MÀSTER EN L'ENSENYAMENT DE LA LLENGUA ANGLESA EN CONTEXTOS MULTILINGÜES

(MELACOM)

ENGLISH AS MEDIUM OF INSTRUCTION.

TEACHERS' CONCERNS AT A SPANISH

UNIVERSITY.

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TABLE OF CONTENTS

LIST OF FIGURES

0. INTRODUCTION

Right after the Bologna Agreement, the main reasons for what Nikula, Dafouz, Moore and Smit (2016: 123) call the 'Englishing' process, include facilitating teachers' and students' mobility, accessing international academic communities and collaborating with other Higher Education Institutions. Therefore, universities all around Europe have felt the urge to implement programs with English as Medium of Instruction (henceforth EMI) (Lasagabaster, Doiz & Sierra, 2014). In fact, EMI university courses have tripled in the last ten years, mainly in Germany, the Netherlands and the Scandinavian countries (Wächter & Maiworm, 2008) where around 2,400 EMI programs are ongoing. These programs enclose a variety of measures which vary from offering subjects oriented towards students' production to bilingual offers (Halbach, Lazaro Lafuente, & Perez Guerra, 2013).

In spite of the fact that Spain is a multilingual country, 26 Spanish universities out of 77 are located in bilingual communities, it has been behind most of the rest of countries in the process of EMI implementation, which has not been easy at all (Fortanet Gómez, 2011). Despite the increasing interest of universities in participating in the race for the internationalization, and having prioritized the development or their international projection, Spain does not have as much knowledge or concern about foreign languages as our neighbours in the north and center of Europe, where multilingualism is much more extended among university students (Lasagabaster, 2012). This is an issue Spanish universities are currently dealing with, and a possible reason for this extended rejection in time could be the lack of command of foreign languages that Spain has had for a long time (Fortanet Gómez, 2011).

All in all, Spanish universities have been facing the new challenges in order to adapt their educational programs not only in form but also in structure (Halbach, Lazaro Lafuente & Perez Guerra, 2013). One of these challenges has been promoting EMI teaching. However, this does not seem to be easy because of the different views, even definitions regarding EMI.

EMI is usually perceived as a tool to both teach and encourage the level of English of one's country, and to attract international students (Halbach, Lazaro Lafuente, & Perez Guerra, 2013). Nevertheless, researchers refer to why it is English that has taken over as the language of instruction and not others (Lasagabaster, 2012).

Indeed, Lasagabaster refers to the extent to which English is threatening the existence of other languages, mainly identity languages. Some have even doubted the real objective of EMI teaching by saying that it seems to be an institutional decision rather than a real interest in new teaching approaches (Naidoo, 2006).

On top of this scenario, in which there seem to be some doubts about why EMI is being introduced and where, not only Spain but many other countries, are still struggling to implement English in their programs, there is a tangible heterogeneity among institutions in how EMI should be implemented, which makes it even more difficult.

Universities have applied measures to teach content through a foreign language in a very heterogeneous way, which has led to a varied landscape in the way the language is taught, accredited, and required (Halbach, Lazaro Lafuente, & Perez Guerra, 2013). Each university has applied their own policy, their own way. In fact, this lack of homogeneity is also visible in the Spanish universities; there are actually discrepancies, not only among universities, but in the internal processes of each university (Lasagabaster, 2012).

This discrepancy in terms of instruction directly influences the EMI lecturer. The EMI teacher, who will be the object of study in this work, is affected by different factors when the moment of truth is in front of them. Actually, If we do not know what is better for students, it is not possible to know what to ask our teachers to do (Halbach, Lazaro Lafuente, & Perez Guerra, 2013).

In the last few years, studies on EMI teachers have been arising, but still the main focus seems to be the student, forgetting about teachers and the language that should be used (Macaro et al., 2018). Several studies on EMI teachers show their disagreement on the way the language is being implemented; how

they feel about their lack of self-confidence in the classrooms; how they do not know exactly what they are supposed to do and the way they must do it or how they even doubt of their self-efficacy and so on (Doiz & Lasagabaster, 2018; Tsui, 2018; Helm & Guarda, 2015; Jensen & Thøgersen, 2011).

Lasagabaster (2012) talks about the need to clarify the linguistic policy in many universities, others such as Fortanet Gómez (2011) emphasize the importance of EMI teachers being informed about how they need to instruct through English and the need for dialogue and communication between language and content teachers.

It seems then crucial to find out how EMI lecturers feel. Whatsoever elements affecting or helping EMI teachers are, it is about time we contribute to a better implementation of the language by asking them, the teachers, the links, the ones who are in the battlefield, about their concerns, insights and opinion. Therefore, this study attempts to shed some light on the current outlook EMI teachers have about their work, specifically, EMI teachers at Universitat Jaume I in Castelló.

In order to do so, an overall view of the most common concerns in previous literature that EMI teachers all around the world have expressed in different studies will be refered to. After that, the study on EMI teachers at Universitat Jaume I, which is a young and very committed university with multilingualism, will be presented starting with the description of past and current measures for EMI implementation at this university.

1. LITERATURE REVIEW. EMI teachers' concerns in higher education.

Teaching in English has been widely accepted by both, lecturers and students. However, the implications of this new teaching means and purposes are starting to arise now, and universities are starting to face the first problems in EMI teaching (Airey & Linder, 2008).

In the last few years some authors have focused their attention on teachers, instead of students, as a key element that needs to be further explored. It is essential to know what teachers think and how they feel about EMI programs, so that measures to improve the process can be effective. Research should not only be based on instructional processes but also on the psychological side (Smit & Dafouz, 2012).

In this section a review of the existing literature on EMI teachers' insights will be presented with the final aim of informing about the present study conducted at Universitat Jaume I.

It has been recurrently stated that EMI teaching brings along problems and difficulties as it will be shown in the literature below. Although EMI lecturers' concerns seem to be the same around the world, while reviewing the literature, one cannot help noticing that there is a lack of studies on the matter. As Helm and Guarda state (2015), most EMI studies in Europe have been developed in countries where English has been integrated for a very long time, but not in countries where English has been recently introduced as medium of instruction. Hence, the teachers' needs or concerns in those countries in contrast with the newcomers could be different. Despite the reduced amount of literature on lecturers' concerns, some research has been carried out in some countries such as Spain (Lasagabaster, 2012), Taiwan (Tsui, 2018), Italy (Helm & Guarda, 2015), several countries in Latin America (Corrales, Rey & Escamilla, 2016), the Philipines (Visconde, 2006), the Arab Emirates (Belhiah & Elhami, 2015) and so on.

Focusing on the most common teachers concerns mentioned in research, one of the first steps in the process which affects EMI teachers is the selection of the teachers themselves. How teachers are selected or even appointed to teach in English is considered in some studies as a reason of discomfort. In this sense, Jensen and Thøgersen (2011) explain how some lecturers in their study stated that not all teachers are prepared for EMI teaching. This is a straightforward idea to understand and consider when selecting EMI teachers. Therefore, what are the criteria universities follow? In many cases teachers are unaware of why they have been chosen. They do not know if it was because

they had taught in English before or because their superiors thought they spoke English well (Macaro et al., 2018). The main problem about how they are selected is when the teacher feels they have been enforced to do the job (Macaro et al. 2018; Corrales & Escamilla, 2016). When chosen this way, teachers may feel discomfort along with rejection; some even state having been chosen despite disagreeing with the EMI concept and policy, which they admit translates into not accomplishing the program goals in the classroom, such as the use of the language (Corrales & Escamilla, 2016).

There seems to be no reason to choose a teacher with fluency problems, for example, for such a challenge (Margić & Vodopija-Krstanović, 2018) since the consequences could result in incoherent teaching practice, as reported in several previous studies (Chapple, 2015; Werther, Denver, Jensen & Mees, 2014). This incoherent practice would subsequently lead to poor results. However, as much as we could agree that teachers' participation in EMI programs should be voluntary (Corrales & Escamilla, 2016: 335), universities often face problems to find qualified and willing teachers to take part in EMI implementation (Tsuneyoshi, 2005; Dearden, 2014).

In many occasions, lecturers complain about the way their institutions manage the programs. For instance, teachers feel they need to be informed with more time in advance if they are going to be in charge of any subject in English; they need more time to prepare, and last minute decisions affect them much more than when teaching in their L1 (Airey, 2011). EMI teachers also point out the lack of monitoring from their institutions (Fernández-Costales & González-Riaño, 2015). These are more isolated examples. Yet, literature highlights two main concerns regarding the role of EMI teachers: motivation and lack of incentives.

Motivation includes important components which affect the teaching process (Gardner, 2010). However, teachers' motivation seems to have been disregarded by EMI researchers (Hashmi, 2016), that is why, there is not much research carried out on this issue. From previous studies, it can be drawn that teachers may have different motivations to take part in an EMI program; some think they may be promoted if they do so (Macaro et al., 2018); others'

motivations are the lack of qualifications, monetary incentives and amenities (Hashmi, 2016). The thing is that teachers do not generally find teaching in English a motivation per se, that is why institutions might find a general low interest of teachers (Doiz & Lasagabaster, 2018). Teaching in English takes time and personal commitment and involvement, and many times, there is no reward (Doiz & Lasagabaster, 2018). That is the reason why EMI teachers tend to ask for more support and incentives from their institutions, sometimes considering teaching fewer hours is not a good enough reward (Fernández-Costales & González-Riaño, 2015).

According to literature, there is a general feeling of lack of institutional recognition of the workload that teaching in English brings along (Tulić, 2015). Extra work is another very recurrent complaint among EMI lecturers which is directly proportional to lack of incentives, that is to say, the fewer the incentives, the less worthy it is to invest time in working harder (Chapple, 2015). Not only do lecturers feel teaching in English is much more demanding (Doiz & Lasagabaster, 2018), but it has been agreed by several authors to be so (Sercu, 2004; Kim, 2007). Literature also shows that lecturers take longer to teach in English than in their L1, and preparation takes them longer too, specially without reward (Airey, 2011). What seems to be clear according to research is that EMI involves a work of redesign and reconceptualisation which goes beyond mere translation of slides (Macaro et al., 2018), and this requires time, reflection and training.

