alumnado de ELE sobre sus percepciones del aprendizaje del léxico.</p> <p>Universidad de Alicante</p> <p>Español</p>
Seminario 3	<p>Porta Linguarum journal presentation of the new manuscript:</p> <p>“Addressing bilingualism in Higher Education: Policies and implementation issues”</p>
Seminario 3	<p>Ramos, A.M. & López, R.</p> <p>Universidad de Granada. Universidad de Huelva.</p> <p>“Proyecto AGCEPESA: Calidad de los programas bilingües en Educación Superior”</p>
Seminario 4	<p>Renart, M.A., Baixauli, J.S., Oltra, M.J. & Sánchez, M.C.</p> <p>El bilingüismo en los estudios de grado den ADE en la Facultad de Economía y Empresa de la Universidad de Murcia, un análisis desde la experiencia.</p> <p>La Facultad de Economía y Empresa de la Universidad de Murcia inició en el curso académico 2011/2012 un grupo bilingüe dentro del Grado en Administración y Dirección de Empresas. Tras ocho años de experiencia, no cabe duda sobre la consolidación de este grupo, siendo cada vez mayor la demanda de participación en el mismo por parte del alumnado nacional e internacional. A lo largo del presente trabajo queremos mostrar la experiencia que ha supuesto la creación de dicho grupo bilingüe, no sólo desde la óptica del profesor y de su participación directa en el mismo sino también desde la óptica de la gestión académica-administrativa. Ponemos de manifiesto la calidad y política de los programas, a través de los procesos administrativos en la admisión del alumnado: requisitos, características del alumnado, acreditación de idiomas, evolución de la demanda, procedencia del alumnado, formación y apoyo a los profesores.</p> <p>Universidad de Murcia</p> <p>Español</p> <p>Biodata:</p> <p>Renart, M.A.</p> <p>Profesor Contratado Doctor del Departamento de Economía Financiera y Contabilidad de la Universidad de Murcia. Ha participado en proyectos de innovación docente e impartido clases (y coordinado) en el Grupo Bilingüe del Grado en ADE desde el inicio del mismo. Coordina el Máster Universitario en Auditoría de Cuentas de la Universidad de Murcia. Ha impartido conferencias y seminarios en materia</p>

	<p>contable en España y en el extranjero. Autor de numerosos artículos (divulgativos y científicos) en revistas nacionales e internacionales, y coautor de numerosos libros, capítulos y comunicaciones presentadas a congresos nacionales e internacionales. Miembro, entre otros, del Consejo Directivo EC-CGE</p> <p>Baixauli, J.S.</p> <p>Profesor Titular de Universidad del Departamento de Organización de Empresas y Finanzas de la Universidad de Murcia, cuenta desde 2014 con evaluación positiva de ANECA para el concurso de acceso al cuerpo de Catedrático de Universidad. Ha participado en diferentes proyectos de innovación docente, con ponencias en congresos de docencia, habiendo participado en 2013 en uno de los primeros MOOC de la Universidad de Murcia. Investigador principal en varios proyectos competitivos, ha presentado anualmente comunicaciones en congresos nacionales e internacionales y publicado artículos en revistas nacionales e internacionales JCR. Editor asociado de <i>European Journal of Management and Business Economics</i>.</p> <p>Oltra, M.J.</p> <p>Jefa de Sección Facultad de Economía y Empresa. Licenciada en Geografía e Historia y miembro del Personal de Administración y Servicios de la Universidad de Murcia desde el año 1992. Perteneció al grupo A2 (gestión universitaria) desde el 2009 en la Facultad de Economía y Empresa. Es miembro del grupo de innovación docente: "Proyecto Interdisciplinar para la mejora del rendimiento de los estudiantes de primer curso." Ha participado, en el marco del programa de movilidad Erasmus+, en estancias de formación en universidades como: Emdem (Alemania), Koper (Eslovenia), Liberec (República Checa), Foggia (Italia) y Oulu (Finlandia).</p> <p>Sánchez, M.C.</p> <p>Profesora Titular de Universidad del Departamento de Fundamentos del Análisis Económico de la Universidad de Murcia. En la actualidad imparte docencia en microeconomía intermedia en el Grado en Economía y es profesora del Programa de Doctorado en Economía Interuniversitario (DECIDE). Forma parte del grupo de "Innovación educativa en el Análisis Económico" y ha participado en diferentes proyectos de innovación docente, presentando distintas ponencias en congresos docentes. Ha desempeñado su labor investigadora participando en distintos proyectos de investigación competitivos y presentando ponencias en congresos nacionales e internacionales. Ha publicado artículos en revistas internacionales con índice de impacto JCR.</p>
<p>Seminario 4</p>	<p>Bernabé, M.</p> <p>Valoración de una experiencia docente en una asignatura del Grado Bilingüe en Administración y Dirección de Empresas.</p> <p>El objeto de este trabajo se divide en dos partes. En primer lugar se expone cuál ha sido la experiencia de la asignatura Financial Statement Analysis durante los cuatro cursos académicos en los que se ha impartido en la Facultad de Economía y Empresa de la Universidad de Murcia, abordando cuestiones tales como número de alumnos matriculados y su evolución, competencias adquiridas, metodología docente y criterios de evaluación utilizados, comparándolos además con los de la misma asignatura impartida en castellano. En segundo lugar, se trata de analizar la evolución de los resultados obtenidos en esta asignatura durante estos cuatro cursos académicos, considerando, a fin de poder determinar si el hecho de cursar esta asignatura en inglés supone una mejora en los resultados obtenidos con respecto a los alumnos matriculados en la misma asignatura en español. El trabajo finaliza exponiendo las principales conclusiones y las perspectivas que se presentan para el próximo curso académico 2018/2019 a tenor de los resultados obtenidos.</p> <p>Universidad de Murcia</p> <p>Español</p> <p>Biodata:</p> <p>Mercedes Bernabé Pérez es Profesora Titular de Economía Financiera y Contabilidad de la Universidad de Murcia. Imparte docencia de Contabilidad Financiera, Análisis de Estados Contables y <i>Financial Statement Analysis</i> en la titulación de Administración y Dirección de Empresa y en los posgrados oficiales del MBA y del Máster Oficial en Auditoría de Cuentas de la UMU. También imparte docencia en el ámbito de la Contabilidad Bancaria en varios posgrados. Ha realizado una estancia de investigación</p>

	<p>como Fellow en el Real Colegio Complutense en la Universidad de Harvard (2012). Sus investigaciones se centran en el ámbito de la contabilidad financiera, el análisis financiero, el análisis contable en las entidades de crédito y la empresa familiar, Ha participado en proyectos de investigación financiados por el Ministerio de Ciencia e Investigación Es Directora del Centro de Estudios Económicos y Empresariales de la UMU y miembro de la Junta de Gobierno del Colegio Oficial de Economistas de la Región de Murcia</p>
<p>Seminario 4</p>	<p>Contero, C., Capelo, M., Gómez, N. & Piñero, J. M.</p> <p>A CLIL experience in Business Studies: The teachers' perspective.</p> <p>Research and teaching at the University are trading the path towards integrating fields which traditionally were separate in the past. This convergence process is having a major impact on education and is leading to creating new methods that help teachers to adapt their practices to the real needs of the students and the society in general. Within this context, Content and Language Integrated Learning (CLIL) has emerged as a tremendously useful and motivational tool to develop good teaching practices which permit our students to become qualified professionals who are able to communicate in several languages, broadening their working possibilities.</p> <p>The Faculty of Economic and Business Sciences at the University of Cadiz has begun a new experience offering a minor or specialization in international business management which is totally taught in English. In this minor, our students go through five subjects in which English is the language of communication, and they also have to prepare their end-of-degree project in the same language.</p> <p>The integration of content and language in the learning process certainly brings about extraordinary improvements in their students' acquisition. Teachers must then be aware of the potential changes, gains and hazards that this process may involve. However, there is a lack of research offering the perspective of content teachers who have undergone CLIL teaching in higher education. This paper examines the experience developed in this faculty from the teachers' perspective. In doing so, a number of teachers have been asked about their beliefs and impressions regarding their teaching experience and the achieved results.</p> <p>Our results highlight the importance of four main needs to be acknowledged, namely, constant and unreserved institutional support, cooperative work between content and language teachers, teaching strategies adaptation and multi-faced training.</p> <p>Universidad de Cádiz</p> <p>Español-Inglés</p> <p>Biodata:</p> <p>Candela Contero Urgal</p> <p>(candela.contero@uca.es) Lecturer of English language in the Department of English and French Philology at the University of Cádiz, Spain. She holds a PhD in English Philology specialized in Content and Language Integrated Learning in Higher Education. As an academic at the Faculty of Business, she is the Coordinator of Bilingualism, in charge of the Bilingual Education Framework aimed at fostering content teaching through a foreign language within the undergraduate and postgraduate degrees on offer. Member of the research team AGCEPESA, which is carrying a project of excellence in quality assurance in Higher Education bilingual programs financed by the Andalusian Government. She has more than eleven years' experience in teacher training, particularly, she has delivered several methodological and language courses for professors on how to become a CLIL teacher, providing them with resources and techniques they can apply in their own CLIL teaching.</p> <p>Mariló Capelo Bernal,</p> <p>(Dolores.capelo@uca.es) Senior lecturer of Financial Accounting in the Department of Financial Economics and Accounting at the University of Cádiz, Spain. She researches on Accounting History and has been member of the Research Project SEJ-5061 jointly financed by the ERDF (European Regional Development Fund) through the period 2007–2013. As a teacher, she has a long experience with the implementation of new methodologies and has been involved e.g. in the project "New technologies for the teaching of Business Sciences" awarded in 2006 with the Third National Prize in research about educational innovation. Since 2017 she has shown interest in more student-focused methodologies such as CLIL methodologies, training through several courses received both in Spain and abroad, and trying to</p>

	<p>implemented these methods in her classes.</p> <p>Nieves Gómez Aguilar (nieves.gomez@uca.es) Is professor of Financial Accounting in the Department of Financial Economics and Accounting at the University of Cádiz, Spain. She researches on Accounting and Auditing and, more recently, on Transparency and Budgeting in Public Administrations. Moreover, she has been the Manager of Employment of the University of Cádiz from 2007 to 2011, being the person in charge of the project "Analysis on Equity and Employment in the European Union: A special reference about University Graduates" (EUR-294). This project was financed by the European Social Fund and the Andalusia Government and included the University of Pisa (Italy) and University of Bangor (UK) as partners.</p> <p>Juan Piñero López (juan.pinero@uca.es), Professor of Financial Accounting in the Department of Financial Economics and Accounting at the University of Cádiz, Spain. He researches on Accounting and value-relevance of the accounting information and, as a teacher he has experience in CLIL methodologies that have applied in the teaching of the subject International Accounting and Auditing. He has participated in two CLIL training courses financed by the University of Cádiz and in two CLIL projects organized by the University of Cádiz and the Université Libre de Bruxelles. Besides, he has presented two oral communications in International Meetings about Innovation and CLIL.</p> <p>He has held positions of responsibility at the University of Cádiz as Director of the Faculty of Economic Sciences in Algeciras, Coordinator of the Degrees in Business Administration, and in Finance and Accounting of the University of Cádiz, and Vice-dean of Internships and Institutional Communication of the Faculty of Economic Sciences at the University of Cádiz. Nowadays he is still holding the former post at the faculty. Besides, he is evaluator of Teaching Innovation Projects of the Government of Andalusia since 2009.</p>
<p>Seminario 5</p>	<p>Bamond, V.</p> <p>Internationalizing Higher Education:A workshop on training EMI professors through CLIL.</p> <p>The UE CLIL Developmental portfolio is a tool intended to aid and support faculty members involved in multilingual education. It tackles didactic issues regarding second language acquisition within their content courses and how to manage the specific problems often encountered in these classrooms, including how to integrate content and language objectives effectively through Content and Language Integrated Learning, or CLIL. This portfolio has come about thanks to extensive research carried out since 2012, where EMI professors have collaborated with researchers to build a training tool that responded to their needs in teaching content courses in English at Universidad Europea de Madrid, a Spanish University where English is a second language and courses have a mix of national and international students. The Aims and Objectives of this Workshop are to familiarize attendees with this unique portfolio training method for developing in Tertiary CLIL. It is not meant for assessment purposes or for showcasing one's professional work, but rather is intended as a learning process in and of itself, resulting in a repository of tools, resources, strategies and reflections. It may be done in paper format or online through a Virtual Campus e-portfolio tool.</p> <p>The main focuses are:</p> <ul style="list-style-type: none"> · To learn about internationalization trends in HE and how instruction in English plays a role in gaining international student market share · To review the UE CLIL Professor Portfolio in depth and learn how to use it as a developmental training tool · To put some parts of the portfolio in practice and share experiences, ideas, resources and strategies with others involved in the teaching of courses in English in contexts where English is an L2 · To increase opportunities for individual self-reflection as well as collaboration among peers <p>By the end of the workshop, you will have learned the basics regarding how to build a developmental portfolio on paper or e-format, be introduced to internationalization and the role CLIL has to play in ensuring quality instruction, review the necessary Portfolio Contents, learn about challenging situations</p>

