EXCELLENCE AND INNOVATION IN LEARNING AND TEACHING - ISSNe 2499-507X - DOI: 10.3280/EXI2016-002005

Providing Lecturer Support for English-Medium Instruction: an Experience at Padova University's Language Centre

Fiona Clare Dalziel [*], Caroline Clark [*], Katherine Ackerley [*], Marta Guarda [*]

English-Medium Instruction at the University of Padova

In recent years, the increasing importance of English in a variety of linguistic domains (Coleman, 2013) and the growing competitiveness of universities, which endeavour to climb the international rankings (Wilkinson, 2013), have led an increasing number of higher education institutions worldwide to start implementing English-Medium Instruction (EMI). As Wilkinson (2013) suggests, the choice of offering courses and programmes through English has been mostly driven by economic factors: in doing so, institutions aim to attract more national and international students and lecturers, and gain visibility at an international level. Wachter and Maiworm (2008), add further reasons, including preparing domestic students for global labour markets, raising the institutional profile, securing a sound research base by attracting future PhD students, and providing high-level education for students from developing countries. Grin (2010), however, from the point of view of "language economics" points out that Universities, typically, have not fully evaluated why EMI can be valuable to both the institution and students. Despite limited research in this area, recently there has been an exponential increase in universities adopting EMI: in 2002 there were 560 Master's programmes in 19 EU countries (excluding UK and Ireland) while ten years later the number had increased to 6779 programmes in 11 EU countries (Brenn-White & van Rest, 2012, p. 6).

[*] Universy of Padova.

Despite still lagging behind other countries in the North of Europe (Costa & Coleman, 2012), Italy too is striving for greater internationalization, and the number of English-taught programmes (ETPs) that are offered at university level is increasing. According to recent statistics (Universitaly, 2014), 142 ETPs and a number of individual English-taught courses are currently offered by 39 universities across the country. The importance of EMI has been stressed by the Conference of Italian University Rectors who, in their 2012 report, affirmed that its implementation was one of the "key strategies to promote internationalization at the Italian tertiary level" (Campagna & Pulcini, 2014, p. 181). The most up-to-date study on EMI in Italian higher education remains Costa and Coleman's survey. Published in 2012, the survey was submitted in 2010 to all 78 universities across the country. Although only 50% of them responded, the authors were able to identify recurring features of EMI implementation. Thus, for instance, the authors identified that most EMI programmes were in the fields of engineering and economics. Furthermore, the survey showed that 90% of lecturers in EMI programmes were Italian native speakers, who received very little or no training – be it linguistic or methodological – on the part of their institutions. In addition, the survey highlighted that formal lectures were still the predominant teaching method that was adopted in the EMI classroom, something which led the authors to conclude that changing the language of instruction had not stimulated the adoption of a more student-centred approach. This aspect was felt as particularly relevant by the authors in that, as suggested by previous literature on EMI (e.g. Cots, 2013), shifting the language of instruction should also involve a change in pedagogical approach. Such a change should aim at giving the students a much more active role during the class, through which they can construct and negotiate knowledge by themselves instead of almost passively listening to content being delivered by the teacher.

At the University of Padova, EMI began to be formally implemented during the 2009-2010 academic year. While at the start, EMI took the form of individual courses, from the 2011/2012 academic year the first entirely English-taught study programmes were introduced. At present (2014-2015 academic year), there are 28 study programmes which are delivered through English: These include: 9 second-cycle degrees; 9 ETPs at PhD level; 3 first-level Master programmes; and 6 second-level Master programmes. Besides postgraduate programmes, the School of Economics and Political Science also offers a Bachelor's degree programme in Economics and Management, whose 3-year curriculum is entirely taught through English. In addition to whole ETPs, the University's eight Schools currently run a total of 275 individual EMI courses within Italian-taught programmes.

The Role of the University Language Centre

Up until the 2011-2012 academic year, Padova University's Language Centre was almost exclusively concerned with language provision for students. The only lecturers who passed through its doors were those attending its paid general English blended courses or making use of the Multimedia Library. However, the administrative staff had noted and mentioned to the head of the Centre that they were receiving an increasing number of enquiries about courses for lecturers teaching their subject matter through the English language. For this reason it was decided to set up an experimental course aimed at these new potential users of the Centre. This first course, "Content Teaching in English" (30 hours total), was held by a Language Centre teacher and involved fifteen lecturers from a range of disciplines who had already taught in English or who were expecting to teach a course in English during the following academic year. The focus was on spoken English, with the overall objective of enhancing language competence and boosting the lecturers' confidence as speakers. The lessons dealt with: useful language for lecturing; strategies for teaching non-native speakers of English; strategies for dealing with immediate communication needs in the classroom; methods to improve fluency; resources for improving pronunciation. Feedback on the course was extremely positive, and the Centre was later approached by the International Relations Office and encouraged to take a more systematic look at possible EMI support for lecturers. The idea for the LEAP (Learning English for academic purposes) Project was thus born and university funding was received. The aim of the project was to: "support lecturers who are holding their courses in English by identifying their experiences, needs and concerns, developing and offering a variety of support options, as well as evaluating the efficacy of the support options so as to improve their future quality. The ultimate aim of the project was to propose a medium-long term strategy to support EMI at the University of Padova"[1].