One of the strongest concerns in teachers is the lack of language command. In terms of language knowledge, two questions arise: do content teachers have the necessary linguistic competence? And is having a general language competence the same as having the necessary skills to teach content through English? (Macaro et al., 2018). Margićc & Vodopija-Krstanović (2018:9) refer to requisites in terms of language command:

> Teachers should be able to use the language freely at a proficient level so as to be able to interact in impromptu situations, respond to student questions, clarify content and engage in discussions.

Although some teachers do not seem to be aware of the linguistic implications when teaching (Francomacaro, 2011), their concern about their language proficiency is recurrent (Macaro et al., 2018; Margićc & Vodopija-Krstanović, 2018; Tulić, 2015). In some occasions, EMI teachers' level of proficiency is not homogeneous; in some others they do have the language command but not the discipline-related language to teach at university (Margićc & Vodopija-Krstanović, 2018) and the teaching skills to integrate language (Nikula, Dafouz, P. Moore & U. Smit, 2016). Teachers state that expressing ideas accurately in English is more difficult than in their own language (Jensen & Thøgersen, 2011), which in the end makes it more difficult to break the distance and differences between English and the L1 (Chapple, 2015). Lecturers appear to be concerned mainly about their oral skills, since they affect their interaction with students and spontaneity, and sometimes even about their grammar and teaching methods (Helm & Guarda, 2015). They do feel confident about reading and writing, but they fear their lack of competence in the rest of skills (Doiz & Lasagabaster, 2018) and sometimes even students' criticism of their speaking (Helm & Guarda, 2015). This idea is sometimes connected to the native versus nonnative dichotomy, as nonnative teachers' ability to teach content in English is brought into question by students (Doiz & Lasagabaster, 2018). All in all, according to research, teachers' main goal is to communicate effectively, not perfectly, which can be still considered a challenge (Doiz & Lasagabaster, 2018).

This lack of self-confidence regarding their language level leads us to another question: How are they supposed to implement the language in their content classes?

There seem to be no clear instructions about what is best, or how it should be done, or how much English in the classroom is enough (Chapple, 2015). However, teachers bring up two main concerns about this matter: translation and correction. In other words, on the one hand teachers tend to initially think that an EMI class basically means translating content from their L1 into English (Chapple, 2015; Helm & Guarda, 2015); the problem comes when they realize there is much more to it than just translating. On the other hand, they do not know if they must correct their students' production, and in fact, there are

differing opinions about it. Some lecturers do not think they should correct students' language as they are not language teachers themselves (Chapple, 2015; Airey, 2011; Aguilar & Rodríguez, 2012). However, authors such as Corrales and Escamilla (2016) defend that, if content teachers could collaborate with language experts, they would be aware of the language that affects the content comprehension. Still, the problem for the teachers might be not knowing what they are supposed to do.

Nevertheless, teacher training is considered key in order to mitigate these insecurities (Smit & Dafouz, 2012). Actually, teachers have some complaints about the lack of training too, and the need and importance to be trained for the classes (Hashmi, 2016). Unfortunately, there is also a lack of research on teacher training results (Tsui, 2018), but there are some authors who have written about their support to EMI teachers at their universities (Klaassen, 2008; Freeman et al., 2015; Ball & Lindsay, 2012; Margić & Vodopija-Krstanović, 2018) and others analysed EMI practices contrasting studies in different countries in order to define how it could be helpful for teachers and students (Dafouz & Sánchez, 2013; Cots, Lasagabaster & Garrett, 2012). However, many teachers do not feel they are being trained enough, they complain about receiving sporadic training (Tsui, 2018) or even no training at all (Airey, 2011). As there is always an exception to the rule, there are cases in which the teacher is reluctant to training (Fernández-Costales & González-Riaño, 2015). In fact, some do not even think there is a need for EMI (Nikula, Dafouz, P. Moore & U. Smit, 2016), mainly those teachers living in countries where English is already fully integrated in society, such as Denmark, Finland, Sweden or The Netherlands (Helm & Guarda, 2015). Many times, the teacher relies on their experience, although it has been proved that even experienced teachers may face difficulties while teaching in English (Tsui, 2018).

One more concern EMI teachers find is related to students. Not only is teachers' level of English important, students need to be able to follow the lectures and understand concepts, and this is what concerns teachers. English, however, has been proved to slow down the learning process (Belhiah & Elhami, 2015). Lecturers care about their students' understanding (Macaro et al., 2018), and they might be right about it. It has also been shown that students' low

proficiency English level does not only affect their understanding, but their participation and their continuity in the courses (Doiz et al., 2012; Chapple, 2015; Webb, 2002). Hence, lecturers try to reduce the difficulties their students may find (Nikula, Dafouz, P. Moore & U. Smit, 2016). Teachers have also mentioned their concern about having cross-cultural problems with international students in their classes (Tsui, 2018), which leads us to open up a new aspect to be taken into account: intercultural competence in multilingual and intercultural contexts.

All things considered, teachers' concerns may lead them to a feeling of lack of accuracy; they do no deal well with silence or jokes for example (Airey, 2011) and lack of self-confidence.

After this literature review of the main concerns discussed in previous studies, the present study carried out at Universitat Jaume I will be presented starting with the description of the university's policy in terms of EMI teaching and the measures this instiution has taken for its introduction.

2. THE STUDY.

As shown in the literature above, EMI teachers are key in the proper functioning of English as language of instruction implementation. However, content teachers teaching in English at higher education still seem to observe drawbacks and have concerns about their practices 20 years after the Bologna agreement.

Apparently, those concerns have a common thread all over the world, and so do Spanish universities. The purpose of this study is to examine the situation of one of the Spanish universities in terms of EMI teaching in order to find out any possible similarities and discrepancies with the common international tendency. Therefore, this study will explore whether EMI teachers at Universitat Jaume I also have concerns as shown in the rest of studies regardless of the implementation of the measures so far proposed by the multilingualism policy at this university.

As this work will focus on showing EMI teachers' reflections and insights on their practices at Universitat Jaume I, it may provide useful approaches and views for the design of future proposals for EMI policies and training.

In order to fulfil this study's purpose, this section will first provide an introduction with Universitat Jaume I's current situation in terms of EMI policies, and steps taken so far towards EMI lecturers' support. Secondly, the methodology and results of the study will be described.

2.1 UNIVERSITAT JAUME I'S BACKGROUND IN EMI POLICY.

After the Bologna Agreement, Universitat Jaume I, as many other universities in Europe, had as a deadline the beginning of the academic year 2010-2011 to implement the new study programs (Fortanet Gómez, 2011). In the case of this university, 12 credits were required to be taught in English apart from the English language subjects.

At that time, the first step the university took was the selection of 5 content teachers to implement English in class along with seven English for Specific Purposes teachers (ESP) as support for the content ones. The criteria to choose them were merely their interest and concern about the introduction of English as the medium of instruction in their degrees (Fortanet-Gómez, 2011). The purpose was to reflect on how those teachers would implement English in their classes and start analyzing the difficulties and needs EMI lectures could experience. Some time after that, the university would take measures to set up and develop a formal multilingual policy.

In this subsection, the multilingual policy and different teacher support measures taken by the university will be reviewed. The information has been extracted from different articles, documentation on the university's website, and an interview carried out with the former Academic Director of Multilingualism from 2014 to 2018 at Universitat Jaume I.

2.1.1. MULTILINGUAL TEACHING GUIDE. (Guia per a la docència multilingüe)

In July 2017, the Multilingual Teaching Guide (Guía per a la docència multilingüe) was approved (See full text: https://bit.ly/2kDsrrV). The aim of this guide was to manage the multilingual plans of the university's degrees, not only in English but also in Valencian. However, we will only focus on the measures concerning English. Although this plan is being modified at the moment, it is a good reference to look into the current situation, as it is the origin of the EMI plan at Universitat Jaume I.

These guide's principles were based on the importance of English promotion for professional purposes, and focus on encouraging personal and professional international relationships and making the university visible to the rest of the world. All these purposes were conceived bearing in mind principles of respect towards all languages and values, multilingualism and plurilingualism. Moreover, students were allowed to use any language regardless of the language teachers are obliged to use.

A list of the measures taken was related to degree commissions and departments. Only the ones affecting teachers will be commented. The first one, dealt with each department counting on teachers who had a minimum of a C1 in English. In fact, it was suggested that when hiring new lecturers, they should be recruited with the required language level, a C1 in English.

Another action related to teachers was about teacher support. A series of incentives and recognition measures would be carried out in order to support teachers who decide to participate in the program. Teachers were supposed to be rewarded with half a credit for each credit they taught in English with a maximum of three credits; that is to say, if they taught one credit they would get one and a half, but they could only receive a maximum of three extra credits. They would have access to adapted language courses and material correction.

The third action was aimed at facilitating assessment and support to the teachers' tasks in order to promote their professional development. One more action was defined to foster teachers' participation in international exchange

programs by giving them extra points in any of these exchange programs' calls. Finally, an increase in the number of language courses was also planned.

According to the document, Universitat Jaume I was already teaching a 5% of their courses in English, and it was stated that it was necessary to control and guarantee that those credits were really being taught in English the way they should be.

They also referred to the students' role. In this sense, students should be helped in order to understand the lectures, do academic works and exams. Students also had to be encouraged to speak and specific terminology of their field given to them in three languages: Spanish, Valencian and English.

Moreover, the Multilingual Teaching Guide had a section about assessment. This section commented that teachers ought to take into account the linguistic aspects of the students' written and oral production in their assessment, but without giving it an excessive load. In order to do this assessment, the collaboration of English teachers was suggested.

All these measures seem to be quite suitable to encourage and support teaching through English. Along the study details, the current situation and how these initial ideas have been implemented will be commented.