	<p>that arise in CLIL environments and strategies for managing them, Practice how to scaffold activities and incorporate the 4Cs model (Content, Communication, Cognition, and Context), and reflect upon your learning in this workshop.</p> <p>Universidad Europea de Madrid</p> <p>English</p> <p>Bioata:</p> <p>Doctora en Humanidades por la Universidad Carlos III de Madrid, su tesis trata sobre la formación de profesorado universitario en educación multilingüe. Bachelor's Degree en antropología y en español por University of Massachusetts (EEUU), homologada como Licenciada en Filología Hispánica por el Ministerio de Educación Español. Actualmente es Directora Académica de Proyectos Educativos en la Facultad de Ciencias Sociales y de la Comunicación de la Universidad Europea de Madrid y Profesora Asociada. Además, es formadora de profesorado universitario en CLIL/AICLE. Sus líneas de investigación y publicaciones se encuentran en el ámbito de la educación multilingüe formación de profesorado donde lleva activa tanto como participante como IP desde el año 2012.</p>
Seminario 5	<p>Morales, L.</p> <p>An Investigation of assessment practices in Mexican EMI programmes.</p> <p>The aim of this study is to examine the assessment practices of content teachers in a University in Mexico where English is used as the Medium of Instruction; and where the students are no required to prove language competences to enrol in their courses. The objective is to evaluate to what extent content teachers are consciously including language features in their assessment practices in this particular programme. Overall, it is expected that the results of the data analysis could be used in the design of a framework to help content teachers to develop valid and reliable assessment tools in higher education in programmes where the main goal is the integration of content and language.</p> <p>University of Southampton</p> <p>Mexico</p> <p>Español-Inglés</p> <p>Biodata:</p> <p>Morales, L.</p> <p>Ph.D. Candidate at the University of Southampton, specialising in Language Testing and Assessment and the Integration of Content and Language in Higher Education (ICLHE). Some of her previous research includes the exploration of assessment methods and teachers' perspectives in EAP courses with special focus on speaking skills. She is currently working in projects that involve language assessment in ICLHE and EMI contexts in Mexico.</p>
Sala de Juntas	<p>Cullinane, C.</p> <p>Implementing support and ongoing professional development for Engineers lecturing in English.</p> <p>The presentation describes an innovative five-year project designed to implement high quality English Medium Instruction at Tecnun Engineering School in San Sebastián, Spain. This project started in 2012 with the objective of offering 20% of subjects in English (about 60 ECTS in total) across all nine Engineering degrees. The project had three key features: external evaluation of lecturers, individual support programmes, and seminars/workshops. The presentation provides an overview of the evaluation and training system used, with discussion of the extent to which this model could be applied in other contexts, an assessment of its overall impact on the institution and some suggestions for future development as the international programmes expand.</p> <p>Universidad de Navarra</p>

	<p>English</p> <p>Biodata:</p> <p>Carol Cullinane came to Spain over 25 years ago and has considerable experience in ESL teaching at industrial level as well as university level. She has experience working in the International Department as well and the language department at ISSA, Universidad de Navarra and has been in charge of the Bilingual Program at Tecnun, School of Engineering, Universidad de Navarra since 2010. She is a qualified Life Skills Coach.</p>
<p>Sala de Juntas</p>	<p>Pérez-Bernal, F. et al.</p> <p>Internationalization of scientific undergraduate programs: the UHU experience as a case study.</p> <p>Workshop for the discussion of challenges obstacles that hamper the internationalization process in the case of scientific undergraduate programs. The experience in the Facultad de Ciencias Experimentales of the Universidad de Huelva is proposed as a case study.</p> <p>Universidad de Huelva</p> <p>English</p>
<p>12:30-13:30 Salón de Actos</p>	<p style="text-align: center;">Plenary session</p> <p>David Lasagabaster</p> <p>Team teaching: A way to boost the quality of EMI programmes?</p> <p>Studies indicate that most higher education institutions seldom offer courses aimed at helping English-medium instruction (EMI) teachers tackle the challenges posed by the use of a foreign language as the means of instruction. In this vein, it has been observed that content EMI lecturers tend to avoid language aspects, which is why it is believed that the collaboration between language and content teachers (also known as “team teaching”) could help to underpin the quality of EMI programmes. Team teaching stems from a socio-constructivist approach to learning whose target is to do away with two of the main causes for dissatisfaction among teachers: lack of support and the feeling of loneliness. In this presentation I will put forward research tasks with a view to enticing researchers to embark on projects focused on this content-and-language-teacher collaboration, while both teachers’ and students’ opinions about the implementation of team teaching experiences will be analysed.</p> <p>University of the Basque Country UPV/EHU</p> <p>English</p> <p>Biodata:</p> <p>David Lasagabaster es catedrático de Lingüística Aplicada en la Universidad del País Vasco/Euskal Herriko Unibertsitatea. Ha sido profesor visitante en diversas universidades, tales como el Centro de Inmersión y Multilingüismo (Universidad de Vaasa, Finlandia), el Instituto Ontario de Estudios en Educación (Universidad de Toronto, Canadá), la Universidad de Nevada, Reno (EEUU), la Escuela de Lenguas y Lingüística (Universidad de Melbourne, Australia), la Universidad Nacional Autónoma de México (UNAM), la Universidad Central de Nueva York (EEUU), y la Universidad de Oxford (GB). Su investigación se ha centrado en la adquisición de segundas y terceras lenguas, EMI (English-medium instruction) en la universidad, el enfoque AICLE (Aprendizaje Integrado de Contenidos y Lengua Extranjera), las actitudes lingüísticas y la motivación, y el fomento del multilingüismo. Actualmente coordina un proyecto sobre el trabajo en equipo entre profesorado de lengua y contenido en la enseñanza universitaria en el que participan siete universidades europeas. Sus trabajos de investigación han aparecido publicados en las principales revistas de su ámbito, tales como Applied Linguistics, Language Teaching, International Journal of Bilingual Education and Bilingualism, The Modern Language Journal, Studies in Higher Education, Language Teaching Research, o Language and Education, entre</p>

	<p>otras. Entre sus publicaciones se pueden destacar los siguientes volúmenes: "CLIL in Spain: Implementation, Results and Teacher Training" (Cambridge Scholars Publishing, 2010); "English-medium Instruction at Universities: Global Challenges" (Multilingual Matters, 2013); "Motivation and Foreign Language Learning: From Theory to Practice" (John Benjamins, 2014); and "CLIL experiences in secondary and tertiary education: In search of good practices" (Peter Lang, 2016).</p>
<p>13:30-13:40 13:40-14:45</p>	<p>Denominación de Origen Jamón de Jabugo short talk (Salón de Actos) and Iberian cured ham tasting. No charge. Healthy lunch bag. No charge.</p>
<p>14:45-16:00 Salón de Grados</p>	<p>Gültekín, D. The journey to accreditation: A tale of a Turkish university English preparatory program. As the Turkish higher education institutions have recently been a booming market for international students, Turkish universities have been seeking (international) accreditation to gain a competitive edge over one another. This presentation will describe the case of an intensive English Preparatory Program of a Turkish private university, which applied for accreditation in 2014 and was awarded five-year-accreditation by the US-based agency, the Commission on English Language Program Accreditation (CEA) in 2017. The study has sought an answer to how the accreditation process was received and coped with by different bodies in the English Preparatory Program, whether the purposes of accreditation were met and whether accreditation facilitated quality improvement in the view of all the participants (i.e. the faculty, the curriculum unit, the testing unit, and the administration). The research findings are based on both qualitative and quantitative data collection methods and interpreted through a self-ethnographic lens. Bahçeşehir University Turkey English</p>
<p>Salón de Grados</p>	<p>Ruiz-Madrid, N. & Ruiz-Garrido, M.F. Mission: Impossible. Evaluation systems for quality assurance of ICLHE programs in Spanish universities. In May 2017, CRUE (Conferencia de Rectores de Universidades Españolas) published a new document entitled 'Documento marco de política lingüística para la internacionalización del sistema universitario español'. This document establishes the recommended framework for the development of linguistic policies that could promote the Spanish university system. Concerning the quality of the ICLHE programs (Integrating Content and Language in Higher Education), the document focuses on teacher training and suggests the some measures focused on teacher training. Most Spanish universities have designed their own ICLHE programs. In the case of teacher training, several of these programs have taken into account CRUE's recommendations although as noted by Ruiz-Garrido and Ruiz-Madrid (2016) most of them differ in key aspects such as linguistic requirements for teachers, duration or contents. Additionally, none of them make reference to an explicit evaluation system for quality assurance of the training program as recommended by CRUE. What happens in the rest of the aspects to be considered? Is there any evaluation system that might assure the quality of the ICHLE program? We have conducted a survey among the people in charge of the ICHLE programs in 10 Spanish universities. Their answers unveil some of the reasons why we seem to be far to assure the quality of the ICHLE programs. Universidad Jaume I English</p>

<p>Seminario 1</p>	<p>López-Gutiérrez, A. & Barrios, E.</p> <p>University teachers' perceptions at the early stages of a bilingual teacher education programme.</p> <p>This paper reports on a qualitative exploration of the perceptions held by a group of eight university teachers concerning the initial stages of a teacher education programme in which some modules were taught through the medium of English. The still-going experience started in the 2014-2015 academic year in a group of the Primary Education Degree Course at the University of Málaga. Semi-structured interviews were conducted with teachers at the end of the academic year in order to elicit their first experiences and views of the bilingual programme, of themselves as teachers in the programme and of the conditions in which it was set up and resourced. The study adopted a thematic approach to data analysis. The findings provide an overview of the challenges and opportunities of English as a Medium of Instruction experiences that undoubtedly sheds some interesting light on key issues concerning quality of bilingual programmes in higher education.</p> <p>Málaga</p> <p>English</p> <p>Biodata:</p> <p>López-Gutiérrez, A.</p> <p>Aurora López Gutiérrez es Maestra de Lengua Extranjera (Inglés) y Educación Primaria Bilingüe desde hace 10 años. Diplomada en Fisioterapia y especialista en Neurología infantil, campo en el que trabajó 14 años, con anterioridad a dedicarse a la docencia. Formadora en el CEP (Centro de Educación del Profesorado) de Ronda. Actualmente está realizando el programa de doctorado por la Universidad de Málaga, estudiando la implementación del inglés como medio de instrucción en el Grado de Educación Primaria de la UMA.</p> <p>Barrios, E.</p> <p>Elvira Barrios es Titular de Universidad en la Facultad de Educación de la Universidad de Málaga. Cuenta con más de 20 años de experiencia docente. Sus áreas de interés investigador abarcan las concepciones de profesorado en ejercicio y en formación, las estrategias de aprendizaje y uso de una lengua extranjera, el Aprendizaje Integrado de Contenido y Lengua Extranjera y el Inglés como Medio de Instrucción en el entorno universitario.</p>
<p>Seminario 1</p>	<p>Hermosín Mojeda, M.J. & Cano-Jiménez, P.A.</p> <p>Reticencias y resistencias del profesorado ante los programas plurilingües en la enseñanza universitaria.</p> <p>Universidad de Huelva</p> <p>Español</p> <p>Biodata</p> <p>Manuel Jesús Hermosín</p> <p>Profesor Asociado del Área de Teoría e Historia de la Educación (Dpto. de Educación) en la Universidad de Huelva. Maestro de Educación Primaria en Colegio Santo Ángel (Huelva). Miembro del Proyecto de Excelencia «AGCEPESA». Miembro activo de la Sociedad Española de Pedagogía y REEDES. Corrector internacional de la Colombian Applied Linguistic Journal y de la Revista Magis (Colombia) Líneas de investigación: Teoría e Historia de la Educación, Educación plurilingüe, metodología AICLE, Pedagogía Social y Educación para el Desarrollo.</p> <p>Pablo Cano-Jiménez</p> <p>Profesor Área Expresión Corporal (Dpto. Didáctica Integradas) en la Universidad de Huelva. Doctorando en el programa "Lenguas y Cultura" por la Universidad de Huelva. Ha sido profesor de español como lengua extranjera en el Distrito de Escuelas Públicas de Tulsa – EEUU, El servicio de Lenguas Modernas de la Universidad de Huelva y la Universidad de las Tres Gargantas de Yichang en China. Estancias académicas en Universidades europeas y latinoamericanas.</p>