Four types of lecturer support were formulated: giving participants the opportunity to attend an intensive course at University College Dublin Applied Language Centre; a Summer School in Venice, Italy; a Blended Course; and individual lecturer support, referred to as "Advising". Of these four options, only the first was not organised by the Padova Language Centre itself. In drawing up the initial proposal the Centre's staff drew on information gleaned from *The CLIL Teachers' Competences Grid*[2], the literature on CLIL and

[1] http://www.cla.unipd.it/eventi/leapemi/leap_project.html.
[2] http://lendtrento.eu/convegno/files/mehisto.pdf.

EMI, and reports of EMI support in other European universities (see for example Airey, 2011; Costa, 2012; Costa & Coleman, 2012). The three types of support (intensive course, blended course, individual support) to be provided by the Centre itself all focussed on both language and teaching methodology. The reason for the inclusion of a focus on methodology was partly the fact that, in line with communicative approaches to language teaching and learning, the context of language use is fundamental. The participants were receiving support in English in order to be able to teach in the language and this could therefore not be ignored. The language instructors had all received training in language teaching methodology, but clearly were not experts in the specific methodologies for the disciplinary areas of the participants. However, it should be stressed that this focus did not involve any kind of prescription of what methodologies should be adopted, but rather the fostering or reflection on and discussion of how a change in language might also imply a change in methodology, especially in the case of groups including international students. A description of these four options and detailed feedback on two of them will be provided in the following sections.

An analysis of the lecturers' previous EMI experiences: concerns, needs and expectations

In May 2013, an informative mail was sent to all the University's lecturers through the University's official mailing list to inform them about the LEAP project. The mail contained a link to an application survey that the lecturers who were interested in participating in the project were asked to complete. The survey aimed at identifying the applicants' experience with EMI, their needs, concerns and expectations. Their answers served to help the Language Centre in the selection of participants, as well as to support the planning of the four LEAP options. In order to select the participants, precedence was given to the lecturers who were already teaching courses in English. Overall, 115 lecturers from across the University's eight Schools completed the application survey. Of these, 86 were teaching at MA level, 19 at BA level and 11 in PhD courses. More than half of the respondents (75) already had EMI experience: in particular, 48 had taught several courses through English, and 27 had taught one EMI course. Forty respondents, on the contrary, had never taught through English before.

After collecting the answers to the application survey, a qualitative approach was adopted so as to identify the lecturers' experiences, needs and concerns about the use of English both within and outside the EMI classroom, as well as their expectations of the LEAP support options they were applying

for. To this end, we conducted a thematic analysis with the support of the software package NVivo[3], which facilitates the exploration of data and the development of categories through a constant process of comparison across chunks of text. The analysis of the lecturers' responses to the survey enabled us to identify and codify a series of recurring themes/categories which were considered relevant to respond to our research questions.

As for the lecturers' previous experience with EMI, the responses were mixed: of those who had already taught through English, 21 indicated that it had been an entirely positive experience, and 21 outlined both positive and negative aspects (such as "I feel fine about the experience, it is a good way to open our University to international students and help to build a reputation in teaching abroad. However, it is a hard work and it takes much more time than an Italian course", D06). For 6 lecturers, however, teaching through English had been a totally negative experience ("The experience was not satisfying, both for the low approval from the student and for the self-evaluation of my english", R27).

The analysis of the survey responses also highlighted the lecturers' concerns and needs related to the use of English in general and in the specific context of EMI: in particular, the investigation revealed that fluency and pronunciation, as well as the use of spoken English in informal situations or in the classroom, were felt both as a personal weakness in English and as a source of concern while teaching. The latter finding, in particular, is in line with previous studies on EMI in European higher education (e.g. Lehtonen, Lönnfors, & Virkkunen-Fullenwider, 2003; Tange, 2010; Dafouz, 2011), which demonstrated that informal interaction within and outside the classroom were felt as problematic for EMI lecturers. In addition, some of the respondents showed their need to adapt their teaching methodology to the specific context of English-Medium Instruction, as in "I would need […] to structure the lesson in the English way" (B08). This appears to confirm that these respondents were indeed aware that teaching in a language other than the mother tongue requires a greater focus on pedagogy and the adoption of a more student-centred approach, something that previous literature has described as an essential requirement in EMI settings (Ball & Lindsay, 2013; Cots, 2013). The analysis pinpointed further problematic aspects of language use, including for instance limited vocabulary and the lecturers' lack of self-confidence.