2.1.2. SUPPORT AND MOTIVATION PROGRAM FOR EMI TEACHING.

Once the teaching guide was approved, Universitat Jaume I started offering some extra services for teacher support which will be covered in this section.

Since the course 2015/2016, and for a few years, the university offered an annual program to support and encourage EMI teaching by choosing four degrees which fulfilled a series of requirements and showed interest in teaching through English, and providing them with extra incentives (See full text for the course 2017/2018: https://bit.ly/2kasSJZ). The incentives of the program covered: half extra credit per credit in the subjects taught fully in English; joint financing of English courses both for teachers and students; linguistic support for material creation and language use in the classroom; advantages in exchange

programs; some free language courses and language assessment by the Language Service (Servei de Llengües I Terminologia).

Apart from the support program, a permanent seminar was set up in 2005. The SPIEDA (Seminari Permanent d'Innovació Educativa de Docència en Anglès; Permanent Seminar for the Educative Innovation of Teaching in English). This seminar supports EMI teachers by offering workshops, assessment, meeting points for teachers to share their worries and difficulties, conferences and practical activities which provide them with some feedback. Moreover, the university offers courses for EMI teachers through the Teaching Support Unit (Unitat de Suport Educatiu, USE). Unfortunately, these courses do not take place very often.

It is important to bear in mind that, as the university has recently had a change in the government, the new guidelines for teaching through English, if any, have not been published yet, so it has been difficult to find out which the future policy will be.

Having taken a look at the actions applied by Universitat Jaume I in the last years in order to support EMI teachers, this overview will be used as scenario to compare the current situation and teachers' demand and worries covered in the present study.

2.2 METHODOLOGY

2.2.1. Setting

The study here presented was carried out at Universitat Jaume I in Castelló (Spain). Universitat Jaume I is a public university which offers as much as 32 degrees and 44 Master's degrees. According to the last figures posted on their official website dated August 2018 (https://www.uji.es/institucional/uji/presentacio/xifres/) , 11,735 students enrolled undergraduate studies back then, and 1,489 attended Master's degree studies.

Moreover, Universitat Jaume I receives 36.4% of undergraduate students from outside the province, and 6.8% undergraduate and 16.21% master students from abroad. In terms of teaching staff and according to the same source, 1,752 lecturers work for this university. Unfortunately, it has not been possible to know how many out of those are EMI teachers.

Finally, since Castelló is a province with a high degree of bilingualism in Valencian and Spanish among its citizens, and foreign students are also well received, it could be said that the study was developed in a multilingual context.

2.2.2. Participants

A total of 40 participants took part in the study. They were all EMI lecturers at Universitat Jaume I. They were divided into 2 groups; 9 of them participated through interviews and the rest, 31 lecturers, did so through a questionnaire.

The 9 interviewed teachers (See Appendix B for access to audio recording) belonged to the fields of: Physics, Industrial Engineering, Mechanical Engineering and Business Administration.

In terms of experience in EMI teaching, the shortest time they had been teaching in English was 1 year for 2 of them; one of the teachers had been teaching for 4 years; four of them for 5 and the last two had 10 years of experience in EMI teaching.

The interviewees were all certified in English; 3 of them had a B2 certificate, although one of them used to be my student in a C1 course and it can be easily noted that she has a much higher level than a B2 probably due to having lived abroad for some time; 5 teachers had a C1 certificate, and the last was certified in C2 and had been living abroad for 4 years.

Regarding the 31 lecturers who answered the questionnaire, they stated to belong to the fields of: Chemistry, Mechanical Engineering, Electrical Engineering, Tourism, History and Heritage, Physics, Education, Nursing, Industrial Engineering, Medicine, Psychology, Public Management and Administration, Economy, Law and Business Administration.

In terms of teaching through English experience, the number of years they had been teaching varied from 1 to 15. Nearly 60% of them had taught for a minimum of 5 years, and 2 of them answered the questionnaire despite starting teaching in the next couse.

Regarding their language certification, almost 13% of respondents, which is 4 participants, stated not having any English certificate. Five teachers had a C2, nine had a C1 and the rest and most numerous group, thirteen of them, had a B2.

Apart from the lecturers, an extra interview was carried out in order to have a better grasp of UJI's policy and measures taken in the last years in terms of EMI teaching. The interview was held with the former Academic Director of Multilingualism at Universitat Jaume I, who is currently a senior lecturer at the English Studies department of the same university and also one of the coordinators of the SPIEDA seminar.

2.2.3. Instruments and data collection procedure.

Data were collected through face-to-face interviews and an online questionnaire.

2.2.3.1. Face-to-face interviews.

First of all, several semi-structured interviews were carried out with the smallest group of participants, 9 lecturers. The interview guideline was composed by 22 questions (See Appendix A) which were divided into three different sections according to their purpose. Questions 1 to 5 were designed with the purpose of identifying or setting the background of each teacher. Therefore, they were general and quite closed questions about their teaching career and language certificates such as 'Which subjects do you teach?' or 'How long have you been teaching in English?'.

The second set of questions, 6 to 14, was focused on the teachers' opinions on the EMI program they work in. They were open questions like 'How did you end up teaching in English?' or 'How do you implement English in the classroom?', and teachers were free to answer them without any time or topic restriction.

The third group of questions, 15 to 22, was aimed at finding out about the teachers' insights and perceptions on their own teaching. Some examples could be 'What do you think your students expect from you as an EMI teacher?' or 'Do you feel different when teaching in English and your L1?'. Once more, teachers were free to answer for as long as they needed and they were not limited to any answer length.

The questions were prepared in Spanish and Valencian in order to prevent the teachers from feeling any kind of constraint in their answers. Therefore, teachers were asked in the language of their choice.

The semi-structured interview allowed me to skip some points as they had been naturally covered by the teachers while answering other questions. Order was not followed either, as questions were related to the teachers' speech as they were talking. Hence, the nature of these interviews allowed a more qualitative approach of the study.

All the interviews took place in each teacher's office at their convenience, and all the conversations were recorded with their consent and using a voice recorder.

The recordings were later analysed and the teachers' answers would serve as basis to design and develop the questionnaire items.

2.2.3.2. Questionnaire.

An online anonymous survey was created by means of google forms for the second group of lecturers . The link was sent to the administration of the main degrees, a total of 22, so that they could forward the message to their EMI teachers.

The questionnaire consisted of 11 questions (See Appendix C) presented in Spanish too, although they were allowed to answer in Valencian or even English. All the items were designed on the basis of some comments, ideas and previously thought questions which came up during the face-to-face interviews.

Out of the 11 items, question 1, 2 and 11 were open questions were teachers could provide a short answer. The two first open-ended questions were related

to how long they had been teaching in English and the subjects and degrees where they were teaching. Question 11 gave them the chance to add comments suggesting how the program could be improved.

Items 3, 5 and 7 were structured questions in which participants had to choose one of the possible answers. Number 3 was related to their language certification; teachers could choose from none, B1, B2, C1, and C2 . Number 5 was based on the discrepancy found among the previously interviewed teachers concerning the way they implemented English in their subject. The participants in the questionnaire had to choose from: I do everything in English; explanation, material and assessment ; I give them all the material and lectures in English but I assess in their first language ; I just give them the material and slides in English ; Other . Question number 7 asked them about the incentives they receive if any, and this question was also related to the differences found amont the previously interviewed teachers. The range of answers in this question was: No , Yes, economic , Yes, in credits , Other .

As it can be observed, two of the above mentioned questions gave the possibility to type their own option by choosing 'other' . The reason to include this option was that, after suggesting the most common and expected answers, there was a chance there were nuances that could prevent teachers from giving an accurate answer.

The rest of items, that is to say, 4, 6, 8, 9 and 10, had a 1 to 5 Likert scale basis. These questions were related to the participants' feelings and attitudes towards their teaching. Question 4 asked about their class preparation and to what extent they prepared their classes in English the same way they did with their ordinary ones. Some of the participants in the interviews had mentioned different ways to prepare their classes. Therefore, in this question, participants had to choose in the scale from 1 being 'the same way' to 5 being 'a lot more'.

In question number 6 teachers had to answer about their level of anxiety when teaching in English. Once more, teachers had expressed different levels of discomfort when teaching in English through the interviews. In this scale, number 1 meant 'I am totally relaxed' and number 5 'I have quite a hard time' . The following question in this set, number 8, inquired about the extent to which

they thought EMI teachers needed to be trained, answers could vary from 1 being 'not at all, we are already teachers' and 5 being 'it is totally necessary, different problems arise from teaching in English' . A couple of teachers brought up this idea along the interviews and it felt necessary to include it. Question number 9 focused on the teachers' perception of their self-efficacy in the classroom, they were asked if they felt any difference when they were teaching in English. Their choice ranged from 1 meaning 'not at all, I think I get the same results' and 5 'I feel quite a difference, I am definitely less effective' .

Finally, in question number 10 teachers had to value their experience as EMI teachers. They could choose from 1 meaning 'it is really rewarding, I love doing it' and 5 'I find it tedious and stressful'.

This questionnaire provided quantitative data which complemented the previous qualitative information extracted from the interviews, allowing a mixed approach in the study.

2.3. RESULTS.

Through the above mentioned interviews and online questionnaire, the most common concerns among the participants have been extracted and will be shown in the results section. Each subsection in the results area will deal with one of the issues detected. Moreover, each concern will be related to the literature.

2.3.1. Language proficiency. 'Am I good enough?'

One of the most mentioned concerns by teachers at Universitat Jaume I, was their level of English, which matches the literature findings (Macaro et al., 2018; Margićc & Vodopija-Krstanović, 2018). In both questionnaire and interviews there was a question asking about their certification in English in order to set the teachers' language level background. As mentioned in the description of participants, levels varied from no certification to C2, being C1 the most common in the interviewed teachers and B2 the most common certificate in the online participants.