	<p>Colaborador en proyectos educativos del Plan Plurilingüe de la UHU. Máster en Literatura Europea y Enseñanza de Lenguas. Licenciado en Psicopedagogía.</p>
Seminario 4	<p>Estrada, J.L. & Arigita, A.</p> <p>Education students' self-perception of EFL competence: A case study in the bilingual itinerary.</p> <p>Este estudio tiene como objeto conocer, primero, y analizar, después, las opiniones de los estudiantes matriculados actualmente en los diferentes grados en Educación que ofrece la Universidad Nebrija acerca de la propia percepción de su competencia en inglés como lengua extranjera a lo largo de su formación universitaria. El mayor interés apunta, sobre todo, hacia aquellos alumnos que están cursando la modalidad bilingüe de cualquiera de dichos grados, principalmente en lo referido al momento presente, ya que el contraste de los datos obtenidos entre su percepción del dominio de la lengua inglesa y aquello que son verdaderamente capaces de realizar según el Marco Común Europeo de Referencia para las Lenguas (2001) pudiera discrepar. Así, los resultados obtenidos podrían sentar cauces más específicos para la investigación sobre las diferencias entre el binomio percepción-conocimiento lingüístico, al igual que para la mejora de los procesos de formación en idiomas y los sistemas de acreditación.</p> <p>Universidad Antonio de Nebrija</p> <p>English</p> <p>Biodata:</p> <p>Estrada, J.L.</p> <p>José Luis Estrada Chichón. Doctor en lingüística aplicada a la enseñanza de lenguas. Director del grado en lenguas modernas y traducción en la Universidad Nebrija. Profesor de los grados en lenguas modernas y educación, así como del máster en educación bilingüe en la misma universidad. Sus intereses de investigación giran alrededor de la adquisición/aprendizaje de lenguas segundas o extranjeras y la educación bilingüe. Miembro de los grupos de investigación "Enseñanza de lenguas extranjeras: materiales para un nuevo diseño curricular", Universidad de Cádiz (HUM-485), y "Lingüística aplicada a la enseñanza de lenguas extranjeras (LAELE)", Universidad Nebrija.</p> <p>Arigita, A.</p> <p>Amaya Arigita García. Ha trabajado como profesora de idiomas y de asignaturas AICOLE. Desde septiembre de 2017, es Coordinadora de la Cátedra en Inteligencia Ejecutiva y Educación y Directora del Máster Universitario en Procesos Educativos de Enseñanza y Aprendizaje en la Universidad Nebrija. Doctora en Ciencias Sociales y de la Educación por la Universidad de Huelva. Tiene un Máster Oficial en Educación Internacional y Bilingüismo. Su investigación se centra en el Programa Bilingüe de la Comunidad de Madrid, Multilingüismo en la Unión Europea, Educación Bilingüe, adquisición de lenguas. Miembro del grupo de investigación Educativa (DOCE), Universidad de Huelva (HUM-668).</p>
Seminario 4	<p>Romano, J.</p> <p>Programas de aprendizaje de la lengua de herencia en las universidades alemanas.</p> <p>El hablante de herencia es una persona bilingüe que por su modo de adquisición de la lengua familiar, necesita programas y metodologías de aprendizaje específicos. En Alemania existen desde los años sesenta del pasado siglo numerosos y variados programas para el aprendizaje de la lengua de herencia, pero la oferta se limita a la enseñanza obligatoria. Sin embargo, en Alemania, la enseñanza de lenguas de herencia en la universidad se halla en estado embrionario. Existen sólo seis universidades con programas para este tipo de hablantes, que empezaron a funcionar hace unos tres años. El porqué este tipo de programas llega tan tarde a las universidades tiene que ver con las políticas de educación en Alemania. En la ponencia, trataremos brevemente estos aspectos y presentaremos los programas de las seis universidades, ahondando en los retos que presentan este tipo de formación lingüística.</p> <p>Universidad de Lenguas Aplicadas de Múnich (SDI) / Universidad de Innsbruck . Alemania/Austria</p>

	<p>Español</p> <p>Biodata:</p> <p>Romano, J.</p> <p>Es autora de libros, capítulos de libros y artículos sobre la competencia intercultural y la enseñanza de idiomas. Ha participado en proyectos internacionales como: 'International Competence for Professional Mobility', aprobado y financiado por la European Commission. Ha cooperado con la Language Policy Division del Council of Europe en el desarrollo de la Autobiography of Intercultural Encounters y la Autobiography of Intercultural Encounters through Visual Media.</p>
<p>Seminario 5</p>	<p>López Campillo, R.M.</p> <p>La modalidad bilingüe en la UCLM: su implementación en los estudios de Magisterio.</p> <p>Las Facultades de Educación, como responsables de la formación de los futuros maestros graduados, no pueden quedar al margen de la política educativa del Gobierno Regional que, siguiendo las recomendaciones del Consejo de Europa (2006), ha apostado decididamente por el plurilingüismo como línea prioritaria en la enseñanza no universitaria en Castilla-La Mancha (Decreto 7/2014 de 22 de enero). La Facultad de Educación de Albacete, muy consciente de las crecientes necesidades de los maestros en formación en lengua extranjera y en metodologías específicas adaptadas a la implementación de los currículos bilingües en los centros de educación infantil y primaria, consiguió con el apoyo de los vicerrectorados correspondientes, la aprobación de dicha modalidad en la Titulación de Maestro en Educación Primaria en el 2014. En el presente curso académico 2017-2018 se gradúa la primera promoción de la Modalidad Bilingüe del Grado de Maestro en Educación Primaria en la Facultad de Educación de Albacete (UCLM), el resultado de un largo y arduo proceso que se inició en la Diplomatura de Maestro en Educación Primaria, concretamente en el grupo de la Especialidad de Inglés en la antigua Escuela Universitaria de Magisterio. El objetivo de esta comunicación es dar a conocer nuestra experiencia que puede variar con respecto a la de otras Universidades con programas bilingües en Educación pero indudablemente puede aportar ideas a aquellas Universidades que ya las tienen implantadas o a otras decididas a embarcarse en proyectos de este tipo. Partiremos de las experiencias piloto en asignaturas concretas de la Diplomatura iniciada en el curso 2005-2006 que enlazarán con las experiencias piloto del Grado de Maestro de Ed. Primaria desarrolladas durante cinco años consecutivos hasta la implantación oficial de la Modalidad bilingüe durante el curso 2014-2015. Transcurridos prácticamente cuatro años desde entonces, parece el momento óptimo para reflexionar, detectar los problemas a resolver, diseñar acciones de mejora, y cómo no, poner en valor los logros obtenidos a lo largo de los años gracias a la dedicación y esfuerzo de todos.</p> <p>Universidad de Castilla-La Mancha</p> <p>Español</p> <p>Biodata:</p> <p>López Campillo, R.M.</p> <p>Dr. Rosa María López Campillo is Senior Lecturer at the Faculty of Education in Albacete (University of Castilla-La Mancha), where she has been teaching BA and MA studies for twenty-eight years, and where she is the present-day Dean. Her research interests include bilingual education and CLIL, TEFL, and Discourse analysis of political propaganda in 18th-century Britain.</p>
<p>Seminario 5</p>	<p>Fernández, R.</p> <p>Promoting good literacy practices using dialogic talk in CLIL primary teacher education</p> <p>In recent decades, the importance of enhancing citizens' literacy skills has been highlighted (see European Commission (White Paper, 1995), and UNESCO (2005)). In this sense, teacher training has a fundamental role to provide future practitioners with training to implement good practices in their classrooms. This context proves to be challenging when an additional language is used. The present communication is based on a long-term research project interested in fostering dialogic learning (Flecha, 1997). Participants are taking the Primary Teacher Education Degree following a bilingual</p>

	<p>itinerary and the EFL Specialization at the Centro Universitario Cardenal Cisneros (Alcalá de Henares, Madrid). Through a series of seminars, undergraduates experience the use of dialogic talks in a loop input environment (Woodward, 1991). The impact of dialogic talks was measured through observation, compilation and classification of students' responses, and questionnaires. The results show that participants not only engaged in meaningful reading but also proved to develop cognitive, cultural and emotional competences.</p> <p>Centro Universitario Cardenal Cisneros</p> <p>English</p> <p>Biodata:</p> <p>Fernández, R.</p> <p>Raquel Fernández is a full-time university lecturer at Centro Universitario Cardenal Cisneros (Alcalá de Henares, Madrid). She holds a PhD. in Modern Languages with a doctoral dissertation on the use of literature in EFL contexts. Since 2004 she has been working in bilingual education and CLIL provision, with special attention to literacy development in bilingual contexts. In 2014 she was appointed Deputy Director in charge of the Educational Innovation and Research areas, and received the European Language Label Award for her work as the coordinator of the Bilingual Project (2009-2014) implementing CLIL in the Teacher Education Degrees offered at her institution.</p>
<p>Seminario 5</p>	<p>Fernández, R.</p> <p>Measuring success in bilingual programmes: in search of common ground.</p> <p>Defining success in education has been considered "a difficult and elusive task" (Brisk, 1999, p. 1). However, measuring the impact of bilingual programmes and establishing success criteria is now critical in the Spanish context, where bilingual education is already a reality across different educational levels. Initiatives related to establishing success factors have been commonly related to theoretical research, such as the CLIL Matrix (2004-2007) or are mainly centred on the teacher's role (De Graaff et al., 2007). In the present communication, research on success factors and criteria in bilingual programmes will be analysed and discussed. Evidence found will be used to establish common ground on features indicating good practices in terms of structure, actions and evaluation of bilingual projects, with a specific emphasis on Higher Education contexts.</p> <p>Centro Universitario Cardenal Cisneros</p> <p>English</p> <p>Biodata:</p> <p>Fernández, R.</p> <p>Raquel Fernández is a full-time university lecturer at Centro Universitario Cardenal Cisneros (Alcalá de Henares, Madrid). She holds a PhD. in Modern Languages with a doctoral dissertation on the use of literature in EFL contexts. Since 2004 she has been working in bilingual education and CLIL provision, with special attention to literacy development in bilingual contexts. In 2014 she was appointed Deputy Director in charge of the Educational Innovation and Research areas, and received the European Language Label Award for her work as the coordinator of the Bilingual Project (2009-2014) implementing CLIL in the Teacher Education Degrees offered at her institution.</p>
<p>16:15-17:15 Salón de Actos</p>	<p>Plenary session</p> <p>Language policies and implementation of bilingual studies in higher education: challenges and possible solutions.</p> <p>Víctor Pavón Vázquez</p> <p>The development of the international dimension of universities, as well as the aspiration to provide students with specific competences for a globalised world, are pushing universities to offer studies in a</p>

	<p>foreign language, mainly English. In order to achieve the target, it would be necessary to define carefully the objectives of the programme and to choose the adequate initiatives and strategies. But, above all, it would be advisable to elaborate a global language policy for the whole university due to the dimensions that have to be addressed equally at three levels: teachers, students and administration staff. This global policy should be based on the principle of homogeneity for all schools and studies, should provide the required resources to ensure quality teaching, and should guarantee the sustainability of the bilingual studies. During this presentation we will deal with the characteristics of the initiatives, their most significant differences, and the diverse solutions to face the challenges.</p> <p>University of Córdoba</p> <p>English</p> <p>Biodata:</p> <p>Víctor Pavón Vázquez holds a PhD. in Modern Languages. As an academic at the University of Córdoba (Spain), he has extensive experience examining how English is developed and used in academic contexts. He is a member of the Advisory Committee for Linguistic Policy in Andalusia (Spain). He has participated in the elaboration of the Integrated Curriculum of Languages for Compulsory Secondary Education and <i>Bachillerato</i> in Andalusia, and also in the elaboration of the Linguistic Project for State Schools in Andalusia. He is the former Academic Director of the European Master's Degree "English for professional qualification" at the University of Córdoba, and is the current coordinator of the Master's Degree to train Secondary Education Teachers (Major in English). Most recently he has coordinated the Bilingual programme at the University of Cordoba.</p> <p>As an author, researcher and lecturer, he is active in educational development programmes in Europe and beyond. His current interests focus on research and development for capacity building, and subsequent competence building of staff, to support the implementation of bilingual education programmes.</p>
17:15-17:30	Coffee break
17:30-19:00 Salón de Grados	<p>Santos Díaz, I.C.</p> <p>Propuesta de mejora de la formación en enseñanza bilingüe en el Máster de Profesorado.</p> <p>El objetivo de esta comunicación es realizar una evaluación de la formación en enseñanza bilingüe que reciben los estudiantes del Máster en Profesorado para llegar a conclusiones que permitan proponer cambios en el plan de estudios. Los datos se han recabado a través de un cuestionario que recoge información sobre la opinión y motivación para impartir enseñanza bilingüe y la formación lingüística y pedagógica de 171 estudiantes del Máster en Profesorado de Enseñanza Secundaria de la Universidad de Málaga durante el curso 2010/2011. En general, los resultados muestran una escasa formación inicial en enseñanza bilingüe del futuro profesorado ya que tan solo un 35,10 % conoce el enfoque metodológico adoptado en los centros bilingües, el Aprendizaje Integrado de Contenidos en Lengua Extranjera (AICLE). Dado que no existe ninguna materia centrada en la didáctica en enseñanza bilingüe, se propone la creación de esa materia optativa en las áreas no lingüísticas. Según la demanda de estudiantes y la capacidad organizativa de cada universidad se pueden implantar una de estas cuatro opciones, ordenadas por orden de viabilidad: formación general bilingüe, formación bilingüe según idioma; formación bilingüe según especialidad; formación bilingüe según especialidad e idioma.</p> <p>Universidad de Málaga</p> <p>Español</p> <p>Biodata:</p> <p>Santos, I.C.</p> <p>Inmaculada Clotilde Santos Díaz es Profesora asociada en el Departamento de Didáctica de las Lenguas, las Artes y el Deporte en la Universidad de Málaga, Coordinadora Provincial de Lectura y Biblioteca Escolares de la Delegación Territorial de Educación de Málaga y evaluadora experta y controladora de proyectos Erasmus + para el Servicio Español para la Internacionalización de la Educación. Su área de especialización es la lingüística aplicada a la enseñanza de idiomas donde cuenta con una amplia</p>