In line with these findings, the main expectations that were identified through the analysis were related to the development of oral skills in English,

[3] http://www.qsrinternational.com/products_nvivo.aspx.

including fluency and informal uses of English. 47 lecturers expressed an interest in teaching methodology, as in "It would be very important for me to receive guidance on how to organise my lectures […], on the way I can involve more the students in the course (I am trying to implement a more active and participating modality of teaching)" (D04). In addition, some respondents indicated their willingness to improve their knowledge of grammar and of the standard form of the language, as well as to enrich their vocabulary and increase their self-confidence in teaching through English.

The Summer School and Blended Course: description

The intensive course (the first of the four options) took place in early July 2013 at the Applied Language Centre of University College Dublin, where 20 lecturers from the University of Padova participated in a two-week intensive course which included teaching methodology and, given the location, the opportunity to maximise communication in English. As the course in Dublin was held independently of the Language Centre, it will not be discussed further. In August 2013, the University Language Centre held a two-week summer school in Venice, which included presentations and lessons given by international guest lecturers, as well as staff from the Language Centre. The university lecturers also had the option of participating in the two remaining options, both of which were held at the Language Centre: a 100-hour blended course, and a one-to-one language advising service where lecturers were able to consult English teaching experts (the latter is discussed in detail below).

The Summer School was held on the island of San Servolo (Venice International University) and was intended to offer a semi-intensive, residential course for lecturers of both the University of Padova and International universities. The twenty places available were immediately taken, despite the course being planned with little notice. There was no charge for teachers of the University of Padova, while the course was offered for a fee to international participants – only one of whom enrolled, probably due to the short notice.

The two-week course offered a series of lessons, which can be loosely divided into two main areas: communicative skills, and specialised EMI skills, in keeping with Klaassen's (2008) findings which point to the importance of language proficiency, cultural awareness and pedagogical skills as essential to teacher preparation. Participants' communicative skills, listening and speaking in particular, were the focus of courses held daily by staff from the Language Centre, specialising in the teaching of English for academic purposes. Pedagogical skills were the subject of courses centred on the specialised skills required in the EMI classroom held by invited international specialists. The

lessons covered teaching practice, peer evaluation, pronunciation, assessment and evaluation, presentation skills, classroom management and theatre. They also echoed the recommendations for teaching in English as pointed out by Airey (2011, p. 14). Initially, some tension was perceived, and on some occasions the Summer School teachers were even contested by participants. This may have been due to a lack of clarity in the programming; it became clear that lecturers were expecting a less didactic, seminar format. Tensions also appeared to stem from participants' sensitivity about shedding their role as teachers, and having to assume that of the learner. A sense of "power loss" was observed – an aspect which has been discussed by Hahl, Järvinen and Juuti (2014, pp. 11-12). However, this disorientation was overcome within the second day, and was resolved by involving participants in a series of communicative activities. By the end of the two-week period, it became clear that the participants had overcome their differences and shared in a dialogue useful for them, but also for the teachers/researchers present. The exchange of ideas and constructive criticism was valuable.

The Blended Course, which had 24 participants, commenced after the summer. It comprised 60 hours of face-to-face lessons, plus 40 hours of online work, and took place over a four-month period from October 2013 to January 2014. As well as language skills, this course covered teaching styles, technology in the classroom and classroom management. The course also included seminars by international experts covering topics such as internationalization of higher education and language policy. This was an opportunity for participants to discuss English-Medium Instruction and the process of internationalisation, and to be able to discuss their concerns freely in English. The Blended Course can be considered as experimental, in that the format had not previously been tested. It was particularly interesting to evaluate the inversion of roles, whereby experienced lecturers assumed the role of learners.

Some situations arose from the course which need to be faced. They include timetabling difficulties, including prolonged absences, in some cases due to lecturers' other commitments, and the non-homogeneous language level of participants. This resulted in fluctuating attendance, leading to obvious problems not only for the teacher (and lesson-planning), but also for the regular participants. A further observation regards the *blend*, that is, the part of the course (40 hours) which was intended to be completed individually – rarely was this work done. This appears to stem less from a lack of effort as outlined by Doiz, Lasagabaster and Sierra (2011, p. 357), but rather time commitments. Despite these observations, the benefits cited by participants (and teachers) were the opportunity for an exchange of ideas and discussion of EMI, and above all, the recognition of the value of continuing dialogue. There was little evidence of the low motivation to teach in English mentioned by Doiz et al. (2011).