This question led the interviewees to talk about which would be the most appropriate level for EMI teaching. Seven out of the nine teachers participating in the interviews (T1-T9) agreed that B2 was too low to teach in English properly, and C1 would be the minimum accepted. They provided comments[1] and reasons such as:

(…) si usted está dando una docencia universitaria, usted tiene que estar acreditado para hacerlo. Un B2 me parece poco. (…) o si es un B2 y tiene mucha experiencia hablando, que lo demuestre de algún modo. (T2)

Yo creo que si a los alumnos se les pide un B2, los profesores tienen que ser un C1. Yo creo que la gente asume con naturalidad que puede dar clase a cierto nivel y yo no creo que estemos preparados. (T3)

(…) el B2 sabemos que es un nivel para viajar a Inglaterra y no morirte de hambre, pero para ponerte al frente de una clase y explicar yo creo que tendría que exigirse un poco más. (T5)

Com alumne un B2 és el que hauries de tindre, per a seguir la classe bé, participar algo..com a professor un C1 seria un mínim. (T9)

All these seven teachers had a C1 certificate. The other two, who had a B2 certificate, exposed the following perception:

Creo que mi nivel es suficiente para darlo (the content), evidentemente si tuviera mejor nivel lo haría mejor, de eso no tengo ninguna duda, pero pienso que se me puede enteder más o menos. (T6)

Pense que el meu nivell és suficient per a donar les clases, però seria millor, podría fer-les més interactives, podría fer que als estudiants els interesara més si tinguera més nivell perquè tindria més eines. (T7)

Somehow, these two teachers also imply that a higher level would be better.

Having checked their opinion about the minimum level they consider appropriate to teach content through English, several questions were focused

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[1] The comments from interviewees and participants in the online questionnaire have been transcribed respecting the teachers' language for two reasons. On the one hand, the examining board of this master is composed by bilingual lecturers in both languages used by participant teachers, Valencian and Spanish. Therefore, there will not be any problem understanding the quotations. On the other hand, by keeping the original text, in the original language nuances can be kept and respected, which I consider important for the study.

on their self-perception related to their level of English and the way it affects their classes. Literature showed that teachers around the world found it more difficult to express their ideas in English (Jensen & Thøgersen, 2011) and this fact affected their spontaneity.

In the same line, along the interviews, participants brought up issues with anxiety, lack of spontaneity and lack of self-confidence due to their English level:

> *Hay compañeros que me dicen que cada vez que tienen que dar clase en inglés empiezan a sudar. (T4)*

> *A mi me cuesta sobre todo, en el momento de la clase, porque claro, tú a la hora de expresarte aunque tengas soltura no tienes tantos recursos como en tu lengua nativa. (T4)*

> *Jo tenia molta por perquè no havia estat més de 10 minuts en conferencia parlant en anglès i em feia molta por la espontaneïtat i poder mantindre el registre durant tant de temps. (T7)*

> *Asumir que no soy profesor de inglés, que no me intimiden los que hablan mejor que yo (…) (T3)*

> *Sentía mucha inseguridad, nunca había tenido que hablar en inglés durante tanto tiempo. (T6)*

> *Con los años vas cogiendo un poco más de soltura también. No es que lo domines todo, pero bueno, vas cogiendo un poco de soltura para hacerlo, cansa, cansa un poco, porque claro, tú no estás acostumbrado a hablar en inglés y …es cierto que con los años ya cansa menos no, pero sobre todo también la situación en clase es un poco más..eh..menos natural..hace que estés más tenso porque tienes menos recursos a la hora de expresarte sobre todo, y a la hora de comunicarte con los alumnos. (T6)*

> *A veces yo digo, ostras, esto que he dicho, que sale de la espontaneidad, me gustaría haberlo dicho de otra manera pero dices, eh a c---r, ya lo he dicho y ya está. (T5)*

Five out of the nine interviewees expressed some level of nervousness, worry or uneasiness related to having to speak in English. As per the other four , three of them (T1, T2 and T9) did not state feeling any kind of discomfort during their classes, probably because the three of them had lived for some time abroad.

The last one, T8, was not really using the language in the classroom, as most of the class load was on the students' production.

These feelings, could also be spotted in the questionnaire. One of the questions asked straightaway for their level of uneasiness when teaching in English (See figure 1).
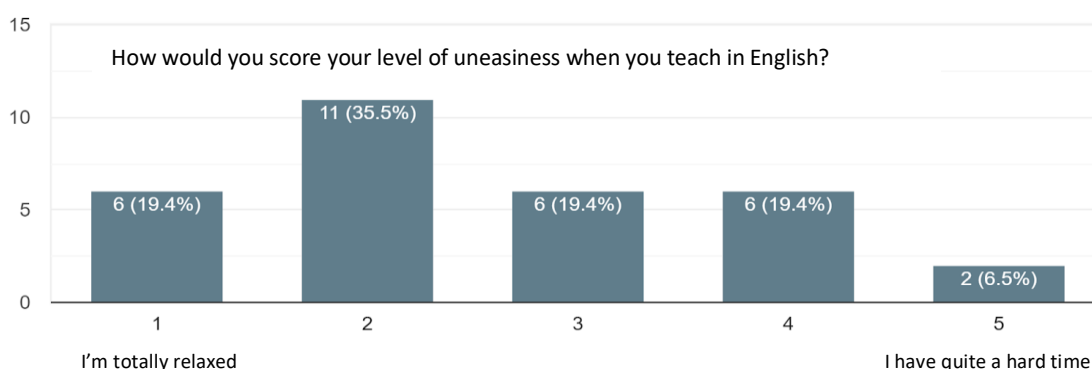

Figure 1. Teachers' level of anxiety when teaching in English.

The graphic shows that only 6 out of 31 presented no sign of anxiety. The rest felt some degree of uneasiness, and even 2 of 31 teachers admitted having quite a hard time. If we compare these results with the certification teachers possess, it can be observed that one of the teachers who chose a 5 in this scale had no certification in English and the other one a B2. Four out of the six teachers who chose a 4 in the scale said they had a B2 certificate; the other two had a C1 and a C2 respectively, which means their high level of discomfort is not related to these teachers' English level, unless the reason is their oral skills.

This graphic could be taken a little bit further by connecting it with other variables, for example the teachers' background. When trying to see any relation between the background of the teachers who had chosen a 4 or a 5 and their choice, it could be noted that both teachers who are about to start EMI teaching in this starting course chose a 4 and a 5, which would make sense as the lack of experience could make them feel anxious about the unknown. Moreover, as mentioned above, one of those two teachers does not have any

language certificate, and the other has a B2. However, the rest of lecturers who chose 4 or 5, had years of experience going from 2 to 6 years, which breaks the connection between level of anxiety and years of experience.

Another item that could indirectly support the existence of some degree of anxiety in EMI teachers, could be how much they prepare their classes. It could be expected that, the fear of not being good enough could make them over prepare their classes. This idea was brought up by two of the interviewed teachers:

> *La classe d'anglès, si no te la dius abans tu, ix mal. No és fer un assaig com cal, però si mentalment et fiques davant de les transparències i t'ho vas dient mentalment, inclús oralment de vegades també les assage. Les assignatures en castellà no cal. (T7)*

> *Vamos el primer año casi me preparaba un borrador el dia de antes y cada transparencia me hacía un borrador de palabras y frases que quería yo… ahora ya muchas veces tiro de la espontaneidad y me acuerdo de los tecnicismos de cada materia, de cada asunto. (T5)*

In order to check if there could be any connection between these two variables, level of anxiety and class preparation, one of the items in the questionnaire was related to how much teachers prepared their classes in comparison with their ordinary content lessons (See figure 2).
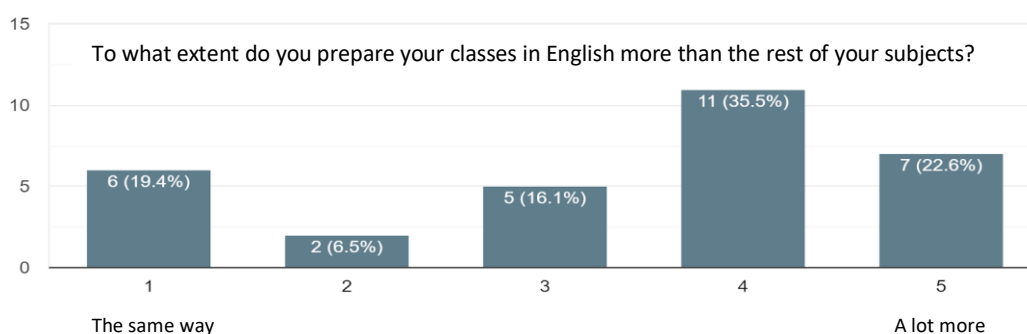

Figure 2. Teachers' preparation of classes in English.

As the figures show, most of the respondents, 23 out of 31, expressed significant extra preparation for their subjects in English. Eighteen of them chose 4 or 5 to show how much more they prepared their classes. When taking a look at the correspondence between level of anxiety and amount of preparation, it can be seen that all the teachers who had chosen a 4 or a 5 in the anxiety scale, had also chosen a 4 or a 5 in the preparation question. However, that represents only a 44.4% of all the participants showing tendency to over preparation. The rest of respondents who chose 4 or 5 in this scale, 10 teachers in total, showed different degrees of anxiety, from 2 to 5.