	<p>formación (tres másteres oficiales, diplomas de acreditación como examinador del Instituto Cervantes y de la Alianza Francesa, etc.). Ha realizado estancias de investigación en Holanda, Chile, Japón y Cuba. Asimismo, ha participado en numerosos congresos internacionales tanto en España y como en el extranjero.</p>
<p>Salón de Grados</p>	<p>Nashaat, N. & Bruton, L.</p> <p>Teacher training and support: challenges and success indicators.</p> <p>Recently, the voices and practices of lecturers and professors have begun to influence management decision-making and shape the bilingual teaching and learning scene. In this talk, we present a flowchart of the teacher training and accreditation process in Universidad San Jorge (Aragón, Spain). We relay the challenges encountered and means of dealing with them. We also draw on the momentum gained by the teachers in this context, showcasing examples of their agency (cf. Dafouz et al., 2016) in taking stock of the training and support made available to them and moving forward with it strongly in different modes.</p> <p>Universidad San Jorge, Zaragoza</p> <p>English</p> <p>Biodata:</p> <p>Nashaat, N.</p> <p>Nashwa Nashaat-Sobhy (PhD in Applied Linguistics and MA in TESOL) is a full time Associate Professor and CLIL coordinator at the Institute of Modern Languages at San Jorge University. She is also a member of the UAM-CLIL research group, which focuses on applied linguistics research in Content and Language Integrated Learning contexts.</p> <p>Bruton, L.</p> <p>Lindsey Bruton (MA in TESOL) is a full time lecturer and coordinator of language testing at the Institute of Modern Languages at San Jorge University. Her research focuses on applied linguistics research in Content and Language Integrated Learning contexts.</p>
<p>Salón de Grados</p>	<p>Santos, I.C. & Trigo, E.</p> <p>Evaluación de la formación permanente del profesorado en enseñanza bilingüe.</p> <p>El objetivo de esta comunicación es presentar la oferta de formación permanente tanto lingüística como metodológica que ofrece la Consejería de Educación de la Junta de Andalucía al profesorado y realizar una evaluación sobre acciones formativas clave del Plan de Fomento de Plurilingüismo (Junta de Andalucía, 2005) y del Plan Estratégico de Desarrollo de las Lenguas (Junta de Andalucía, 2016) como son los Cursos de Actualización Lingüística y la formación en los centros de profesorado. Para ello, se presentarán los resultados de un estudio realizado en la Escuela Oficial de Idiomas (EOI) de Málaga durante los cursos 2009/2010 y 2015/2016 y de otro realizado en el CEP de Cádiz durante los cursos 2015/2016 y 2016/2017. En lo concerniente a la EOI, los resultados muestran tres factores que formarían el núcleo de las dificultades con las que los estudiantes se encuentran y que deberían transformarse en medidas de mejora: ratio elevada, nivel heterogéneo y falta de recompensa por parte de la administración educativa. En cuanto a la oferta formativa del CEP de Cádiz, se ha detectado una predisposición del profesorado a formarse en cuestiones de capacitación lingüística frente a una formación centrada en la metodología AICLE.</p> <p>Universidad de Málaga</p> <p>Universidad de Cádiz</p> <p>Español</p> <p>Biodata:</p> <p>Santos, I.C.</p> <p>Inmaculada Clotilde Santos Díaz es profesora asociada en el Departamento de Didáctica de las Lenguas, las Artes y el Deporte en la Universidad de Málaga, Coordinadora Provincial de Lectura y Biblioteca</p>

	<p>Escolares de la Delegación Territorial de Educación de Málaga y evaluadora experta y controladora de proyectos Erasmus + para el Servicio Español para la Internacionalización de la Educación. Su área de especialización es la lingüística aplicada a la enseñanza de idiomas donde cuenta con una amplia formación (tres másteres oficiales, diplomas de acreditación como examinador del Instituto Cervantes y de la Alianza Francesa, etc.). Ha realizado estancias de investigación en Holanda, Chile, Japón y Cuba. Asimismo, ha participado en numerosos congresos internacionales tanto en España y como en el extranjero.</p> <p>Trigo, E.</p> <p>Ester Trigo Ibáñez. Es profesora del Departamento de Didáctica de la Lengua y la Literatura de la Universidad de Cádiz. Durante diez años ha compaginado las actividades de docencia e investigación en la Universidad de Cádiz con la enseñanza en educación secundaria y la labor de asesora de formación permanente en el Centro de Formación del Profesorado de Cádiz. Sus líneas de investigación son diversas y abarcan líneas como los Proyectos Lingüísticos de Centro, la Escritura Académica, la Educación Literaria y la Disponibilidad Léxica.</p>
<p>Seminario 3</p>	<p>Martínez, S, Lechuga, C. & Body, L.</p> <p>EL ARTE CONTEMPORÁNEO DESDE LA PERSPECTIVA DE GÉNERO Y LA PRÁCTICA DE MINDFULNESS: Un proyecto de innovación educativa de la Universidad de Málaga.</p> <p>En esta comunicación presentamos una futura asignatura optativa bilingüe en inglés aprobada como Proyecto de Innovación Educativa (PIE), por la Universidad de Málaga, en el período 2017-2019. La primera fase se desarrolla con un curso previo, de carácter online, en el que ponemos a prueba la estructura, metodología y contenidos. Igualmente, presentamos distintas actividades como el visionado de una película con motivo del mes de la mujer, como herramienta didáctica, usando la práctica de mindfulness y un posterior debate-cuestionario. Nuestro grupo, formado por docentes de áreas diversas, se plantea como objetivo principal una asignatura bilingüe sobre la temática de género en las prácticas artísticas contemporáneas, para paliar la ausencia de este tipo de docencia en la titulación del Grado de Bellas Artes, y como instrumento educativo en el Grado de Educación Primaria. Destacamos la práctica de mindfulness, para la mejora de la concentración en el aprendizaje y la mayor implicación del alumnado.</p> <p>Universidad de Málaga</p> <p>Español-Inglés</p> <p>Biodata:</p> <p>Sandra Martínez Rossi</p> <p>Doctora en Bellas Artes (UGR). Profesora Ayudante Doctora, docencia bilingüe (inglés), Facultad de Ciencias de la Educación, Departamento de Didáctica de las Lenguas, las Artes y el Deporte, Área de Expresión Plástica (UMA). Investigadora Proyecto "Laboratorio para el estudio de la perspectiva de género" (IP Aurelia Martín Casares, UGR). Coordinación Ciclo Género, Arte y Políticas. Estrategias y discursos desde el cuerpo, Facultad Filosofía y Letras, Departamento Antropología y Trabajo Social e Instituto de Estudios de la mujer (UGR). PIE17-075 La docencia del arte contemporáneo desde la perspectiva de género y la práctica de mindfulness (UMA). Línea de investigación: antropología de la imagen, contextos etnográficos y artísticos.</p> <p>Clotilde Lechuga Jiménez</p> <p>Doctora en Historia del Arte. Docente en la Facultad de Ciencias de la Educación (Universidad de Málaga), Área de Didáctica de las Ciencias Sociales. Imparte docencia en el Programa Bilingüe (inglés). Sus investigaciones son entorno a: prácticas artísticas contemporáneas que usan el patrimonio cultural y natural, perspectiva de género, educación, bilingüismo, emprendimiento. Investigadora del Proyecto I+D HAR2016-75662-P Prácticas de subjetividad en las artes contemporáneas. Recepción crítica y ficciones de la identidad desde la perspectiva de género; HUM635 Formación, Orientación, Empleabilidad, Emprendimiento, Inclusión e Innovación; PIE17-075 La docencia del arte contemporáneo desde la perspectiva de género y la práctica de mindfulness.</p> <p>Body, L.</p> <p>English language teacher at the Fundación General of the University of Málaga since 2000, specialising</p>

	<p>in bilingual education, mindfulness and emotional intelligence. Holder of Master degrees in Social Change and the Education Profession, and Mindfulness and Emotional Intelligence. Trainer in mindfulness and multiple intelligences using a CLIL approach within the UMA Professor Training Program. Also offering general support to professors involved in the implementation of bilingual subjects and degrees. Collaborating on projects in the Psychology, Education and Fine Arts faculties. Creation of made-to-measure projects for educational establishments and companies. Investigating in the field of mindfulness and education. Máster en Cambio Social y Profesiones Educativas y Máster en Mindfulness y Gestión Emocional (UMA). Licenciado en Económicas y Geografía, Middlesex University, Inglaterra. Profesor de inglés y enseñanza bilingüe en FGUMA . Su línea de investigación se centra en la aplicación de mindfulness e inteligencia emocional en el ámbito educativo. PIE17-075: "La docencia del arte contemporáneo desde la perspectiva de género y la práctica de mindfulness". Creación y desarrollo de proyectos educativos y para empresas. Miembro de PINEP (Programa de Inteligencia Emocional Plena), Facultad de Psicología, UMA. Publicación: El Loto que nace en el Camino, una guía mindful del Camino de Santiago.</p> <p>Otros miembros del grupo: María Caro Cabrera Licenciada en Bellas Artes, Universidad de Granada y Doctora en Bellas Artes, Universidad de Málaga. Profesora asociada en la Facultad de Bellas Artes (UMA), Departamento de Arte y Arquitectura. Ha impartido docencia en la Facultad de Ciencias de la Educación, en el Departamento de Didáctica de las Lenguas, las Artes y el Deporte, Área de Expresión Plástica. Su práctica artística la habilita para entender de forma particular tanto los procesos artísticos como las metodologías docentes más críticas e innovadoras. PIE17-075: " Guillermina Jiménez López Licenciada en Filología Inglesa y Diplomada en Magisterio (UMA). Profesora Sustituta Interina a tiempo completo, Facultad de Ciencias de la Educación (UMA), Departamento de Didáctica de las Lenguas, las Artes y el Deporte, Área de conocimiento Idioma Extranjero (Inglés). Su línea de investigación se centra en el estudio y aplicación, en el aula, de las adaptaciones cinematográficas de obras de la literatura en lengua inglesa como recurso didáctico, en la enseñanza de un idioma y en la formación en valores. PIE17-075: "La docencia del arte contemporáneo desde la perspectiva de género y la práctica de mindfulness".</p>
<p>Seminario 3</p>	<p>Souto Herraiz, T. (presentada por Couto, P.)</p> <p>Fostering teenagers motivation and creativity through interdisciplinary projects: The use of Hip-Hop in the Foreign Language classroom (2nd Year of Baccalaureate).</p> <p>The issue of teenagers lacking motivation in the classroom is nothing new. However, it is more pressing than ever to find strategies that are capable of connecting with students, whose way of learning is radically different to previous generations. New experiences related to Project-Based Learning in Spain are proving to be a successful alternative. In order to test its effectiveness, a multidisciplinary project dealing with hip-hop was carried out with upper secondary education students in a public school in Spain. The methodology used was based on Active and Collaborative Learning, the Multiple Intelligences Theory and concepts in psycholinguistics. Analysis of the data collected proved that this approach was highly effective in motivating students, encouraging creativity, stimulating critical thinking and fostering solidarity within the classroom. Although these innovative approaches have a long way to go before they can be widely implemented in our classrooms, by sharing and disseminating related experiences, teachers would be provided with ready-made didactic tools. This would undoubtedly benefit not only students and schools, but also their communities and society as a whole.</p> <p>Universidad de La Coruña English Biodata: Souto, T. Tania Souto Herraiz is a language teacher, independent scholar and conference interpreter.</p>