The Summer School and Blended Course: feedback

Feedback was collected from the participants in the Summer School and the Blended Course by means of a questionnaire. This sought to collect the participants' comments on the courses they had attended, so as to improve the quality of further support in the next stages of the LEAP project. The survey was composed of both closed Likert scale questions, and open-ended questions. Overall, 19 lecturers responded to the questionnaire: of these, 12 had attended the Blended Course and 7 the Summer School in San Servolo. Their answers to the closed questions were analysed quantitatively to formulate descriptive statistics, while the responses to the open-ended questions were analysed qualitatively with the support of the NVivo software.

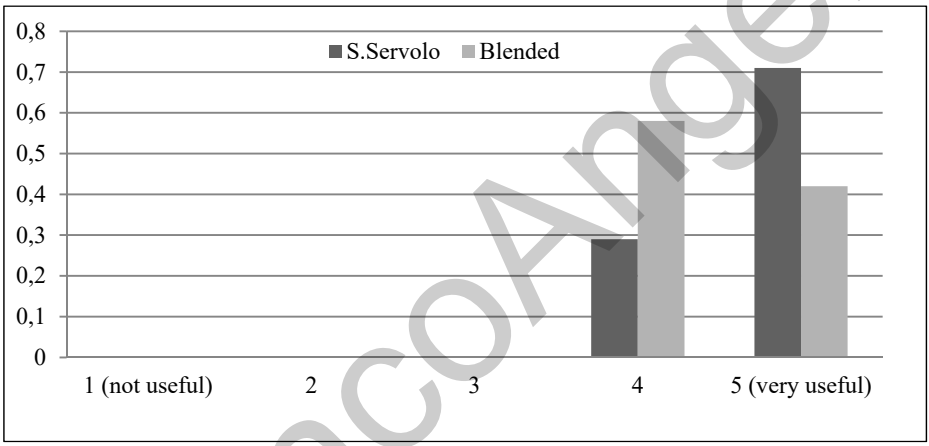

Figure 1 – *How useful did you find the course in general?*

When asked how useful they had found the course in general, 71% and 42% of participants in the San Servolo Summer School and the Blended Course respectively described their courses as very useful. The positive feedback that emerges from these answers appears to be confirmed by the qualitative analysis of the survey data, which identified several comments of appreciation and gratitude for the University Language Centre, its teachers and staff, and the support courses in general (as in "A note of appreciation for the tireless work of the teacher!", BU05).

Asked whether the course they had followed had met their initial expectations, the participants in the Blended and San Servolo courses gave very similar responses (figure 2).

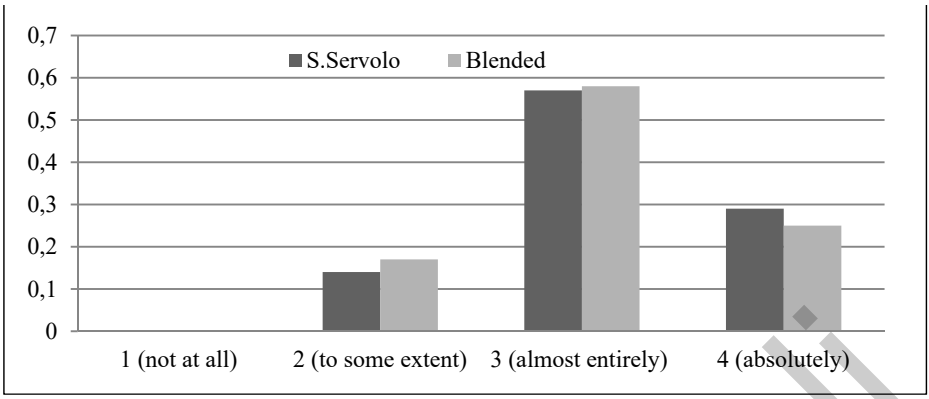

Figure 2 – *Did the course meet your expectations?*

Asked whether they would recommend the course to colleagues, all the participants in the two support options said they would. Yet 8% of those who had taken part in the Blended Course admitted that they would indeed recommend it but with reservations.