One more question regarding their command of the language is connected with their sense of self-efficacy. Participants were asked to what extent they felt their efficacy as a teacher changed in English and in Spanish. One of the teachers said:

> Seguramente no soy tan eficaz en inglés como en español, a lo mejor en español tampoco soy muy eficaz [laughter], pero en inglés menos. (T6)

The graphic representing the item in the questionnaire asking for self-efficacy (See figure 3), shows how more than 50% of the online participants feel they are not as effective in English as they are in their L1.
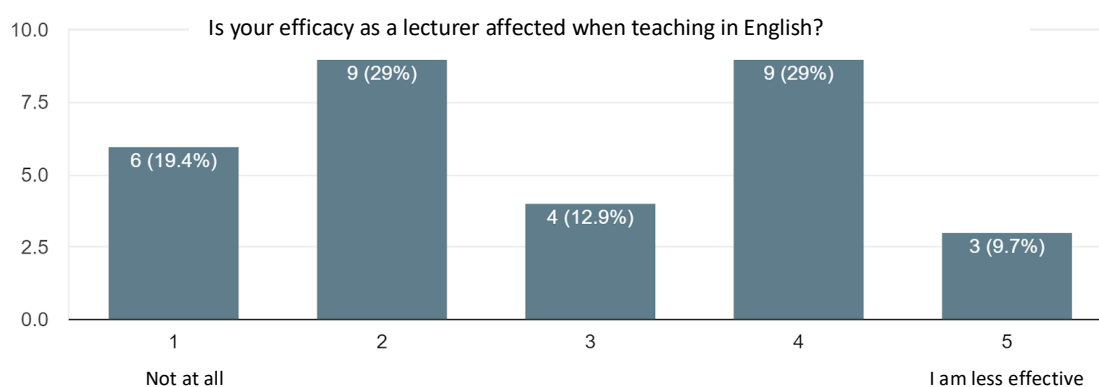

Figure 3. Teachers' perception of self-efficacy when teaching in English.

Finally, teachers were asked, in the interviews and questionnaire, what they thought could help them to improve their teaching in English. As it was an open question, there is a variety of answers which will be presented according to the section where they belong. These opinions can be useful reflections for future plans and improvement.

Regarding the language, which is the section that concerns us here, many of them answered that receiving more support in the form of English classes could help:

Formación continuada en inglés para el profesorado. (Questionnaire Teacher- QT)

Formación de lengua a los profesores que como en mi caso complementan las asignaturas de contenido en lo que concierne a la terminología específica de cada área de especialidad. (QT)

Mejorar mi nivel de inglés. (QT)

Mejorar la formación en inglés del profesorado, pero eso requiere mucho tiempo que desgraciadamente no tenemos. (QT)

Participar en cursos de inglés para mejora/mantenimiento del nivel. (QT)

Facilitar el aprendizaje. Liberación de carga de trabajo para aprender idiomas. (QT)

Supongo que lo más práctico sería que pudiéramos haber tenido un tiempo en el extranjero en el que hubiéramos asistido a clases de inglés de cualquier cosa. (T6)

An idea related to teachers' level that was not measurable but appeared as a drawback was the lack of control over the level of teachers or their teaching activity:

Cuando el departamento te dice si quieres dar clase en inglés nadie te pide certificaciones. Tu quieres dar clase en inglés? Vas y la das. Yo creo que no soy el mismo profesor en inglés y en español, en inglés estoy mucho más controlado, tengo que pensar más lo que digo (…) , a ti en la docencia nadie te controla (T3)

Participants seem to observe a weakness in the way EMI teachers' work is monitored by the institution. This statement seems to be related to Jensen and Thøgersen's studies (2011) in which lecturers showed discomfort towards the process of teacher selection.

To conclude, in this section teachers' insights about their language concerns and how they affect other aspects of their teaching have been presented. In the following section, teacher training will be discussed.

2.3.2. Teacher training. 'Do I know how to do this?'

As mentioned in the literature review, teacher training is an important factor for the proper functioning of EMI programs. In this part, teachers' reflections on the importance of teacher training will be shown.

Lecturers were asked in the questionnaire, to what extent they thought training EMI teachers was important (See figure 4). Results show clear similarities with the literature. 87% of the respondents think the training is important, in fact 71% think it is very important as several studies show (Klaassen, 2008; Freeman et al., 2015; Ball & Lindsay, 2012; Margić & Vodopija-Krstanović, 2018) . However, as it can be appreciated, a small percentage, 4 teachers, think it is not necessary to train them as they are already teachers and know enough, which also matches some studies showing teachers' reluctance to be trained (Fernández-Costales & González-Riaño, 2015)
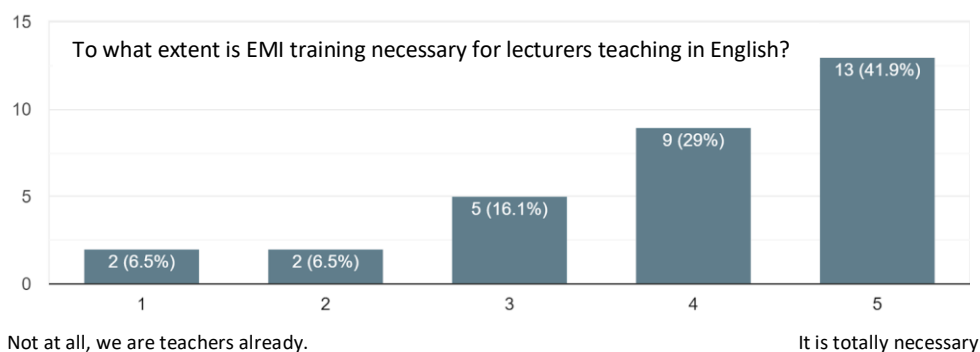

Figure 4. Importance of EMI teacher training according to lecturers.

Taking a closer look at those four teachers, once could notice that the four of them had several years of experience, between 7 and 14 years; two of them did not have any language certificate, one of them had a B2 and the other one a

C1; but there was one trait they had in common, none of them prepared their classes more than in their L1.

Analysing the interviews, several ideas were brought up by the interviewees. Firstly, it was important to know if they were aware of the training offer they had access to at university. This was the relevant information to the topic:

Des del department, la única ajuda que ha tingut has segut el tema de les classes de oral skills. (T7)

Había un curso de esos de la USE, yo me apunté a uno. Hice un curso de esos unas cuantas horas y esa fue la formación. (T6)

100% de los soportes que hemos recibido han sido, formación de lengua. (T4)

Yo participaba en el seminario permanente de innovación a la docencia. Y nos explicaban la complejidad de dar clase en inglés, por el hecho de que no somos profesores. (T3)

Apparently, there is not a coherent training among EMI teachers. In fact, most of them consider language courses as the training.

Another factor mentioned during the interviews was related to the lack of time:

Tenemos presupuesto destinado a las clases de inglés, que este año no ha cuajado porque vamos todos liadísimos. (T5)

Alguna vegada he pensat en apuntar-me a alguna classe però després no tinc temps i tire en davant i ja està. (T9)

However, some of the information they gave implied there is a need for training.

(EMI) es saber el idioma y saber qué funciones tienes que hacer, también necesitas tener ese conocimiento. (T2)

Yo creo que hay un hecho y es que hay departamentos tecnológicos y la gente investiga y publica en inglés y no hay traducción a la docencia, y la pregunta es, por qué? Cuando tu quieres trasladar ese bagaje que tu tienes a la docencia te das cuenta de que no estás preparado. (T3)

Actually, this last teacher made a very valuable comment which could be the reason why some teachers are reluctant to go through training:

Yo creo que el profesor que investiga en inglés y vive su vida en inglés sobrestima su capacidad de docencia en inglés. Cuando íbamos a los seminarios de inglés, ellos grababan la sesión y nos daban su opinión, pero hay gente que no lo acepta. Hay gente que no acepta la crítica. Se escudan en que como son materias especializadas, los de inglés no te tienen que decir nada. (T3)

Therefore, this unawareness of the complexity of teaching in English, and unwillingness to expose themselves to others, that some lecturers show, may become an obstacle in their training.

Furthermore, several teachers talked about their identity, that is to say, they did not seem to feel they had to get involved in language issues in the classroom, as they are not language teachers:

Yo he insistido mucho en que yo no soy profe de inglés y no les voy a corregir. (T3)

Yo no soy profesora de inglés, entonces no me siento en condiciones de valorar la parte más gramática. Yo tengo dudas porque por un lado decía, no somos profesores de inglés, pero por otro lado tampoco lo puedes hacer muy mal porque si no los alumnos no es que no van a aprender, es que igual desaprenden no? (T4)

No entro a evaluar si están metiendo unos gambazos y tal porque claro, entiendo que tampoco es..no sé como decirlo, yo soy el primero que quizás si me evaluasen pues también… (T5)

According to these comments, teachers do not seem to know exactly if they should correct their students' language, or how to do it, which is an important issue that could be managed with some training.

Finally, there were some suggestions for improvement in the online questionnaire which are closely related to teacher training.

Seria muy beneficioso para todos los docentes que se impartieran cursos sobre metodología CLIL o EMI para cuando diseñen sus clases, ya sea mediante la elaboración de materiales o sistemas de evaluación. (QT)

Formación no solo para conseguir un nivel mayor del que poseemos o una acreditación. (QT)

Un foro en el que los compañeros que realizamos este tipo de actividad nos podamos reunir para compartir inquietudes, aprendiendo unos de otros. (QT)

Contacto con presonas de otros centros que tengan más trayectoria para poder intercambiar opiniones. (QT)

These teachers are mainly stating the need for orientation and training. So one cannot help wondering whether they know about the support the university offers.

This section has exposed the teachers' views on the importance of training. As it can be observed, there is a wide variety of factors to take into account, from teachers who are reluctant to go through training to teachers who believe it is essential.

In the next part of the study, we will explore teachers' feelings towards the rewards they receive for teaching in English.

2.3.3. Lack of reward. 'What do I get in return?'

During the interviews and in the questionnaire, teachers were asked about the incentives they received. It could be seen in the literature review that incentives and motivation were an influential part in the teachers' work (Fernández-Costales & González-Riaño, 2015).

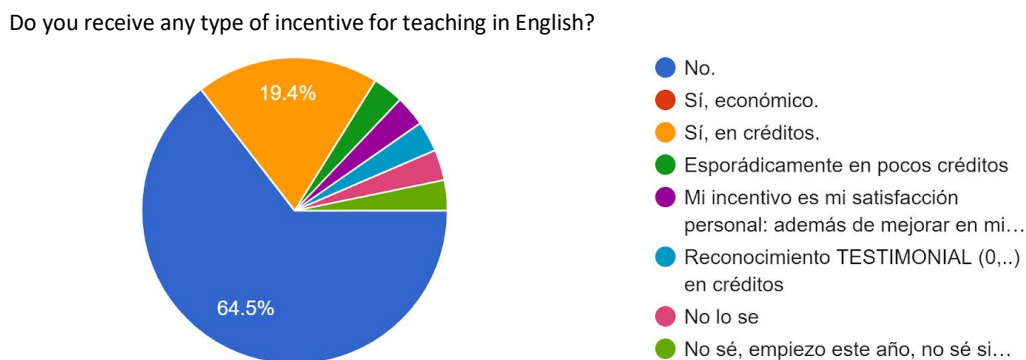The questionnaire showed a wide variety of answers (See figure 5).