	<p>Passionate about multilingualism and multiculturalism, she speaks six languages fluently and has lived in various countries for extended periods of time. Her experiences from travelling around the world have made her increasingly interested in how cultural and emotional factors influence language acquisition. Now back in her hometown, Tania has decided to put her experience at the service of language teaching and innovation in education. Her current lines of research focus on fostering motivation and creativity in the foreign language classroom.</p>
<p>Seminario 3</p>	<p>Arancón-Rey, P.</p> <p>Reducing anxiety in CLIL Contexts.</p> <p>The proposal presented in this project aims at trying to reduce anxiety in the school environment, especially during oral exams using a language different from the main language or mother tongue. There is no doubt that children may also suffer from anxiety when they are being evaluated, and the results or marks they get could be distorted. The main purpose of this project is to develop a protocol to reduce the levels of anxiety in students in their learning process, when they have to face an exam in a language of instruction different from their main language or mother tongue in Bilingual Education (using a CLIL approach). The creation of this protocol gives more importance to communication in other languages in CLIL contexts, a part that sometimes is forgotten or does not have its actual importance.</p> <p>Universidad de Córdoba</p> <p>English</p> <p>Biodata:</p> <p>Arancón- Rey, P.</p> <p>Graduada en Educación Primaria Bilingüe, (Mención en Lengua Extranjera) en Universidad de Córdoba. Alumna colaboradora en el Departamento de Didáctica de las Ccs. Sociales y Experimentales. Cursando doble Máster de Profesorado en Enseñanza Secundaria y Bachillerato+ Estudios ingleses avanzados, Literatura cognitiva y Educación Bilingüe en Universidad de Córdoba. Participación en Congreso internacional III de Bilingüismo (Córdoba) 7-10 de Noviembre. Realización de Prácticas en Colegio Salesianos Córdoba. Actualmente, tutora de 6º curso en Colegio Maristas Mediterránea de Córdoba.</p>
<p>Seminario 4</p>	<p>Muñoz Aunió, F.</p> <p>La LOMCE y la compatibilidad curricular entre las materias de Inglés y Geografía en la enseñanza bilingüe AICLE en 3º de ESO.</p> <p>La integración entre lengua y contenidos es sin duda uno de los aspectos más complejos en lo que se refiere a la enseñanza bilingüe (ver Nikula, Dafouz, Moore & Smit, 2016): ¿cómo se refleja la misma en los currículos oficiales?</p> <p>Tanto en España como en Andalucía, la entrada en vigor definitiva de la Ley Orgánica para la mejora de la calidad educativa (LOMCE, 2013) durante el curso 2016/17 ha venido acompañada de una amplia polémica. La misma ha significado, entre otras cosas, la desaparición definitiva de algunos conceptos, como los objetivos de materia, y la implantación de otros, como los estándares de aprendizaje evaluables, en aras de lograr una supuesta homogeneidad. En esta ponencia pretendo analizar cómo pueden afectar todos estos cambios a la modalidad CLIL / AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras) de enseñanza bilingüe en la materia de Geografía de 3º ESO en lengua inglesa. Asimismo, pretendo analizar si la LOMCE potencia o no la compatibilidad curricular entre las materias de Geografía e Inglés, en lo referente a contenidos, criterios de evaluación, competencias y estándares de aprendizaje evaluables. Por otra parte, el Marco Común Europeo de Referencia para las Lenguas del Consejo de Europa (del año 2002) está siendo reestructurado en la actualidad (véase la versión provisional de 2017) y debemos preguntarnos por los efectos que este documento tiene sobre la enseñanza bilingüe y sobre la propia LOMCE, indagando por ejemplo sobre la compatibilidad de los currículos oficiales con el marco. Así, el marco distingue entre 4 elementos de comunicación: producción; recepción; interacción; mediación: ¿cómo refleja esto la LOMCE?</p>

	<p>Universidad Pablo de Olavide</p> <p>Español</p> <p>Biodata:</p> <p>Profesor Funcionario del Cuerpo de Educación Secundaria en Geografía e Historia desde el año 2008, con plaza bilingüe, acreditado en inglés y francés, comencé mi doctorado en Lingüística Aplicada en la Universidad Pablo de Olavide de Sevilla en el año 2014, bajo la dirección de la doctora Pat Moore. Anteriormente realicé los cursos de doctorado en Historia de América (logrando el DEA o suficiencia investigadora en abril de 2005) y el máster en enseñanza bilingüe en 2008/09, habiendo participado como ponente en diversos congresos tanto de una especialidad como de otra (52 y 53 Congreso Internacional de Americanistas en Sevilla, julio 2006 y en Ciudad de México (julio 2009) o el Congreso de Estudios de Lingüística Inglesa Aplicada, en Sevilla, en julio 2015). En la actualidad me encuentro inmerso en la realización de mi tesis doctoral sobre los materiales en educación bilingüe - CLIL / AICLE en la mencionada universidad.</p>
Seminario 4	<p>Domínguez, A.</p> <p>Desarrollo de los programas bilingües-AICLE y la formación del profesorado en Andalucía.</p> <p>La implantación de los programas bilingües en primaria y secundaria en Andalucía desde hace más de una década ha supuesto una transformación significativa en la gestión de los centros y aprendizaje del alumnado que ha sido recientemente evaluada por diversos estudios. El objetivo de esta presentación es mostrar una panorámica del estado actual de estos programas, analizando los logros y dificultades a partir de la evaluación realizada dentro del marco institucional y teniendo en cuenta los resultados de estos estudios en cuanto al impacto en los centros educativos, en los resultados académicos y en el ejercicio de la docencia. Finalmente se hará una estimación de la proyección futura a tenor de circunstancias actuales y de posibles iniciativas institucionales y formativas.</p> <p>Universidad de Huelva</p> <p>Español</p> <p>Biodata:</p> <p>Es Asesora de Formación en el Centro de Profesorado de Huelva Isla-Cristina. Doctora en Filología Inglesa por la Universidad de Huelva ha sido profesora asociada en la Universidad de Huelva, profesora de Inglés y coordinadora de Programas Bilingües en centros de Educación Secundaria además de Asesora técnica docente en la Consejería de Educación de Estados Unidos y Canadá. Ha coordinado varios proyectos de Innovación docente y de investigación educativa en el ámbito de la enseñanza secundaria y universitaria. Es autora de libros y artículos sobre temáticas relacionadas con la enseñanza de lenguas extranjeras, programas bilingües, aprendizaje cooperativo y formación del profesorado.</p>
Seminario 4	<p>Mallorquín, M.S.</p> <p>La Cultura como parte esencial del aprendizaje CLIL/AICLE en la etapa de Educación Secundaria Obligatoria.</p> <p>La presentación que voy a desarrollar lleva por título "La Cultura como parte esencial del aprendizaje CLIL/AICLE en la etapa de Educación Secundaria Obligatoria". Esta ponencia se encuentra contextualizada en la tesis doctoral que estoy llevando a cabo en la actualidad sobre "Las competencias profesionales necesarias de un docente CLIL". Esta presentación pretende indagar sobre qué papel juega la cultura en la enseñanza CLIL que afectará a la impartición de este tipo de enseñanza, tanto en los contenidos curriculares como en la lengua extranjera vehicular. En primera instancia, se realizará un breve recorrido por las definiciones del término "Cultura" en relación con la enseñanza CLIL, posteriormente se elaborará un estudio y análisis sobre el rol y la importancia de la cultura, en relación con el lenguaje y el contenido curricular en la enseñanza CLIL y finalmente se presentarán algunas propuestas de inclusión de cultura en el aula CLIL/AICLE.</p> <p>Universidad de La Laguna</p>

	<p>Español</p> <p>Biodata:</p> <p>Mallorquín, S.</p> <p>María Saray Mallorquín Rodríguez es Licenciada en Filología Inglesa por la Universidad de Las Palmas de Gran Canaria y realizó sus estudios de Máster en Formación del Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de idiomas, especialista en la Lengua Extranjera (Inglés), por la Universidad de La Laguna. Actualmente, está cursando sus estudios de Doctorado en la Facultad de Educación de la Universidad de La Laguna, que se centran en la definición de un perfil de las competencias profesionales docentes que necesitaría poseer un profesor CLIL en la actualidad, en la etapa de Educación Secundaria Obligatoria.</p>
<p>Sala de Juntas</p>	<p>Chiu, Y.</p> <p>Making video projects as an innovative method of foreign language learning.</p> <p>With growing awareness of globalization, there seems to be an increased interest in creating video clips as an educational tool; however, few studies investigate how making video projects facilitate language learners. To fill in this gap, the current study, drawing upon the theory of multimodality, aims to examine how EFL learners created content in video clips by utilizing authentic cultural scenarios and what impact it may have on language learning. A total of 18 students (divided into 5 groups) participated in the study. Data collected were student video projects, reflections of the processes, perceptions of affordances and challenges of creating content for the video projects, and interview data from participants and language teachers. The multimodal products will be examined based upon Hafner's (2014) classification, analyzing the shot-visual frame according to speech, soundtrack, music, setting, location, action, and camera position. The results indicate that language learners are more motivated to create content by making video projects and they feel more critical and reflective due to the experience of creating multimodal content. It is suggested that making multimodal video projects should facilitate L2 language learning and future pedagogical implications will be discussed.</p> <p>National Taipei University of Business. Taiwan.</p> <p>English</p>
<p>Sala de Juntas</p>	<p>Núñez-Sánchez, N. et al.</p> <p>Incorporación de herramientas TIC que favorezcan el proceso de aprendizaje, la evaluación continua y la participación activa del alumnado en asignaturas impartidas en idioma no nativo.</p> <p>La Universidad de Córdoba ha desarrollado un programa propio para el fomento del plurilingüismo. La metodología Content and Language Integrated Learning (CLIL) implica la implementación de recursos docentes que favorezcan la integración del aprendizaje de contenidos a través de una lengua extranjera. Las asignaturas impartidas en idioma no nativo son candidatas ideales a la implementación de herramientas TIC, por tener un nivel de complicación adicional. Un grupo de profesores de Producción Animal desarrollaron un Proyecto de innovación docente, para la incorporación del sistema de respuesta interactiva Educlick® como herramienta TIC de evaluación formativa a asignaturas en inglés de 1º y 5º Grado Veterinaria. La implementación del sistema Educlick® favoreció un aumento de la participación de los alumnos en clase, mejoró sus niveles de motivación, y facilitó el proceso de evaluación continua del alumnado, al conocerse de forma instantánea las respuestas de los estudiantes, de forma anónima, grupo, e individualizada.</p> <p>Universidad de Córdoba</p> <p>Español</p> <p>Biodata:</p> <p>Núñez-Sánchez, N.</p>

	<p>Doctora en Veterinaria desde 2003, acreditada en junio de 2010 como Profesora Ayudante Doctora y como Profesora Contratada Doctora en enero de 2014 por la AGAE (actualmente ADEVA). Trabaja como Profesora Sustituta Interina de la Universidad de Córdoba (UCO), desde el curso académico 2009/10, en el área de Producción Animal. Perteneció al Plan de Plurilingüismo de la Universidad de Córdoba e imparte docencia en inglés desde 2014. Actualmente es vocal del Comité de plurilingüismo de la Universidad de Córdoba y ha participado en diversos Proyectos de Innovación docente relacionados con la docencia en inglés en la Facultad de Veterinaria.</p> <p>Andrés L. Martínez Marín Ana González Martínez Evangelina Rodero Serrano Francisco Peña Blanco Valeriano Domenech García Ana Garzón Sigler Javier Caballero Villalobos Carmen Blanca Avilés Ramírez</p>
21:30-...	<p>Conference dinner, at Casa Colón, Salón de Chimeneas.</p>
Saturday	
<p>10:30-12:00 Salón de Grados</p>	<p>Costa, F. & Mariotti, C.</p> <p>Linguistic diversity of national and international students attending EMI courses.</p> <p>This research-based paper explores the linguistic profile of national and international students attending EMI courses at the University of Pavia, Italy. The study is part of the wider project MIGRAT-I-NG which seeks to analyse, among other topics, the linguistic diversity of students. The questionnaire was sent to 357 students from the Departments of Medicine, Biology, Economics, Humanities and Engineering. As the linguistic backgrounds of national and international students is changing over time, focusing on such topic will help policymaking decisions. The questionnaire is composed of 25 questions of which 5 are closed questions and 20 are open-ended questions. Data analysis involved both qualitative and quantitative elements. Closed questions were analysed by means of descriptive statistics while open-ended ones by means of sentiment analysis. The informants were asked to provide information on their linguistic background, their views on whether there is a difference between learning subject-specific content in an L1 or in an L2, their attitudes towards non-native lecturers, their motivation for attending the course, their reaction to EMI teaching and their perceived improvement of both content and language. A pilot study with 160 students was undertaken to evaluate the practicality of the questionnaire. Results imply the revision of some of the existing results in the literature, they reveal discrepancies among student views, and they identify new perspectives on EMI in Italy. In particular, students' responses reveal a very international profile (even for local students) and differences between departments are present.</p> <p>Università degli Studi di Bergamo, Italia Università degli Studi di Pavia, Italia English</p> <p>Biodata: Costa, F. Francesca Costa is a Researcher in English Language and Linguistics at the Università degli Studi di Bergamo. Her research focuses on Bilingual Education (BE), Content and Language Integrated Learning (CLIL), Integrating Content and Language in Higher Education (ICLHE) and English-medium Instruction (EMI) contexts. She has published several articles on these subjects and presented her work in both national and international journals.</p> <p>Mariotti, C.</p>