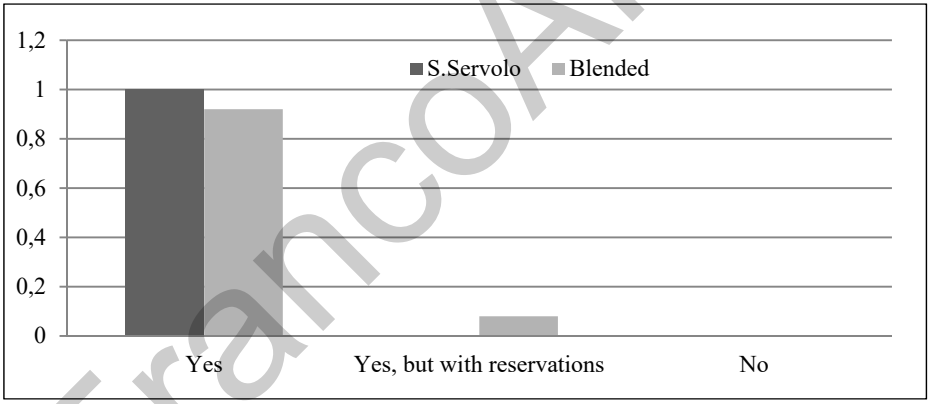

Figure 3 – *Would you recommend the course to colleagues?*

In the open-ended questions in the final questionnaire, the participants were asked to comment on the activities that they had appreciated most in the courses. The respondents indicated that they had greatly appreciated experimenting various teaching methodologies, as in the following comment: "I thought it was only an English language course. Instead we talked a lot about teaching methods and I appreciated very much such a choice. I mean, if we had to practise English by speaking, the best thing is to talk about a subject

that engages us, as teachers" (BU-01). In the lecturers' view, the support given by the University Language Centre had helped them think about how to put different teaching approaches into practice, as in: "Before the LEAP course I thought that I was simply going to teach in English. Now I want to set the course as an English course, in the sense that I will not only translate my italian course, but I want to make it an International course" (BU01). These responses are significant because they confirm that the participants in the LEAP project were indeed willing to experience and learn about a variety of teaching approaches, something which seems to confute Costa's (2012) observation that Italian university professors are not likely to be interested in receiving any kind of methodological training.

In addition, the respondents found it very useful to exchange experiences and ideas with colleagues, something which led them to develop a Community of Practice (see for example Lave & Wenger, 1991), and to become aware of the internationalization processes that the University is undertaking ("I have understood that I'm engaged in an internationalization process. Before the course […] I was not aware of this", B11). In terms of language skills, the participants greatly appreciated receiving personalised feedback on the presentations and hands-on tasks they performed in the courses. In their view, this helped them improve their fluency and gain confidence in their language skills, something which emerges, for instance, from the following comment: "The fact that experts in linguistics [...] state that many 'Englishes' exist and are acceptable made me less paranoic about pronunciation and more aware that other aspects of communication are equally important. Thanks!" (SS14).

The Language Advising Service

This section reflects on the kinds of concerns that EMI lecturers at Padova University appeared to have when they first approached the Centre's Advising Service and on how the Service can best suit their needs. Much of the literature concerning Language Advising in universities concerns the role of advisors in relation to students and staff interested in improving their language skills autonomously (see, for example, Mozzon-McPherson, 2007). The following points (adapted from Mynard, 2011, who describes the role of advisors with language learners) outline the role of the advisers on the LEAP project as language advisers to EMI lecturers:

– raising awareness of the language learning process;
– actively listening to the lecturers;
– helping lecturers to identify goals;
– helping lecturers to self-evaluate and reflect;

– helping lecturers to talk through and understand their own problems;
– motivating, supporting and encouraging lecturers;
– discussing suitable materials;
– discussing suitable learning strategies;
– assisting lecturers in discovering how they best learn.

The lecturers who approached the University Language Centre for support, however, have a very different profile to students learning languages at university as many of them wish to discuss concerns with their teaching methodology. To the list above then, we would add a tenth function, that of "discussing possible alternatives to teaching strategies". As language teachers, the advisers can also help the lecturers to reflect on the kinds of difficulties that the students have with comprehension and communication when studying in a language that is not their own.

The Language Advising Service was set up in mid-October 2013. The four advisers were all English language teachers at Padova University and the sixteen participants were all lecturers teaching an EMI course in the 2013-14 academic year. The initial aim was to offer each participant five sessions, with the lecturers being free to choose when to begin and how to space the meetings. The first meeting consisted in a "needs analysis": an initial interview with one or two advisers, during which the participants were asked about their experience with the English language and how they view the use of the English language in their teaching. The intention was also to encourage the lecturer to establish what he or she wished to gain from the advising sessions and to set short term objectives with the adviser, that is to agree on what to work on before the following session.

The lecturers were also given the option of having one of their lessons observed, with a follow-up session to discuss the advisers' observations and the lecturer's own reflections on the lesson shortly afterwards. The lecturer was then provided with a recording of the lesson and a written report, both of which could be discussed during the follow-up session. The topics of the remaining sessions depended very much on the individual, but were usually based on issues that came up during the initial session and lesson observation. Detailed notes were taken during the advising sessions and lesson observations and shared amongst the four advisers so that any of them could be involved in following sessions, even if they were not present at the first one.

Out of the sixteen participants, four only attended one advising session. Of the remaining twelve, eleven opted to have a lesson observed, and one asked for two different kinds of lessons to be observed. One lecturer withdrew because of lack of time due to academic commitments, one because his course was going well and he did not feel the need for further support, and the other two for unknown reasons. Two of the main features that characterized the ad-

vising service were the huge diversity of lecturers' needs and expectations and the range of time-scales for each participant.