Figure 5. Incentives EMI teachers receive at Universitat Jaume I for teaching in English.

Surprisingly, despite being on the Multilingual Teaching Guide of the university, 64.5% of the respondents stated not receiving any incentive for their classes in English. 19.4% of the participants affirmed having received extra credits, although the number is not stated. However, two of the teachers did not even know if they were entitled to receive anything; two more teachers mentioned receiving credits but nothing significant or regular; and the last teacher stated not needing any incentive as she taught for personal growth.

The interviewed teachers made some comments on the topic:

En teoría puedes tener reducción de docencia en inglés, pero luego no se hace. (T1)

Hay una reducción docente pero puede ser de medio crédito. Vamos que si das 20 créditos, la reducción es testimonial. (T3)

Puedes pedir al final un medio crédito adicional, como un mini reconocimiento a lo que estás haciendo en inglés, pero vamos, que de 6 créditos te reconocen 6.5, o sea un medio crédito, pero nada más. En el otro grado en el que imparto, ahí cero, cero apoyo, creo que hay bastante dejadez. (T4)

Pues medio crédito lo tienes tú más, si impartes 6 créditos en pod te cuenta 6 y medio en vez de 6, con lo cual pues ese medio te lo quitas de otro sitio. Esa es la compensación. (T6)

Igual fa 6 anys, pero que jo recorde no. (T8)

The teachers interviewed seemed to be generally aware of the credits they could receive for teaching in English. However, the impression while listening to them was that they did not think it was anything significant. In fact, the Multilingual Teaching Guide talks about receiving half a credit per credit they teach in English, so they do not really know it is more than half a credit per subject they should receive.

Some relevant comments by the interviewed teachers supported the use of incentives:

Yo creo que debería haber un incentivo mucho mayor a la docencia en inglés, la casa quiere que le salga más o menos gratis, y ni hay control a la hora de decir quien quiere dar clase en inglés, ni el profesor es fácil que se someta a un escrutinio por parte de otros. (T3)

Incentivar-lo, si volem que siga una cosa normal realment no cal no, pero si hi ha gent que se tiren un any traduing coses, pues si, a eixa gent se'ls ha d'ajudar. (T8)

Some of the suggestions in the final open question of the online questionnaire supported this need for incentives too:

Compensación económica extra por idioma y nivel adquirido. Compensación económica y/o con créditos extra por impartir materia en inglés en grados y másteres. (QT)

Tener incentivos. (QT)

After checking all this information, it seems that teachers do not exactly know about how the incentives are provided, but generally speaking they think they could work in order to reward teachers' extra work.

Apart from this general line of thinking, there were two opinions that diverged from the rest but agreed one with the other. These two teachers did not see any point in teaching in English:

Aunque no le acabo de ver sentido que trabajando en una universidad de España tenga que dar docencia en una lengua que no sea la mia nativa, ya que siempre perderé capacidad de transmitir ciertas cosas. (QT)

(it would help) el que sienta que sirve para algo. No le veo mucho sentido a dar las clases a estudiantes que entienden perfectamente castellano/valenciano, porque entiendo que la lengua es un medio para la comunicación de contenidos, no un obstáculo (y en este caso, lo es). Me sentiría más motivada si fueran, por ejemplo, estudiantado extranjero. (QT)

From the results obtained, it could be said that motivating or rewarding teachers who do not believe in this project may be a difficult mission. This feeling they share coul be connected to research since, as it could be read in the literature, it shows that lecturers do not find teaching in English motivating in itself (Fernández-Costales & González-Riaño, 2015).

Having covered the lack of reward as a general concern, the next section will introduce a very recurrent complaint, students' level.

2.3.4. Students' level. 'It's not me, it's them.'

Not only do students influence teachers' well-being and functioning in the classroom, but their progress also worries them. The literature review showed some research concerning teachers' worries about the student inability to follow classes (Macaro et al., 2018). This issue was also brought up by the interviewees. Several views could be detected. Some teachers commented that students had a very low level of English which added difficulty to the complexity of the subject content:

> *Aparte de que la física les resulta muy difícil, si les pones la física y además un idioma que no controlan pues imagínate. (T1)*

> *El nivel de inglés es muy bajo en cuarto, salvo algunos diamantes que te encuentras que a lo mejor han ido a la escuela oficial de idiomas. El gran problema lo veo en el nivel con el que vienen los alumnos. (T5)*

For some other lecturers the problem was bigger when their students had different levels:

> *Son de primero y hay gente con my buen nivel de inglés y gente con muy malo. (T2)*

> *El problema es que el nivel es muy desigual, hay gente que habla muy bien, mejor que yo, y hay gente que no, además si les sumas el nivel técnico de la asignatura pues es un problema. (T3)*

> *Lo que veo es que cuando intento hacer actividades por parejas o en pequeños grupos, hay mucha diferencia de inglés. (T4)*

> *Casi ningú té cap títol, només hi ha algún cas a qui li agraden els idiomes i s'està preparant un B2. (T8)*

What this difference among the students' levels and their low command of the language provoque in the classroom is a lack of understanding, inability to follow the lectures and unwillingness to participate actively in the classes.

Teachers express their concern about students during the interviews:

> *Lo que noto es que en la comunicación con ellos es cierto que a veces puede haber problemas de comprensión por el idioma. (T4)*

El problema es que tu parles en anglès, i ells, hi ha dos o tres que són més descarats i ho fan, però la resta, jo crec que és cultural, hi ha molta vergonya, molta por al ridicul i no solen preguntar res en grup. Sempre hi ha algun estudiant que té molts problemes per a comunicar-se,no tant per entendre, com per a comunicar-se. (T7)

Hi ha molta gent que te mira i saps que no se està enterant. Porta prou dificultat (the subject) perquè hi ha molts alumnes que no l'han elegida perque es troncal i damunt no tenen bon nivell d'anglès i al principi no estan molt contents en l'asignatura. Hi ha gent que es queixa (d'haver de fer-ho en angès),perquè diuen es que jo tinc molt bona nota i al final.. (T9)

Moreover, some teachers' feelings were shown in the interviews, feelings that were not helpful at all for the good development of the sessions:

La frustración, no es algo que no me deja dormir, es una frustración a nivel docente profesional, me gustaría que el nivel fuese otro, para mi no es el problema el inglés, es un problema añadido. (T5)

Se me fan les classes eternes perque com no interactuen, se me fan eternes. Els resultats dels examens són pitjor en anglès. (T7)

The students' level seems to be a source of worries, concerns and frustration for teachers. It adds difficulty to the teachers' work and that is the reason why many of them suggest and ask for changes in that field:

Yo pondría un requisito de entrada porque sino no se van a enterar de nada. (T2)

M'agradaria tindre grups més xicotets, jo pense que és important per a la participació d'ells. La gent no participa molt si es en castellà o valencià, però participen encara menys si es en anglès, perque els fa vergonya. Estaria prou bé que quan es fera una classe en anglès, tindre grups de 20 /25 persones. No necessite que me donen tants credits, però això estaria molt bé. (T9)

El nivell de l'alumnat en anglès és prou divers i cal atendre totes les velocitats; tindre menys alumnat per aula seria esencial. (QT)

Que los estudiantes tuvieran un nivel de inglés algo más alto para seguir mejor las explicaciones y participar durante la clase. (QT)

Grupos en inglés con matricula voluntaria. Reconocimiento académico al estudiante. (QT)

Students' level, as had already been shown by research, appears to be another common concern among EMI teachers at Universitat Jaume I.

The aim in the next part is to explore the instructions teachers receive and to what extent they are clear enough.

2.3.5. Lack of clearness in instructions. 'What am I supposed to do?'

The literature shows a lack of homogeneity about how teachers should implement the language in the classroom and how that lack of clearness in the instructions they receive confuses teachers (Chapple, 2015).

During the interviews and reading the questionnaire answers, some inconsistency regarding the way English was implemented in the classroom was detected, since sometimes teachers did not know what they had to do or how to do it. This problem is specially worrying because it shows misinformation and a lack of control from the university's side.

Participants were asked about how they implemented the language (See figure 6). 25.8% of them stated teaching the full subject in English, and providing material and assessing in English. 22.6% of the lecturers covers those teaching and giving material in English but assessing in the L1. 22.6% of the teachers chose giving the material in English but teaching and assessing in the L1.

How do you implement English in your classes?

- Doy toda la asignatura en inglés. M…
- Doy las clases y materiales en inglé…
- Solo doy el material y las transpare…
- Es una asignatura práctica en el lab…
- Imparto varias sesiones en inglés,…
- La gran majoria de l'assignatura (m…
- Doy un laboratorio de cada asignat…
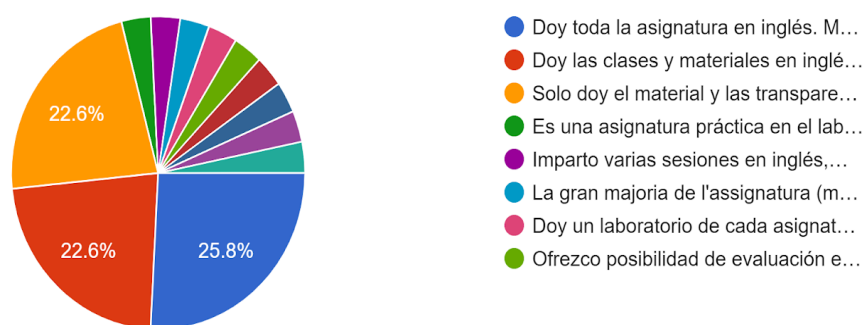- Ofrezco posibilidad de evaluación e…

Figure 6. How teachers implement English in the classroom.