	<p>Cristina Mariotti is Associate Professor of English in the Faculty of Political Science at Pavia University, Italy. Her main research interests include interaction strategies in Second Language Acquisition, Content and Language Integrated Learning (CLIL), English as a Medium of Instruction (EMI), and the use of subtitled audiovisual materials in language learning.</p>
<p>Salón de Grados</p>	<p>Kashiwagi, K., Yoshiura,R. , Nagami,Y.,Sugimura, K. & Takata, K.</p> <p>How the use of drama in CLIL lessons in EFL classrooms affects oracy: A comparison of Finnish, Italian and Japanese pupils.</p> <p>The aim of this research is to investigate how the use of drama plot in CLIL lessons can prompt pupils' improvised production in the EFL classrooms. The study also (1) elaborates the drama approach in CLIL for EFL beginners utilizing Focus on Form and dictogloss; and (2) encourages the use of Formulaic Sequences (FS) for learning VOO structures. The participants were Finnish pupils, Italian pupils and Japanese pupils. Three student teachers recreated the story of "Gorsch the Cellist" written by Kenji Miyazawa and implemented drama lessons during an overseas teaching project. The pupils created serifs for the climax and acted out. As the result, the positive influence of FS was observed. We conclude that the study created opportunities for the pupils to contemplate the cause and effect when acting out the performance. Their innate consciousness of 'I-ness', seeing themselves as different characters, produced the highest production possible.</p> <p>Osaka Kyoiku University Japan English</p> <p>Biodata:</p> <p>Kashiwagi, K.</p> <p>Kazuko Kashiwagi is a professor at Osaka Kyoiku University and a director of J-CLIL-WEST in Japan. In 2011, she fulfilled the requirements of her Ph.D at Hyogo University of Education, Hyogo, Japan. In 2015, she enrolled in Kyoto University, Kyoto, Japan, to continue research on her doctor's thesis. Her research interests include early adolescent learners'verb acquisition in L2 and Usage-Based Model (UBM).She published a paper on CLIL and overseas teaching project in Finland (2015) which aims at raising the teacher students' 21st skills. Her recent paper presentations on UBM integrated with CLIL were hold at the conference, Hawaii International conference on education in Hawaii, USA (2018).</p> <p>Yoshiura,R.</p> <p>Ryo Yoshiura is a teacher of senior high school in Japan. He received a Master of Education from Osaka Kyoiku University, Osaka, Japan, in 2018. His major is English pedagogy for senior high school. In 2017, he participated in overseas teaching project and visited a Finnish school and an Italian school and implemented a CLIL lesson using Drama Plot.</p> <p>Nagami,Y.</p> <p>Yurie Nagami is a student of Osaka Kyoiku University and a member of J-CLIL-WEST in Japan. Her major is pedagogy for elementary school. She is in charge of the president of university student council. In 2017, she participated in overseas teaching project and visited a Finnish school and an Italian school and implemented a CLIL lesson using Drama Plot. Her research interests include young learners' English education.</p> <p>Sugimura, K.</p> <p>Kyoka Sugimura is a student of Osaka Kyoiku University and a member of J-CLIL-WEST in Japan. Her major is pedagogy of elementary school of education. In 2017, she participated in overseas teaching project and visited a Finnish school and an Italian school and implemented a CLIL lesson using Drama Plot. Her research interests include young learners' English education.</p>
<p>Salón de Grados</p>	<p>Nieto, J.M.</p> <p>Dealing with English oral skills at the university level: the case of <i>Inglés hablado</i> at University of Jaén.</p>

	<p>This paper will focus on one of the subjects included in the grade in English studies at the University of Jaén, and on how the teachers had to face and solve a series of difficulties originating in the diversity and the large number of students taking part in it. The subject is originally called <i>Ingléshablado</i> (Spoken English), and it is offered additionally to students doing Spanish Philology and to international students, some taking an English degree and others taking a variety of courses from biology to economics. In the first semester of this academic year, it was taken by nearly 100 students, from 14 different nationalities, and some of the difficulties the teachers had to face were the large number of students attending the classes regularly and their very different levels of proficiency in spoken English. After a brief reference to numbers, nationalities and initial level, I will focus on the general approach taken in the subject, on teaching techniques employed and on the assessment process. Although the kind of approach in this subject is closer to an English Medium Instruction (EMI) than to that of a bilingual program, the special difficulties found in the learning and assessment of oral skills and the methodological issues associated with the subject may serve as a reflection point on bilingual programs.</p> <p>Universidad de Jaén</p> <p>English</p> <p>Biodata:</p> <p>Nieto, J.M.</p> <p>Jesús M. Nieto García is full professor of English at University of Jaén. He has published extensively on very diverse topics, including discourse analysis, the stylistics of drama and English pronunciation from an international perspective, and has taught a number of courses (both in virtual and non-virtual formats) dealing with English phonetics and phonology, the analysis of literary discourse in English, and discourse analysis. He was also the first head of the Centre for Modern Languages of the University of Jaén, which gave him a different perspective on students' needs concerning modern languages and their use in a globalized world.</p>
Seminario 1	<p>Studer, P., Pinyana, A & Khan, S.</p> <p>Establishing a European quality network for English-taught programmes.</p> <p>This paper takes up a topic that emerged in the course of a research project focusing on the development of quality parameters for internationalised curricula (cf. Studer forthcoming 2018). In this project, quality parameters for classroom observation in English-taught programmes (ETP) were developed for a particular university in Switzerland by an international team consisting of researchers from Austria, Germany, Italy, The Netherlands, Spain and Switzerland. The results of the project included a list of descriptors that could be applied to define threshold language and communicative competences of English-medium teachers as well as an assessment procedure testing universities' quality of their internationalised curricula (cf. de Wit et al. 2015 for trends in I@H and IoC). One of the outcomes of this collaboration was to establish an international network of universities to develop and apply quality parameters across member countries. This paper reports on the progress made in establishing such a quality network, critically reviewing the benefits and challenges of broadening standards to be applicable across national and disciplinary contexts.</p> <p>English</p> <p>Biodata:</p> <p>Studer, P.</p> <p>Patrick Studer is a university researcher, lecturer and teacher trainer at the School of Applied Linguistics in ZHAW, Switzerland. In his research, Patrick Studer focuses on language sociological questions, especially on foreign language use and competence in higher education. He is currently guest editing an issue on Internationalising Curricula in Higher Education (to appear in Swiss Journal of Applied Linguistics, 2018) and has published extensively on topics such as linguistic diversity, language ideology, language policy, and English-medium instruction.</p> <p>Pinyana, A</p> <p>Àngels Pinyana has a PhD in Applied Linguistics from Universitat Autònoma de Barcelona. She is a senior lecturer at the Faculty of Business and Communication at the Universitat de Vic-Universitat Central de Catalunya (UVIC-UCC) and member of the research group on Learning and Communication</p>

	<p>(GRAC). Her research interests include Intercultural Communication, EMI and Second Language Acquisition.</p> <p>Khan, S.</p> <p>Sarah Khan has a PhD in Applied Linguistics from Universitat Autònoma de Barcelona. Her research interests include learner strategies, oral communication, and CLIL. She is a senior lecturer and International Relations coordinator at the Faculty of Science and Technology at University of Vic – Central University of Catalonia and member of the Grup de Recerca en Autonomia i Comunicació (GRAC).</p>
<p>Seminario 1</p>	<p>Mendikoetxea, A. & Prentice, E.</p> <p>Ensuring quality and fostering internationalisation through EMI: Plan DOing at UAM.</p> <p>This paper looks at EMI as one of the manifestations of internationalisation policies in Higher Education, and as a key driver of educational change in Spanish universities. Our main focus is the challenges that universities face for providing a framework to support lecturers involved in EMI programmes, which range from the abstract to the practical (see O'Dowd, 2015). We describe in detail Plan DOing (Plan de Formación y Acreditación para la Docencia en Inglés) at Universidad Autónoma de Madrid and offer information about the structure and the content of the plan, which includes two separate stages: training and accreditation. Since 2014-15 over 300 lecturers from degree programmes across all disciplines have taken part in the training and accreditation processes. Training and accreditation ensure both the necessary level of proficiency as well as the acquisition of the pedagogical skills required to teach in a foreign language, introducing quality assessment at several stages in the process</p> <p>Biodata:</p> <p>Mendikoetxea, A.</p> <p>Amaya Mendikoetxea Pelayo is a Senior Lecturer in the Department of English Philology at the Universidad Autónoma de Madrid. She has a DPhil in Linguistics from the University of York (UK). She was a Fulbright scholar in the Department of Linguistics and Philosophy at the Massachusetts Institute of Technology and has been a visiting scholar at several universities in Europe and USA (UCLA, Lancaster University). Her research interests include the syntax and semantics of Romance and Germanic languages and second language acquisition, areas in which she has directed several independently funded research projects and has published widely in journals and specialized volumes. She has had an active involvement in the management of the university as Head of Department, Associate Dean for Undergraduate Studies and Pro Vice Chancellor for International Relations</p> <p>Prentice, E.</p> <p>Esmé Prentice is the Director of the Language Service of the Universidad Autónoma de Madrid, where she has worked as an English Language Teacher for the past 20 years. She has a MA in Education with specialist areas of Educational Enquiry, Learning, Curriculum and Assessment, Teaching English to Speakers of Other Languages Worldwide. She is a EMI teacher trainer in the Plan Doing at UAM. Since 2012 she has been on the Accreditation Committee for the Association of Language Centres in Higher Education (ACLES) and is also a member of the Executive Committee of ACLES .</p>
<p>Seminario 1</p>	<p>Contero , C., Capelo , M., Gómez , N. & Piñero, J. M.</p> <p>The bilingual education framework: a proposal for ensuring high quality standards for language policies.</p> <p>The Faculty of Economic and Business Sciences (in Southern Spain) has pioneered the implementation of bilingual programmes in the University of Cadiz. Launching the first bilingual degree at our university in 2010, it has a long tradition in developing language policies.</p> <p>Provided that the institutional support received has had an uneven process, a team of teachers have put forward a plan for foreign language promotion named as the Bilingual Education Framework (BEF). This project has a two-fold objective, split into, firstly, examining and analyzing the promotion of foreign language learning in this faculty, as well as, secondly, improving and incorporating new interventions aimed at developing the linguistic capacities of the students.</p> <p>Particularly, the Bilingual Education Framework focuses on seven main objectives fundamentally dealing</p>

	<p>with its institutionalization, the analysis of students' and teachers' English level, developing teacher training and designing a plan for end-of-degree projects elaborated and defended in English.</p> <p>The present paper is intended to describe the project which has recently been initiated in addition to introducing the results obtained during the first phase of its institutionalization. Such results can be found useful in order to encourage other institutions willing to implement bilingualism.</p> <p>Universidad de Cádiz</p> <p>English</p> <p>Biodata:</p> <p>Candela Contero Urgal</p> <p>(candela.contero@uca.es) Lecturer of English language in the Department of English and French Philology at the University of Cádiz, Spain. She holds a PhD in English Philology specialized in Content and Language Integrated Learning in Higher Education. As an academic at the Faculty of Business, she is the Coordinator of Bilingualism, in charge of the Bilingual Education Framework aimed at fostering content teaching through a foreign language within the undergraduate and postgraduate degrees on offer. Member of the research team AGCEPESA, which is carrying a project of excellence in quality assurance in Higher Education bilingual programs financed by the Andalusian Government. She has more than eleven years' experience in teacher training, particularly, she has delivered several methodological and language courses for professors on how to become a CLIL teacher, providing them with resources and techniques they can apply in their own CLIL teaching.</p> <p>Mariló Capelo Bernal,</p> <p>(Dolores.capelo@uca.es) Senior lecturer of Financial Accounting in the Department of Financial Economics and Accounting at the University of Cádiz, Spain. She researches on Accounting History and has been member of the Research Project SEJ-5061 jointly financed by the ERDF (European Regional Development Fund) through the period 2007–2013. As a teacher, she has a long experience with the implementation of new methodologies and has been involved e.g. in the project "New technologies for the teaching of Business Sciences" awarded in 2006 with the Third National Prize in research about educational innovation. Since 2017 she has shown interest in more student-focused methodologies such as CLIL methodologies, training through several courses received both in Spain and abroad, and trying to implemented these methods in her classes.</p> <p>Nieves Gómez Aguilar</p> <p>(nieves.gomez@uca.es) Is professor of Financial Accounting in the Department of Financial Economics and Accounting at the University of Cádiz, Spain. She researches on Accounting and Auditing and, more recently, on Transparency and Budgeting in Public Administrations. Moreover, she has been the Manager of Employment of the University of Cádiz from 2007 to 2011, being the person in charge of the project "Analysis on Equity and Employment in the European Union: A special reference about University Graduates" (EUR-294). This project was financed by the European Social Fund and the Andalusia Government and included the University of Pisa (Italy) and University of Bangor (UK) as partners.</p> <p>Juan Piñero López (juan.pinero@uca.es), professor of Financial Accounting in the Department of Financial Economics and Accounting at the University of Cádiz, Spain. He researches on Accounting and value-relevance of the accounting information and, as a teacher he has experience in CLIL methodologies that have applied in the teaching of the subject International Accounting and Auditing. He has participated in two CLIL training courses financed by the University of Cádiz and in two CLIL projects organized by the University of Cádiz and the Université Libre de Bruxelles. Besides, he has presented two oral communications in International Meetings about Innovation and CLIL.</p> <p>He has held positions of responsibility at the University of Cádiz as Director of the Faculty of Economic Sciences in Algeciras, Coordinator of the Degrees in Business Administration, and in Finance and Accounting of the University of Cádiz, and Vice-dean of Internships and Institutional Communication of the Faculty of Economic Sciences at the University of Cádiz. Nowadays he is still holding the former post at the faculty. Besides, he is evaluator of Teaching Innovation Projects of the Government of Andalusia since 2009.</p>
Seminario 3	Harris, R.