Lecturers' needs

The outcome of the initial "needs analysis" sessions with the sixteen participants of the Language Advising Service mirrors the results of the needs analysis completed by participants on the above-mentioned EMI support courses: the areas that the lecturers wanted advice with were language skills and teaching methodology. As concerns language skills, while most participants had very advanced skills and were highly competent in terms of speaking about their subject matter, six said that they had problems with their general English skills. These ranged from feeling inhibited when conversing with colleagues at international conferences, to recounting anecdotes or injecting humour into their lessons, to speaking in English in social situations. Participants noted a certain difficulty when switching between a formal lecturing style to a less formal register when interacting with students individually. Some of the lecturers asked the advisers to go through their introductory lessons and/or slides with them and five of the participants, though not displaying major language problems, just seemed to need confidence-building. Not all of the lecturers were convinced that they had the language skills to teach in English or that their methodology was appropriate. Just talking through their concerns with an adviser or receiving positive feedback and constructive criticism on their lessons seemed to boost confidence. The participants seemed to appreciate having someone to talk through their concerns with, to share ideas about their course, even if they were not all actively seeking advice. Indeed more than one participant revealed that she did not feel that she could talk to her colleagues about her experience teaching in English and the importance of networking with other EMI professionals was a recurring theme during the advising sessions.

Five lecturers specifically asked to talk about teaching methodology in their initial sessions, with three stating that they saw the switch to teaching in English as a chance to rethink their course and their approach to teaching. Indeed one participant stated that she had been teaching for twenty years, but neither she nor her colleagues had ever had any training. Other issues such as creating a more interactive classroom environment, concerns about the students' language skills, using an online learning environment, assessment and student feedback on the course were also discussed.

Lesson observation

Lesson observation can have an important role in a teacher's professional development. It is commonly applied in pre-service teacher education programmes, but is used less widely with experienced teachers in a higher education setting (Engin & Priest, 2014). According to Lasagabaster and Sierra (2011, p. 450), even experienced teachers can find lesson observation "stressful and intimidating", and therefore observation was offered only on a voluntary basis and only following at least one advising session, during which the lecturer could establish along with the advisers which aspects of his or her teaching he or she wanted feedback on. As Lasagabaster and Sierra (2011) point out, "the observed person has to feel comfortable psychologically, trust being a fundamental objective, before the benefits of observation can ultimately be reaped".

During the lesson observation sessions the advisers were looking out for how the lecturer structured the lesson, how clear delivery of content would be to non-native speakers of English, use of sign-posting, dealing with new terminology, potential comprehension problems, the facilitation of interaction between the student and lecturer and between the students, and linguistic aspects of lesson delivery. These included pronunciation, intonation, use of vocabulary and any errors that might impede student comprehension. However, as mentioned above, the kinds of feedback the lecturer wished to receive could be negotiated before the lesson observation session. For example, one lecturer was concerned about his language accuracy, while another wanted our opinion on his speed of delivery. The type of feedback offered following the observed lessons can be considered non-judgemental, constructive feedback with the objective of encouraging the lecturers to reflect on their language competence and teaching.

Time management

One of the most problematic aspects of the advising service from the advisers' point of view was how the meetings spanned out over time. Thirteen of the advisees came to the initial session at the end of October or in November and the remaining four asked to postpone their first meeting until February as they were teaching in the second semester (beginning in March). Three of those teaching in the first semester were keen to be observed and/or have a second session with the advisers relatively soon as their courses were already under way. Seven of the initial thirteen asked to postpone their second session until January, either because of heavy workloads in November or December

or because they intended to discuss their second semester course with the advisers in January. Time between meetings ranged from one day (in the case of a follow-up to lesson observation) to four months. In nearly all cases meetings were postponed, often until a month after the appointment had originally been set, making continuity an issue.

Meetings were postponed because of academic commitments, a factor that also made it very difficult for the lecturers to focus on any activities that they had planned to do before their next meeting. Although lecturers who came to meetings were keen to participate and make use of the service, it is understandable that it took second place to their academic commitments and the advisers had to be flexible to enable and encourage the lecturers to continue with their meetings.

Whilst applicants for the service were initially enthusiastic, it was recognized that it was not a priority for these very busy colleagues. As discussed above, many found it difficult to find time to meet and continually postponed appointments, even pushing them beyond what could be considered the most useful time (i.e. during the semester in which they taught their course). Though the advisers made suggestions about activities the lecturers could do between sessions, they soon became aware that despite the good intentions and appreciation of the advice, extra work was unrealistic for many. This led to the adoption of a less formal approach with later starters, with less focus on setting short-term learning activities, unless these were specifically requested by the participant.