Finally, the other 9 lecturers typed options such as: teaching only laboratory activities or workshops in English; making the use of English optional in the assessment; giving only a few activities such as discussions in English, and so on and so forth.

What can be extracted from this scenario is that each department follows their own rules, there is no homogeneity at all when it comes to how the language should be implemented.

Going back to the interviews, there were two main points to highlight. Some teachers did not know exactly how they were supposed to teach in English, and others did not know how much English they were supposed to use in the classroom, which is the same type of confusion the literature mentioned (Chapple, 2015; Helm & Guarda, 2015).

> *No sabes si tienes o no que corregir a tus alumnos. (T3)*
>
> *Yo entiendo que introducir inglés en estas asignaturas es para que adquieran el vocabulario, toda la terminología más especifica de ese ámbito, no para que aprendan inglés en general. (T4)*
>
> *Ahí fique, del plan 2 credits son en anglès, no diu el que signifique. (T8)*
>
> *Són en anglès (credits) però no donen més criteri. (T9)*

By reading these comments, one could think teachers may feel lost to start as they do not exactly know what to do. However, since they do know that they have to teach in English no matter what, each teacher, unless having received clear instructions from their department, chooses to implement the language their own way. If we compare what each teacher was told to do or ended up doing, the result is a wide variety of options and lack of homogeneity again.

> *Tuvimos que hablar con el coordinador del grado y preguntarle hasta qué punto podíamos hacer inglés a los de primero, y nos dijo que la competencia en primero era solo reading. (T2)*
>
> *Decidimos dar la mitad de la clase en español y la mitad en inglés. (T3)*
>
> *Las instrucciones que nos han dado es que todo en inglés o sea que si se hace se hace bien y es todo en inglés. En el otro grado , no está tan claro, en el Verifica pone que 50% es en inglés, yo he preguntado a la persona responsable en varias*

ocasiones eso que significa y las instrucciones que he recibido es que toda mi comunicación es en inglés, todo el material que utilice es en inglés, todo lo tengo que hacer en inglés, lo único es que las entregas que ellos hagan pueden hacerlas en castellano. (T4)

Habla la norma de un 50% mínimo en inglés, pero es un poco ambiguo porque no especifica si ese 50%.. yo he tenido diferentes respuestas no, 50% me han llegado a decir que es que podías dar las clases en español y los apuntes en inglés, o dar la mitad de clases , cambiar de tercio a mitad curso y darlo todo en inglés, no ha sido nunca nada específico y tampoco hay una fiscalización de cómo hacerlo. (T5)

Y se decidió que todas las asignaturas optativas del primer semestre fueran en inglés en ese grado. (T6)

Word such as 'decidimos' , 'se decidió' , 'he tenido diferentes respuestas' suggest a lack of consistency as decisions do not come from the same source. This inconsistency leads to confusion, and what is more, makes teachers have an uneven workload, as some of them decide to translate and create their own materials, while others do not do it; some decide to make the effort to go through training and certification in order to teach the class in English, and others just use Spanish; others simply give bibliography or readings in English and that is it. One of the teachers for example, decided to give his classes his own way, which was totally different from his colleagues'.

Ells parlaven de traduir apunts, d'anar ells a cursos per a parlar ells millor, de traduir transparencies. Jo vaig entendre que en el esforç gegant dels meus companys vaig entendre que ells milloraven com a parlants , escrivien millor perquè traduien apunts, i parlaven millor perque havien de parlar en public i ho havien de practicar, i l'estudiant el que aconseguia en això es que millorare l'escolta i millorare la lectura, pero jo vaig entendre que era gent que estava a punt d'acabar la carrera i que l'esforç l'havia de fer jo per a que ells parlaren millor i ells escrigueren millor, no jo. (T8)

This teacher did not give any kind of vocabulary or material, did not provide input in English except for the vocabulary coming up in the lessons, but asked students to speak and write only in English.

This chaotic scenario puts teachers in an unfair situation of inequality, which does not help at all to build up their confidence and comfort with this program.

2.3.6. Additional comments. 'What would I like to add?'

Most concerns or signs of uneasiness were related to the four sections above: language proficiency, teacher training, lack of reward and students' level. However, there were some isolated pieces of information that could also be useful for reflection and are not included in these sections.

One of the teachers commented on how he was waiting for somebody else to take his subjects in English as they were exhausting, but nobody was willing to do it:

> *Les assignatures en anglès és més difícil que la gent que està promocionant les vullga agarrar. Jo done eixes assignatures perquè la gent no pot o no les vol donar, estic un poc al rebuig. L'experiència esgotadora, sobre tot els primers anys, continua siguent molt cansada, necessita molta atenció, jo acabe les classes i em fa mal tot, totes les articulacions. Després de tants anys segueix sent molt cansat, i tinc ganes que algú l'agarre, i poques esperances. (T7)*

This quotation shows some hopelessness, as this teacher feels he has no choice but to take his subject. As the criteria to choose EMI teachers is not clear (sometimes they offer themselves, sometimes they are imposed), keeping a balanced distribution of tasks is very complicated.

Another reflection that caught my attention was how a department decided to reduce the content of a subject in order to make it easier for the students.

> *En els ultims anys hem reduït el contingut per fer-lo més senzill, no anem a donar tanta cosa, i el que donem que estiga clar. En anglès costa més ser efectiu, i dona més treball, i cal simplificar tot. (T9)*

Teachers worrying about their students' understanding is an issue already mentioned in previous research (Nikula, Dafouz, Moore & Smit, 2016) and brought up by other teachers in this study. Yet, reducing content is a delicate mesure to take. One could wonder if in this case, students taking this subject in English are at a disadvantage with students who see the full content of the subject. One more time, the lack of control, instructions and 'know how' leads teachers and departments to make their own decisions without any kind of supervision for adequacy.

Despite all the worries and concerns, teachers were asked about their level of satisfaction, about what was their impression and feeling towards teaching in English (See figure 7).
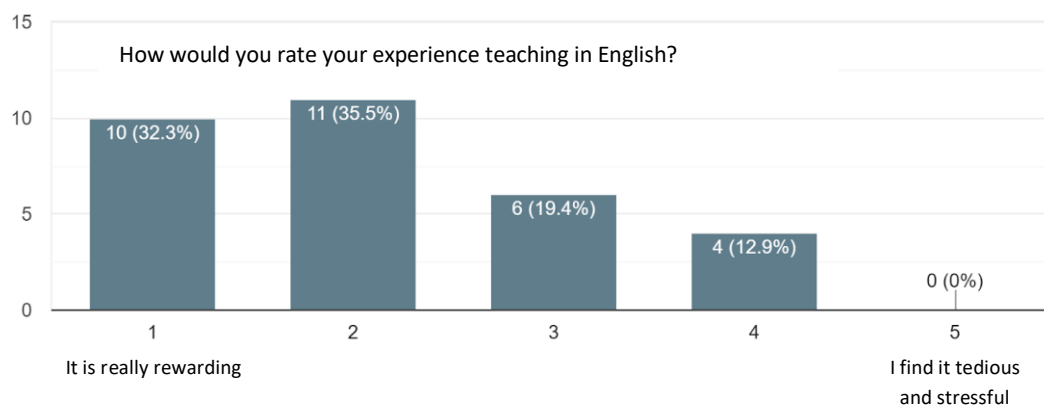

Figure 7. Teachers' rating of their experience teaching in English.

Results show that 68% of participants were very happy about teaching in English while the other 32% started to have some doubts. However, nobody chose 5, the most negative feedback, which would have been a really bad sign.

In conclusion, teachers seem to have unsolved concerns in common which can be basically classified in four groups: language proficiency, teacher training, lack of reward and students' level. These worries coincide with the literature review. The opinions and reflections here presented provide very valuable information to know how EMI is working at Universitat Jaume I and the improvements that can be made in the near and long future.

3. CONCLUSIONS, IMPLICATIONS IN THE CLASSROOM AND PROPOSALS.

The aim of this study was to explore EMI teachers at Universitat Jaume I's concerns and compare them with the existent findings on the matter. Results show that the five main concerns described in this study by Universitat Jaume I's teachers, had already been mentioned in the literature review. Therefore, concerns in our university match concerns of EMI teachers in other countries and universities, which makes these issues a common problem for the institutions.

Reflecting on each of them and their pedagogical implications, results show that linguistic proficiency is a worrisome issue teachers feel affected by, which is in line with Macaro et al. (2018) and Margićc and Vodopija-Krstanović (2018) in the literature. As results show, Spain is not an exception, actually, Universitat Jaume I's teachers already expressed their concern about their low English competence before implementing the program some years ago (Fortanet Gómez, 2011). Fortanet Gómez's study also showed how teachers were not only worried about the minimum level they should have to teach, but also the pedagogy involved and the problems that may come up while using English as the medium of instruction. This study was in the line of the present one and the literature review, since Hashmi (2016) mentioned the lack of competence or appropriate qualifications is definitely a problem for the success of EMI programs.

Therefore, worrying about having a high enough level brings along a lack of self-confidence, uneasiness and a feeling of poor quality teaching. Moreover, almost all the teachers in the present study agreed that C1 is the minimum level teachers should have in order to be eligible for teaching in English. This reflection does not appear in the literature review and should be taken into account. Let us not forget that the Multilingual Teaching Guide suggested as a requirement offering EMI teaching only to those lecturers with a minimum of a C1. However, for unknown reasons, the departments in many cases do not follow this requirement. Therefore, since the requirement is not always fulfilled the scenario could vary from teachers' unwillingness to teach in English to not

having teachers professionally prepared to give the subjects. Whether teachers are uncomfortable teaching in English or do not feel confident, the teaching process will be affected.