	<p>Metodos de enseñanza - Learning how to listen - research on listening strategies.</p> <p>I will report on my small-scale Action Research Project which used a mixed methods approach to identify where my adult students (a group of University lecturers) had difficulties when listening, and then to implement some strategies that have been previously explored by researchers in order to help my group to improve their listening strategies. In order to identify problems with listening I used as a basis the Metacognitive Awareness Listening Questionnaire developed by Vandergrift, Goh et al. (2006), as well as recording semi-structured interviews and taking a listening test (IELTS). Once a diagnosis of problems had been made, a teaching intervention took place based on working on the strategies which they lacked, during a series of 'listening strategies sessions'. Finally an IELTS test was administered to see whether the learners listening abilities had improved as a result of this process, and the MALQ-based questionnaire and final interviews given in order to see if their awareness of learning strategies had improved.</p> <p>Universidad San Jorge</p> <p>English</p> <p>Biodata:</p> <p>Rachel Harris es Licenciada en Historia y Política por el Queen Mary College de la Universidad de Londres (Inglaterra). Postgrado en educación secundaria del Institute of Education, University of London (Inglaterra) y postgrado en English Language Teaching to Adults, (DELTA), Inglaterra. Trabajó en Japón, Corea Sur y Londres como profesora del inglés como lengua extranjera y para el British Council y el Gobierno de Aragón en el proyecto bilingüe en educación primaria e infantil en Zaragoza. Cuenta con un certificado de postgrado en periodismo de London School of Journalism (PgDip. Journalism). Ahora Rachel es profesora en la Universidad San Jorge, Zaragoza, de inglés por fines específicos en los grados de Educación Primaria e Infantil y los grados de Comunicación. Rachel ha obtenido el Master en La Enseñanza del inglés como Lengua Extranjera (Universidad Alcalá de Henares) en 2017. Su línea de investigación está centrada en estrategias de comprensión auditiva y la pronunciación y CLIL.</p>
<p>Seminario 3</p>	<p>Alario, A.I. & Sanz, F.J.</p> <p>SciencePro, un Proyecto de Innovación Bilingüe.</p> <p>En esta comunicación se expone el estado de desarrollo del Proyecto de Innovación Docente SciencePro. Basado en la cooperación continuada entre la Universidad de Valladolid, los centros educativos de la ciudad y provincia de Valladolid y el CFIE de esa ciudad; con el fin de implementar en las aulas de educación obligatoria un curriculum integrado que fusione las ciencias naturales y la lengua extranjera. Se recoge aquí la importancia de esta iniciativa para lograr un aprendizaje significativo en el alumnado, acorde con las actuales corrientes pedagógicas europeas, en lo que a la enseñanza-aprendizaje de lenguas extranjeras se refiere.</p> <p>Dado el alto grado de satisfacción con los primeros resultados del proyecto por parte de los agentes implicados, se prevé su consolidación, a medio plazo, como una opción educativa permanente para muchos docentes vallisoletanos.</p> <p>Llegados a este punto, se está trabajando en su expansión europea; pudiendo alcanzar de este modo un desarrollo pleno del objetivo central del proyecto: apostar por el aumento de la eficacia de los procesos educativos, por medio de la cooperación transdisciplinar e interinstitucional, dentro de un contexto de ciudadanía global.</p> <p>Universidad de Valladolid</p> <p>Español</p> <p>Biodata:</p> <p>Alario, A.I.</p> <p>Profesora titular de la Universidad de Valladolid desde 1990 Coordinadora de Practicum del Grado de Maestro/a en Educación Primaria, mención Lengua Extranjera, inglés. Coordinadora del Proyecto de Innovación Docente SciencePro desde 2014 Encargada de las asignaturas de Metodología de la lengua extranjera, inglés y Aprendizaje temprano de una lengua extranjera orientada a Educación Infantil.</p>

<p>Seminario 3</p>	<p>Trigo, E., Delicado-Puerto, L., Alonso, L & Romero, E.</p> <p>La formación del profesorado con perfil bilingüe: una propuesta de colaboración entre universidad y escuela.</p> <p>En España la implementación de la filosofía AICLE en Educación Primaria y Secundaria ha sido una revolución que da respuesta a este nuevo paisaje universal donde hay que formar al alumnado no solo en la dimensión lingüística, sino también en la cultural y metodológica para una mejor adaptación a un mundo global. Esta idea ha propiciado que ya sean varias las universidades que oferten en la actualidad grados en modalidad bilingüe y que, concretamente en las facultades de educación, se estén fraguando acuerdos para que los docentes en formación inicial puedan desarrollar sus prácticas bajo la tutorización de profesorado experto en la materia (AICLE). Sin embargo, desde nuestro punto de vista, sin una efectiva coordinación entre los procesos de formación inicial y permanente del profesorado, el avance no se producirá con mejores garantías y los esfuerzos aislados de unos y otros organismos -y de los docentes implicados- causarán una progresiva desmotivación. Por ello, en esta comunicación mostramos el proceso seguido desde las facultades de educación de las Universidades de Extremadura y Cádiz, para abrir puentes de cooperación con la Secretaría de Educación y los CPR, en Extremadura y los CEP, en Andalucía, con un proyecto que comenzó en Extremadura, y una vez implantado y evaluado con éxito se va a implementar en Cádiz.</p> <p>Universidad de Cádiz Universidad de Extremadura</p> <p>Biodata</p> <p>Ester Trigo Ibáñez.</p> <p>Es profesora del Departamento de Didáctica de la Lengua y la Literatura de la Universidad de Cádiz. Durante diez años ha compaginado las actividades de docencia e investigación en la Universidad de Cádiz con la enseñanza en educación secundaria y la labor de asesora de formación permanente en el Centro de Formación del Profesorado de Cádiz. Sus líneas de investigación son diversas y abarcan líneas los Proyectos Lingüísticos de Centro, la Escritura Académica, la Educación Literaria y la Disponibilidad Léxica.</p> <p>Gemma Delicado Puerto.</p> <p>Doctora por la University of Chicago (EE.UU). Estudió en Kalamazoo College y obtuvo Master of Arts en Western Michigan University (EE.UU) (1998-2001). Fue investigadora en la Universitat Pompeu Fabra en 2004 y desde 2006 es profesora en el Departamento de Filología Inglesa de la Universidad de Extremadura, donde dirige programas de studyabroad. Investiga sobre enseñanza/aprendizaje de lenguas y literaturas vía E-learning y bilingüismo. Ha participado en varios proyectos europeos, incluyendo un Marie Curie. Delicado fue Vicedecana de Relaciones Internacionales (2012-2017) y coordina el Grado de Primaria Bilingüe desde 2012. En 2018 obtuvo el Premio a la Excelencia Docente en Humanidades.</p> <p>Laura Alonso.</p> <p>Doctorado Europeo en Educación por la Universidad de Extremadura. Profesora del Departamento de Ciencias de la Educación en La Facultad de Formación del Profesorado en Cáceres e integrante del Grupo de Investigación y Desarrollo Educativo de Extremadura. Autora de numerosos artículos y libros en prestigiosas revistas y editoriales. Sus líneas de investigación son la formación inicial y permanente del profesorado, incluyendo tecnología educativa y la educación a distancia, contextos sociales y bilingüismo. Ha participado en proyectos europeos, incluyendo un Marie Curie y realizado estancias en Inglaterra, EEUU y Australia. Premio a la excelencia docente en Ciencias Sociales 2014.</p> <p>Elena Romero Alfaro.</p> <p>Es profesora del departamento de Didáctica de la lengua y la Literatura de la Universidad de Cádiz. Ha sido la impulsora del Plan de Lenguas de la Facultad de Ciencias de la Educación desde sus inicios en 2008. Ha sido vicedecana de Relaciones Internacionales en la Facultad de Ciencias de la Educación y miembro activo de la Asociación de Profesorado de Francés de la Provincia de Cádiz. Su labor investigadora se vincula al fomento del plurilingüismo en la enseñanza superior y a la metodología AICLE.</p>
--------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