Unlike the three courses offered through the LEAP project, other than an initial meeting to which all sixteen lecturers were invited, the advising service did not give participants the precious opportunity to meet face-to-face and share experiences. Therefore an online community was set up to share materials on teaching, language learning resources and ideas between participants. However, this failed to take off. Very few participants accessed the online community and only two attempted to stimulate discussion. Several participants of the advising service stated how good it was for them to be able to talk about their courses with the advisers and how useful it would be to exchange ideas with colleagues going through the same experience. Indeed, as Gundermann (2014, p. 275) points out, the exchange of practical experiences between EMI colleagues has a “relieving effect”, which could be considered similar to the effect achieved through advising sessions. Therefore group meetings could be beneficial, as could workshops on specific topics, to provide the opportunity to learn through networking with peers.

Conclusions and future developments

The feedback received on the LEAP project was encouraging, highlighting the need for the kind of language and methodological support that had been envisaged. However, it also shed light on how the options could be reformulated, so as to meet lecturer needs more effectively. These insights led to the modifications to the support options proposed by the follow-up project, LEAP 2. As regards the Summer School, the intensive formula appeared effective, as did the (albeit limited) participation of colleagues from other universities. However, organisation proved time-consuming and expensive for the Language Centre in order for it to be proposed as a permanent, regular offer. For this reason, in the 2014-2105 academic year, the Language Centre decided to propose a Winter School at the University itself. The length was slightly shortened to 5 days, with 30 hours tuition in all. Once again staff for the Centre were joined by teachers from overseas and this time 4 external lecturers took part (from Hungary and South Korea). Although feedback has to date not been collected, informal comments have pointed to a high degree of satisfaction of the course on the part of participants. The Blended Course (60 + 40 hours), instead, has been replaced by a 40-hour face-to-face course entitled "Teaching and communicating in English", which it is hoped will prove to fit better with lecturers' already heavy work commitments.

The "Advising" service was renamed "Lecturer Support Service" to avoid confusion with a new Language Centre Advising Project aimed at students. Once again, in view of the time management problems described above, only three advising sessions will be set-up: an initial meeting, lesson observation, follow-up meeting. These were also the sessions that the advisers of the LEAP project found were the most productive. Some of the issues addressed during the advising were directly related to EMI and facilitating more successful teaching in English, while others were related to teaching in general. It was felt that discussing personal needs, lesson observation and student feedback on the lecturer's teaching were well-suited topics for the advising sessions, while other issues, such as group interaction and assessment, could be dealt with in the other support options. Finally, a new support option was introduced, that of single two-monthly workshops on different themes, such as "Introducing your course" or "Pronunciation". It was hoped that these would turn out to provide a more flexible, personalised option, as lecturers would be able to decide whether to attend just one or several of these according to their individual needs and commitments.

Both the Lecturer Support Service (Advising) and workshops could also be seen as "continuous support options" recommended by Gundermann (2014), a means of promoting the long-term effects of the courses offered by the Uni-

versity Language Centre. According to Gundermann (ivi, p. 275) "[i]ntegrated EMI training for lecturers can only be successful if lecturers continuously reflect and readjust their language use and teaching practice. The motivation to do so, however, is likely to diminish rapidly if EMI training is a singular event".

The decision to continue to focus on both language and methodological issues connected to teaching through English was maintained, rather than separating the two as has been done in other universities (see for example Ball & Lindsay, 2013). This was due to the fact that the Language Centre firmly believes that language must be learnt in a context, leading to authentic language use in the classroom. Moreover, as Ball and Lindsay highlight (2013, p. 45), the introduction of EMI implies "linguistic and pedagogical demands made on the teacher in a range of situations". Thus in providing support for lecturers involved in EMI, language and teaching methodology become inexorably linked, and for many of the lecturers, the LEAP project represented the very first opportunity to reflect collectively on their own university teaching together with peers from different disciplinary areas. In the medium-long term, future research on the LEAP project will involve the collection of further data from the participants with the aim of identifying whether any similarities or differences in perceptions and experiences exist across "academic tribes" (Becher & Trowler, 2001), in other words disciplinary cultures within academic communities and their related behaviours.

References

Airey, J. (2011). Talking about teaching in English: Swedish Lecturers Experiences of Changing Language. *Ibérica, AELFE (European Association of Languages for Specific Purposes)*, 22, 35-54.

Ball, P. & Lindsay, D. (2013). Language Demands and Support for English-Medium Instruction in Tertiary Education. Learning from a Specific Context. In Doiz, A., Lasagabaster, D., Sierra, J. M., (Eds.), *English-Medium Instruction at Universities. Global Challenges* (pp. 44-61). Bristol: Multilingual Matters.

Becher, T. & Trowler, P. (2001). *Academic Tribes and Territories: Intellectual Enquiry and the Culture of Disciplines*. Philadelphia: Open University Press.