Regarding teacher training, results show that, although the majority of teachers agree on the need to go through training in order to acquire tools that allow them to deal with the difficulties teaching in English could bring, as Fernández-Costales and González-Riaño (2015) said, there are still some who do not see training as necessary. Some teachers are not aware of the complexity of teaching content through a foreign language yet. Therefore, if they are not aware, they may not be giving the proper importance to the process which might again affect EMI teaching in a negative way. Moreover, many teachers complain about not receiving any training, which is in line with Tsui's research (2018), or even confuse it with language classes, which is not exactly the case. Some of them show signs of a lack of knowledge about how to teach through English. Nevertheless, the Support and Motivation Program at Universitat Jaume I, as mentioned above, offers access to the permanent seminar SPIEDA, but only few teachers seem to have made use of it. One more time, the reasons for this lack of participation are unknown, it could be a matter of misinformation from the institutions' side, or maybe a lack of interest and time from the teachers' side. Whatever the reason, teacher training is not working smoothly.

The third issue, lack of reward, is connected with motivation straightaway in line with Capple's reflections (2015). Universitat Jaume I's Multilingual Teaching Guide aims at giving teachers half a credit per each credit taught in English. However, this study shows that, in practice, teachers are not receiving it. Some of them do not seek reward in teaching, but many others feel the effort they are making is not worthy as the reward they receive is non-existent or too poor. The implications this lack of reward may have in their teaching are directly affecting their motivation. In this study, teachers have stated EMI means working more and harder, and it is pretty clear that making the effort only for the sake of the students' benefit is not enough for many lecturers, which is connected with Doiz and Lasagabaster's (2018) concerns. Therefore, motivation decreases, tiredness increases, and classes do not work as they should.

The fourth item is related to students. Results show that for EMI teachers it is worrying and tiring having to deal with students who do not have enough level to follow their lectures. The implications resulting from this situation are the low participation of students in class and their lower scores compared to subjects in their L1. These findings are directly related to Doiz (2012), Chapple (2015) and Webb (2012). All the effort teachers make to teach in English is sometimes sabotaged by this condition, which adds frustration to their fight.

Finally, the last most common concern among teachers at Universitat Jaume I was the lack of clearness in instructions received from their departments or the university itself. In the line of what Chapple (2015) forsaw in his research, most teachers at this university did not know how they were supposed to implement the language in class, the percentage of the L1 they could use or even if they were supposed to assess the language or not. In fact, back in Fortanet Gómez's study (2011), teachers at Universitat Jaume I were already discussing whether it was better to have courses partially or fully in English, which means this concern has been there for some years now. Moreover, Fortanet's study stated the discomfort both content and language teachers felt towards having to collaborate, as they felt they were not as free to teach their own way and it took them too much time.

The Multilingual Teaching Guide provides very general guidelines which do not clarify to what extent or how English should be used or assessed in the classroom. Therefore, each department decides at their convenience and under their criteria. The way this lack of homogeneity affects the good functioning of the process is by causing confusion among teachers, and therefore among students, as they may easily compare between teachers and degrees and see that no specific and clear guidelines are being applied.

With this scenario in mind, it would be recommendable to go over the existing support to EMI teachers and reflect on how things are being done. The recent government change at Universitat Jaume I may bring a change in the multilingualism policy too. New actions may be taken as it is inevitable to address this matter. In fact, some new courses are offered for this year

2019/2020 to support teaching of content through English (See full course description https://bit.ly/2IVfbiu).

Bearing in mind teachers' comments and insights, as well as the results obtained, I will outline some aspects that need to be further explored in the future for an effective EMI teaching such as the clarification and unification of instructions, teachers' reward, teacher training, a follow-up process and the students' level improvement.

Concerning the instructions clarification and unification, departments and teachers should know exactly what they are supposed to do and how. The percentage of English they must use in the classroom, the assessment procedures and so on. Moreover, it would be convenient to unify criteria among the different degrees, so that all of them, or as many as possible, could follow the same instructions and guidelines. This way, some degrees would not be at a disadvantage with others and teachers would know exactly what to do.

Regarding teachers' reward, teachers should be informed about the incentives they are entitled to receive, and the departments should make sure teachers receive them all. Incentives could motivate teachers to take subjects in English and be more satisfied about it.

Another field that needs some adjustments is teacher training. To guarantee a quality functioning, teachers should be trained and prepared. On the one hand, it is important to establish as a requisite a minimum of a C1 level or any proof of a similar English level like having lived abroad for some time, being bilingual, etc. They should be encouraged to push their level of English and supported to do so by making the process easier for them. On the other hand, teachers should all go through teacher training in order to learn how to manage a class in English, and acquire the necessary tools.

In order to successfully accomplish these goals, some monitoring needs to take place. There should be a control of how actions are being implemented. Teachers' progress should be followed up, it is important to know if they are following the instructions and implementing the language as they are being told. This way, if there is any extra support needed, it could be easily detected.

Finally, students' level needs to accompany the process so that the whole process provides satisfying results. This is probably the most difficult issue to solve as it is complicated to ask for entry language requisites. However, it would be important to keep offering students language courses and raise awareness of the importance of learning the language. Maybe the requisite could be demanded, not in the first year, but in the second or third.

These could be some measures that, despite having been considered in the past in former policies, need to be remembered and could help to find future solutions.

4. LIMITATIONS OF THE STUDY AND FURTHER RESEARCH.

Through this brief study, some limitations were encountered. First of all, research on the matter, EMI teachers' concerns, is scarce, which has added some complexity when trying to set a frame of the background literature.

It was also difficult to access updated information about the current teacher training the university offers and the new changes in the linguistic policy, if there are any. Moreover, it was not possible to find out the number of EMI teachers currently teaching in English at Universitat Jaume I, therefore, some statistical information could not be presented.

There is an important field of investigation that will open ahead and will need to be covered concerning EMI teachers if some of the suggestions are applied. For instance, new studies may look into the consequences and changes in lecturers' teaching after going through a training process. Another issue that might be covered is the effect that incentives or a better command of the language could have on the teachers' work. In fact, students could be added to further studies as key elements affecting teachers' performance.

Finally, it would be interesting that universities consider introducing other international languages such as French or German as medium of instruction. Whether we are moving towards a multilingual and international education system, why should English be the only common language?

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APPENDICES

Appendix A. Interview Questions.

GENERAL INFORMATION
1. ¿Cuánto tiempo hace que eres profesor/a?
2. ¿Qué asignaturas das?
3. ¿Cuánto tiempo llevas dando clases en inglés?
4. ¿Qué tipo de alumnado tienes?
5. ¿Tienes algún certificado de lengua?

PROGRAM
6. ¿Cómo y por qué acabaste siendo un EMI teacher?
7. ¿Cuáles eran tus expectativas del programa antes de trabajar como EMI teacher?
8. ¿En qué ha sido diferente la experiencia a cómo te la imaginabas?
9. ¿Cómo sueles implementar el idioma en tus clases?
10. ¿Cómo llevas a cabo la evaluación de estas asignaturas? Tienes en cuenta el nivel de inglés de los alumnos?
11. ¿Qué opinas del programa desde dentro? Fortalezas y debilidades.
12. ¿Qué cambios o mejoras harías al programa?
13. ¿Te sientes respaldado participando en el programa?
14. ¿Qué te aporta dar las clases en inglés?

SELF PERCEPTION
15. ¿Dirías que tu nivel de inglés es adecuado para dar las clases? En caso de no serlo, ¿Cuál crees que es el nivel mínimo para dar clases en inglés?
16. ¿Te sientes diferente cuando das la clase en inglés y cuando la das en tu lengua? (¿En qué?)
17. ¿Preparas las clases de manera diferente cuando vas a darlas en inglés?
18. ¿Cuáles son las dificultades con las que te sueles encontrar en estas clases?
19. ¿Cómo crees que afecta el dar las clases en inglés al proceso de aprendizaje de tus alumnos?
20. ¿Qué piensas que tus alumnos esperan de ti como profesor EMI?
21. ¿Piensas que tu eficacia como profesor se ve afectada de alguna manera por el hecho de dar las clases en inglés?
22. ¿Hay algo que te preocupe a la hora de dar las clases en inglés?

Appendix B. Questionnaire.

1. ¿Cuánto tiempo llevas dando clases en inglés? **OPEN ANSWER**
2. ¿Qué asignaturas das en inglés y en qué grados? **OPEN ANSWER**
3. ¿Qué nivel de certificación de inglés posees?
   - **Ninguno**
   - **b1**
   - **b2**
   - **c1**
   - **c2**
4. ¿Hasta qué punto te preparas tus clases en inglés más que el resto de tus asignaturas? **From 1(lo mismo) to 5 (muchísimo más)**
5. ¿Cómo implementas la lengua en el aula?
   - **Doy toda la asignatura en inglés. Materiales, explicación y evaluación.**
   - **Doy las clases y materiales en inglés pero evalúo en nuestra primera lengua.**
   - **Solo doy el material y las transparencias en inglés.**
   - **Otros.**
6. ¿Cómo puntuarías tu nivel de intranquilidad cuando das clase en inglés? **From 1 (estoy totalmente relajado/a) to 5 (lo paso bastante mal)**
7. ¿Recibes algún tipo de incentivo por dar clases en inglés?
   - **No**
   - **Sí, económico.**
   - **Sí, en créditos.**
   - **Otros**
8. ¿Hasta qué punto piensas que es necesario formar a los profesores que imparten sus materias en inglés? **From 1 (No es necesario. Ya somos docentes.) to 5 (Totalmente necesario. Dar clase en inglés comporta una problemática diferente.)**
9. ¿Ves tu efectividad como docente afectada por dar las clases en inglés? **From 1 (Para nada, creo que el resultado es el mismo.) to 5 (Bastante, desde luego soy menos efectivo/a.)**
10. ¿Qué valoración general le das a impartir clases en inglés? **From 1 (Es muy gratificante, me encanta hacerlo.) to 5 (Me resulta tedioso y estresante.)**
11. ¿Qué crees que ayudaría a mejorar tu docencia en inglés? **OPEN ANSWER**