HIGHER EDUCATION PERSPECTIVES ON CONTENT AND LANGUAGE INTEGRATED LEARNING HEPCLIL 2014

Conference theme: Content Learning / Language Learning

Title: *The effects of English-Medium Instruction programmes in Higher Education: The case of UPF Economic undergraduates*

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Research in the field of Second/Foreign Language Acquisition has recently taken a fresh look on the issue of the impact of different learning contexts on linguistic and cultural development in a target language, in contrast with the effects of conventional formal instruction (Collentine & Freed 2004; DeKeyser 2007; Pérez-Vidal, 2011). One of these new contexts explored has been the recent European bilingual programmes, better known in Secondary Education as Content and Language Integrated Programmes (CLIL) and at university level Integrating Content and Language in Higher Education (ILCHE) (Dalton-Puffer 2007; Smit & Dafouz 2013). The prevalence of English-Medium Instruction (EMI) in such programmes has been noted in recent reports (Coleman 2013; Wächter, B., & F. Maiworm 2008). The current study seeks to make a contribution in this new subfield by studying the differential effects of ICLHE programmes with findings on the development of Complexity Accuracy and Fluency (CAF) in the written and oral production of EFL undergraduates studying different degrees with different presence of EMI in a Faculty of Economics in Barcelona (Heini-Marja Järvinen 2005). The study aims at drawing comparisons between essentially three types of EMI programmes represented by 3 groups of learners (N=120). Group A following a fully-fledged English-Medium degree; Group B following a degree with one EMI subject every term from the start of the degree; Group C with one EMI subject from year 3 of the degree. The study has a Group D which does not receive EMI instruction and serves as a control group. Baseline data are used as a benchmark against which we interpret our data collected from the four groups at the end of 4 subsequent academic year, both a crossectional and a longitudinal sample have thus been obtained.