Brenn-White, M. & van Rest, E. (2012), *English-Taught Master's Programs in Europe: New Findings on Supply and Demand*. Retrieved from http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/English-Language-Masters-Briefing-Paper.

Campagna, S. & Pulcini, V. (2014). English as a Medium of Instruction in Italian Universities: Linguistic Policies, Pedagogical Implications. *Textus*, 27, 1, 173-190.

Coleman, J. A. (2006). English-medium teaching in European Higher Education. *Language Teaching*, 39, 1, 1-14.

Coleman, J. A. (2013). Foreword. In Doiz, A., Lasagabaster, D., Sierra, J.M., (Eds.), *English- Medium Instruction at Universities. Global Challenges* (pp. XIII-XVI). Bristol: Multilingual Matters.

Costa, F. (2012). Focus on Form in ICLHE Lectures in Italy. Evidence from English-medium Science Lectures by Native Speakers of Italian, *AILA Review*, 25, 30-47.

Costa, F., Coleman, J. A. (2012). A Survey of English-medium Instruction in Italian Higher Education. *International Journal of Bilingual Education and Bilingualism*, 16 (1), 1-17.

Cots, J. M. (2013). Introducing English-Medium Instruction at the University of Leida, Spain: Intervention, Beliefs and Pratices. In Doiz, A., Lasagabaster, D., Sierra, J.M., (Eds.), *English-Medium Instruction at Universities. Global Challenges* (pp. 106-130). Bristol: Multilingual Matters.

Dafouz, E. (2011). English as the Medium of Instruction in Spanish Contexts: A Look at Teacher Discourses. In Ruiz de Zarobe, Y., Jiménez Catalán, R.M., (Eds.), *Content and Foreign Language Integrated Learning: Contributions to Multilingualism in European Context* (pp. 189-210). Bern: Peter Lang.

Doiz, A., Lasagabaster, D., & Sierra, J. M. (2011). Internationalisation, Multilingualism and English- medium Instruction. *World Englishes*, 30, 345-359.

Engin, M., Priest, B. (2014). Observing Teaching: A Lens for Self-reflection. *Journal of Perspectives on Applied Academic Practice*, 2, 2, 2-9.

Grin, F. (2010). *Managing Languages in Academia: Pointers from Education Economics and Language Economics*, Paper presented at the Conference Professionalising Multilingualism in Higher Education, Luxembourg, 4 February 2010.

Gundermann, S. (2014). *English-Medium Instruction: Modelling the Role of the Native Speaker in a Lingua Franca Context. New Ideas in Human Interaction*. Studies. Freiburg: Rombach.

Hahl, K., Järvinen, H.-M., & Juuti, K. (2014). Accommodating to English-medium Instruction in Teacher Education in Finland. *International Journal of Applied Linguistics*. DOI: 10.1111/ijal.12093 2-20.

Klaassen, R. G. (2008). Preparing Lecturers for English-medium Instruction. In Wilkinson, R., Zegers, V., (Eds.), *Realizing Content and Language Integration in Higher Education* (pp. 33-42). Maastricht: Maastricht University.

Lasagabaster, D. & Sierra, J. M. (2011). Classroom Observation: Desirable Conditions Established by Teachers. *European Journal of Teacher Education*, 34, 4, 449-463.

Lave, J., Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.

Lehtonen, T., Lönnfors, P., & Virkkunen-Fullenwider, A. (2003). Teaching through English: A University Case Study. In van Leeuwen, C. & Wilkinson, R., (Eds.), *Multilingual Approaches in University Education: Challenges and Practices* (pp. 103-118). Maastricht, The Netherlands: University of Maastricht.

Mozzon-McPherson, M. (2007). Supporting Independent Learning Environments: An Analysis of Structures and Roles of Language Learning Advisers. *System*, 35, 1, 66-92.

Mynard, J. (2011). The Role of the Learning Advisor in Promoting Learner Autonomy. In *Learner Autonomy in Language Learning*. Retrieved from http://ailarenla.org/lall/january 2011/mynard_b_2011/ (last visited 29/1/15).

Tange, H. (2010). Caught in the Tower of Babel: University Lecturers' Experiences with Internationalisation. *Language and Intercultural Communication*, 10, 2, 137-149.

Universitaly (2014). *Corsi in lingua inglese*. Retrieved from http://www.universitaly.com/index.php/offerta/cercaUniv?lingua_corso=en (last visited 20.01.2015).

Wächter, B. & Maiworm, F. (2008). *English-taught Programmes in European Higher Education. The Picture in 2007*. Bonn: Lemmens.

Wilkinson, R. (2013). English-Medium Instruction at a Dutch University: Challenges and Pitfalls. In Doiz, A., Lasagabaster, D., Sierra, J.M., (Eds.), *English-Medium Instruction at Universities. Global Challenges* (pp. 3-26). Bristol: Multilingual Matters.