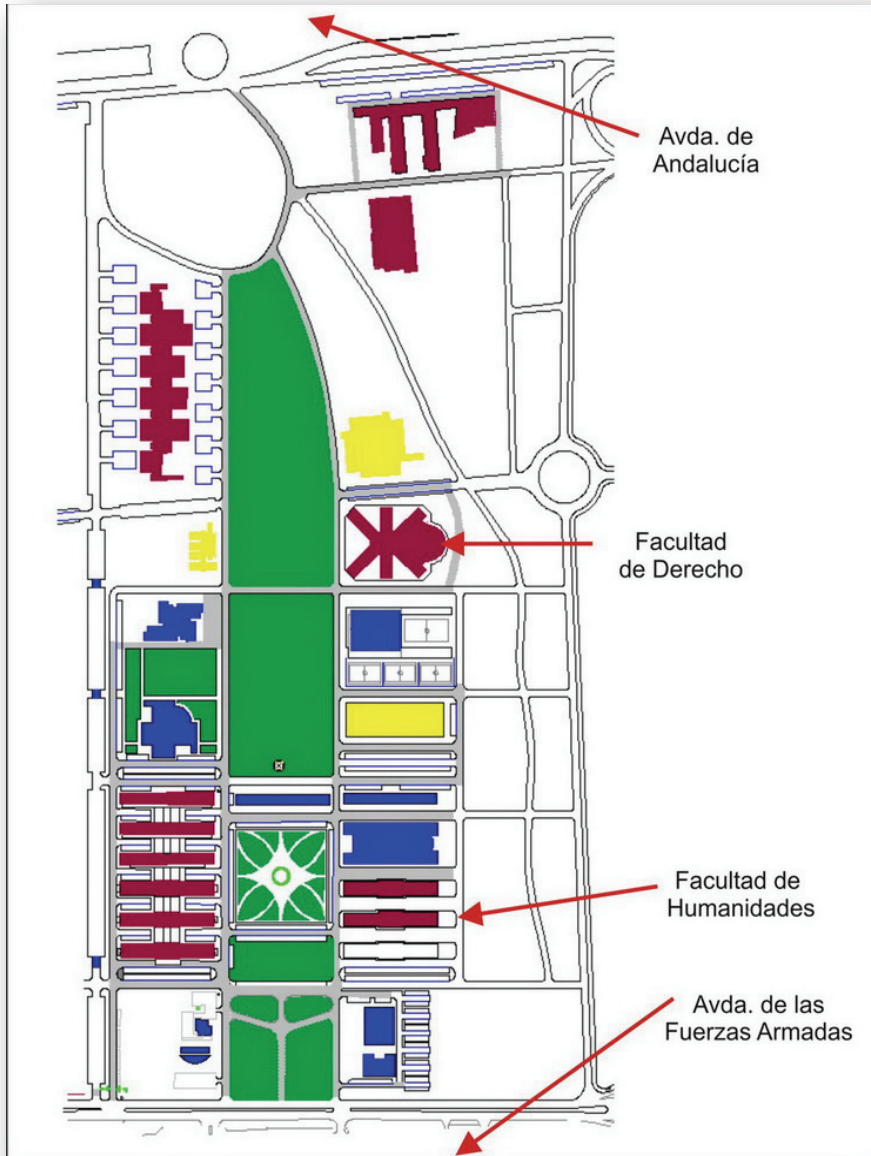
<p>Seminario 4</p>	<p>Salamanca, C.</p> <p>Uso de CLIL para fortalecer el idioma inglés en una institución de educación superior colombiana.</p> <p>Este proyecto responde al proceso de internacionalización de una institución de educación superior colombiana para impulsar el bilingüismo por medio del enfoque AICLE. Se trata de una investigación mixta con un diseño cuasi experimental de grupo control no equivalente con medidas antes y después de las intervenciones AICLE en las asignaturas del primer nivel de aprendizaje en los estudiantes de un programa de Enfermería. Se realizaron 17 aplicaciones diseñadas desde las 4Cs con una metodología de trabajo colaborativo; los test usados para evaluar el nivel de inglés de los estudiantes mostraron, a partir del análisis estadístico de los datos, aplicando la prueba t-student, que al iniciar el proceso la media del grupo de control era significativamente mayor que la media del grupo experimental, y posteriormente a la aplicación de la estrategia AICLE, se observó una mejora del grupo experimental, llegando a ser estadísticamente igual que la media del grupo control.</p> <p>Fundación Universitaria de San Gil, Colombia</p> <p>Español</p> <p>Biodata:</p> <p>Salamanca, C.</p> <p>Carolina Salamanca Leguizamón es Licenciada en Química, Especialista en Educación Bilingüe y Magister en Educación. Actualmente es docente de la Fundación Universitaria de San Gil – Unisangil, Coordinadora de la Especialización en Didáctica para Integrar el Inglés en los Procesos Educativos y Directora del semillero de Proyectos Bilingües en la misma institución. Ella es investigadora del grupo de investigación ICES de Unisangil categoría D registrado en Colciencias.</p> <p>Montoya, S.</p> <p>Sara Montoya es docente de inglés del Instituto de Idiomas en la Fundación Universitaria de San Gil – Unisangil y Especialista en Educación Bilingüe de la misma institución. Ella también es Artista de la Universidad Nacional de Colombia (Medellín, Colombia) y como docente de inglés, sus intereses pedagógicos incluyen desarrollar diferentes proyectos usando el Arte y el inglés para promover la creatividad y la motivación para aprender. Ella es un miembro del grupo de investigación ICES de Unisangil registrado en Colciencias, ha estudiado diferentes cursos en inglés sobre Metodología de Enseñanza y ha hecho varios procesos de inmersión en Estados Unidos.</p>
<p>Seminario 4</p>	<p>Martínez-León, N.</p> <p>Integración de contenidos e inglés a nivel terciario, experiencia en el grado de educación primaria. // Integrating Content and Language in Higher Education (ICLHE): Primary Education Degree experience.</p> <p>La realidad de la enseñanza bilingüe en el sistema educativo y los estudios multidisciplinares plurilingües en instituciones de enseñanza superior genera una demanda de profesorado capacitado desde el punto de vista lingüístico y metodológico.</p> <p>La innovación de este programa radica en la mejora de la enseñanza-aprendizaje del grupo con docencia en inglés.</p> <p>Como aspectos novedosos: el aspecto profesional; la formación e intercambio con docentes de universidades en este tipo de enseñanza-aprendizaje; formación docente basada en necesidades; colaboración en el diseño de tareas en función de las necesidades particulares del profesorado y alumnado; recogida y análisis de información para la puesta en marcha y desarrollo del proyecto (datos demográficos, percepciones, expectativas y motivación para formar parte del grupo bilingüe, pruebas de nivel...); cooperación en la programación y organización de actividades transversales e interdisciplinares (charlas video-grabadas, profesores invitados, estudiantes Erasmus ...), creación de una página web con recursos e información relacionada con la docencia universitaria; análisis de datos para la mejora o adaptación de la metodología, tareas, evaluación de la docencia en inglés (mediante observación)...</p>

	<p>Universidad de Granada</p> <p>Español / inglés</p> <p>Biodata:</p> <p>Natalia Martínez-León.</p> <p>nataliaml@ugr.es Doctora en Lingüística inglesa aplicada. Ayudante Doctor. Universidad de Granada. Departamento Didáctica de la Lengua y la Literatura. Especialidad lengua extranjera. Línea de investigación: Integración de contenidos e inglés a nivel terciario.</p>
Seminario 4	<p>Santos, I.C.</p> <p>Evaluación de la competencia léxica en lengua extranjera de los estudiantes del Máster en Secundaria</p> <p>Esta comunicación focaliza su atención en los factores que condicionan un mayor vocabulario virtual en lengua extranjera (inglés y francés) de los estudiantes que cursan el Máster Universitario en Profesorado. Interesa conocer el perfil a nivel lingüístico y sociológico de los futuros docentes para indagar en las relaciones que se producen entre las variables sociolingüísticas y los resultados de las pruebas léxicas. Los datos extralingüísticos se han recogido a través de un cuestionario con preguntas sociológicas, reticulares y relacionadas con el proceso de adquisición y aprendizaje de la lengua extranjera. La información lingüística se ha extraído mediante una prueba de disponibilidad léxica y una prueba de identificación de tecnicismos. Los resultados muestran una considerable diferencia entre el caudal léxico en lengua materna y en lengua extranjera ya que en español los estudiantes han escrito un promedio de 191,91 palabras mientras que en francés 147,71 y en inglés 131,79. La variable con mayor relevancia en el modelo de regresión lineal y causal que explica los factores que influyen en el léxico en lengua extranjera es la especialidad del máster, seguido del caudal léxico en español y la motivación del profesorado.</p> <p>Universidad de Málaga</p> <p>Español</p> <p>Biodata:</p> <p>Santos, I.C.</p> <p>Inmaculada Clotilde Santos Díaz es Profesora asociada en el Departamento de Didáctica de las Lenguas, las Artes y el Deporte en la Universidad de Málaga, Coordinadora Provincial de Lectura y Biblioteca Escolares de la Delegación Territorial de Educación de Málaga y evaluadora experta y controladora de proyectos Erasmus + para el Servicio Español para la Internacionalización de la Educación. Su área de especialización es la lingüística aplicada a la enseñanza de idiomas donde cuenta con una amplia formación (tres másteres oficiales, diplomas de acreditación como examinador del Instituto Cervantes y de la Alianza Francesa, etc.). Ha realizado estancias de investigación en Holanda, Chile, Japón y Cuba. Asimismo, ha participado en numerosos congresos internacionales tanto en España y como en el extranjero.</p>
Seminario 5	<p>Ochoa, C.</p> <p>Adapting technology to new trends in ESP learning.</p> <p>This research study was carried out in order to contrast a 3D virtual world called Moviestorm with real life videos, in terms of development of presentation skills. The research Involved 60 students of the faculties of Electronic Engineering and Law of different semesters of the University of Santo Tomás, focusing on English for Specific Purposes (ESP). The implementation of a virtual world sought to promote the improvement of oral communication skills, specifically, oral presentations in a foreign language, as well as promoting collaborative work. This research is based on the concepts of Machinima, real life videos, presentation skills and ESP. The project was developed in 3 phases: first, the students created their videos in real life; in the second stage, they used Moviestorm software to develop their videos and in the third, they developed another real-life video to show their presentation skills.</p>

	<p>Biodata:</p> <p>Ochoa, C.</p> <p>Carol Anne Ochoa Alpala holds a B.ed. in Modern Languages from Universidad Pedagógica y Tecnológica de Colombia (UPTC) and an M.a. in Languages from UPTC. She also holds an M.a. in Education and New Technologies from Universidad a Distancia de Madrid. Currently, she is a PhD candidate in Research and Pedagogy at Universidad Americana de Europa.</p>
Seminario 5	<p>Fleta, T. & García Bermejo, M.L.</p> <p>Raising awareness of the potential of telecollaboration in initial teacher training.</p> <p>The aim of the study we are presenting is to develop methodologies which involve student teachers in a telecollaborative task-based project across countries.</p> <p>Theoretical approaches suggest that telecollaboration engages student teachers in task-based interaction and collaborative exchange with fellow trainees in geographically distant locations through online communication technologies (Kohn & Warth, 2011; Council of Europe (2016). O'Dowd, R. (2015).</p> <p>Extending this argument from technology to literacy and to engage student teachers in the learning process, they worked on storytelling as an excellent vehicle for holistic learning (Ellis & Brewster; 2015; Cameron, 2001; Wright, 2006).</p> <p>Two groups of students, a bilingual group at the School of Education, Complutense University of Madrid (Spain) which had enrolled in a course on Materials and Resources for English Language Teaching in Primary, and a group which had enrolled on a course centered on picturebooks at the Pädagogische Hochschule of Freiburg (Germany) participated in a project which lasted a semester. The project involved three main tasks: information exchange (getting to know the partners); comparing and analyzing cultural practices; and working on a collaborative project on the creation of storybooks. Students teachers in 'international working teams' created teaching materials, in concrete, picturebooks based on intercultural issues.</p> <p>As part of the process, the future teachers filled in an online survey before and at the end of the project as well as an online diary at the end of each of their three tasks .</p> <p>By working on this project, student teachers develop their foreign language skills, intercultural and social competencies and the ability to integrate and exploit online technologies in the class so that they can apply this knowledge in their future careers</p> <p>Universidad Complutense de Madrid</p> <p>English</p>
Seminario 5	<p>Hermosín, M.J., Mora, B. & Silva, J.</p> <p>Visibilidad en la web como criterio de calidad en docencia plurilingüe.</p> <p>Universidad de Huelva</p> <p>Español</p> <p>Biodata:</p> <p>Manuel Jesús Hermosín</p> <p>Profesor Asociado del Área de Teoría e Historia de la Educación (Dpto. de Educación) en la Universidad de Huelva. Maestro de Educación Primaria en Colegio Santo Ángel (Huelva). Miembro del Proyecto de Excelencia «AGCEPESA». Miembro activo de la Sociedad Española de Pedagogía y REEDS. Corrector internacional de la <u>Colombian Applied Linguistic Journal</u> y de la <u>Revista Magis</u> (Colombia). Líneas de investigación: Teoría e Historia de la Educación, Educación plurilingüe, metodología AICLE, Pedagogía Social y Educación para el Desarrollo.</p> <p>Begoña Mora-Jaureguialde</p> <p>Doctora en Educación. Docente del Departamento de Educación de la Facultad de CC de la Educación de la Universidad de Huelva, Tutora y Coordinadora Tecnológica del Centro Asociado de la UNED en Huelva y Profesora del Máster de Educación, Tecnología e Innovación de la Universidad Internacional de</p>

	<p>Valencia. Líneas de investigación: radio educativa, metodología AICLE, TIC en Educación y Pedagogía Social. Formada en Universidades internacionales con estancias en Faro (Portugal), Viljandi (Estonia), Messina (Italia) o Asunción (Paraguay). Miembro del Grupo Comunicar. Revisora internacional de la Revista COMUNICAR. Miembro de la Sociedad Española de Pedagogía.</p> <p>Jesús Silva</p> <p>Estudiante de Grado de Educación Primaria. Universidad de Huelva. Mentor del Programa “Huelva Educa”, 2013. Formación del Programa de Mentoría –Facultad de Educación, Psicología y CC. del Deporte, Universidad de Huelva-, curso 2017. 1as Jornadas sobre Salidas Profesionales e Inserción Laboral en Educación Primaria –Facultad de Educación, Psicología y CC. del Deporte, Universidad de Huelva-, curso 2017. Jornadas INCLUREC (Recursos para la Inclusión) –Facultad de Educación, Psicología y CC. del Deporte, Universidad de Huelva-, curso 2017.</p>
12:00-12:20	Coffee break
12:20-13:15	<p style="text-align: center;">Closing plenary</p> <p>Salón de Actos</p> <p>Fortanet, Inmaculada</p> <p>Building a language policy in Higher Education from theory to practice.</p> <p>Approaches to multilingual education which involve the integration of content and language seem to be gaining support in recent years. But how can a solid quality-based language policy be designed? In my presentation, I describe how a deep analysis of multilingualism and multilingual education, as well as a close look at the context, can be of great help in this difficult task.</p> <p>Universidad Jaume I.</p> <p>English</p> <p>Biodata:</p> <p>Dr. Inmaculada Fortanet Gómez is a full professor and researcher at Universitat Jaume I (Castellón, Spain), where she has coordinated the Group for Research on Academic and Professional English (GRAPE) for the last 20 years. Her research interests are related to Content and Language Integrated Learning in Higher Education and to multimodal discourse analysis. She is the author of CLIL in Higher Education. Towards a Multilingual Language Policy (Multilingual Matters, 2013). She is a founding member of the Executive Board of the association ICLHE (Integrating Content and Language in Higher Education). She has published articles in English for Specific Purposes, Journal of English for Academic Purposes, Discourse Studies, ESP across Cultures, among others.</p>
13:15-13:30	Conference Closing Ceremony. Fernando D. Rubio-Alcalá

University of Huelva: El Carmen Campus map
The venue is at Facultad de Derecho



Official Educational Institutions



Huelva's Institutions



Puerto de Huelva



Language Institutions



Cambridge Assessment English

Gastronomic Institutions

