

English as a lingua franca on the International Campus of Excellence: Initiatives and outcomes



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Introduction

ICEs:

- foster the modernisation and internationalisation of universities
- create “knowledge hubs” between universities / private / public bodies
- 32 ICEs (16 general + 15 regional interest)
- 63 universities involved
- budget = 688 M€
- internationalisation levels have increased by 12% between 2009 and 2014 (European Union, 2016)



Research aims

- To examine the role and use of English as a lingua franca with academic purposes across Spanish ICEs
- To explore the initiatives developed to promote the use of English as a communication tool in this academic context



Target ICEs

- Cross-border ICE
- Created in 2011
- Partners: U Cádiz, U Granada, U Huelva, U Almeria & U Malaga (Andalusia), U Algarve (Portugal), U Abdelmalek Essaâdi (Morocco), and seven regional marine research-related institutions (e.g. the Royal Institute and Observatory of the Spanish Navy)
- Coverage: the sea (marine science, marine technology, underwater archaeology, etc)



Target ICEs

- ICE of the Ebro Valley
- Created in 2012
- Partners: U Zaragoza (Aragón), U La Rioja (La Rioja), Public U Navarra (Navarra), U Lleida (Catalonia)
- Coverage: sustainable energy (energies and the environment); health technologies; nutrition, agriculture and food; and cultural heritage preservation



CAMPUS DE EXCELENCIA
INTERNACIONAL
DEL VALLE DEL EBRO



Data collection and analysis

Textual data from:

- **CEIMAR:** <http://www.campusdelmar.com/en/ceimar-en/>
- **IBERUS:** <http://www.campusiberus.es/?lang=en>



Findings and discussion

1. Internationality

a. ELF for communication

b. International projects

c. Mobility and internship programmes

2. EAP/EMI

a. Doctoral schools

b. Lectures of excellence

c. Summer schools

Findings and discussion

1. Issues of internationality

a. English as a lingua franca for communication

English versions of websites

Sometimes French (Iberus)

Duplicate the info from Spanish versions

Ceimar is more complete and consistent

Findings and discussion

1. Issues of internationality *b. International projects*

European project offices (EPOs)

EPOs assist and support researchers:

- when travelling to the city

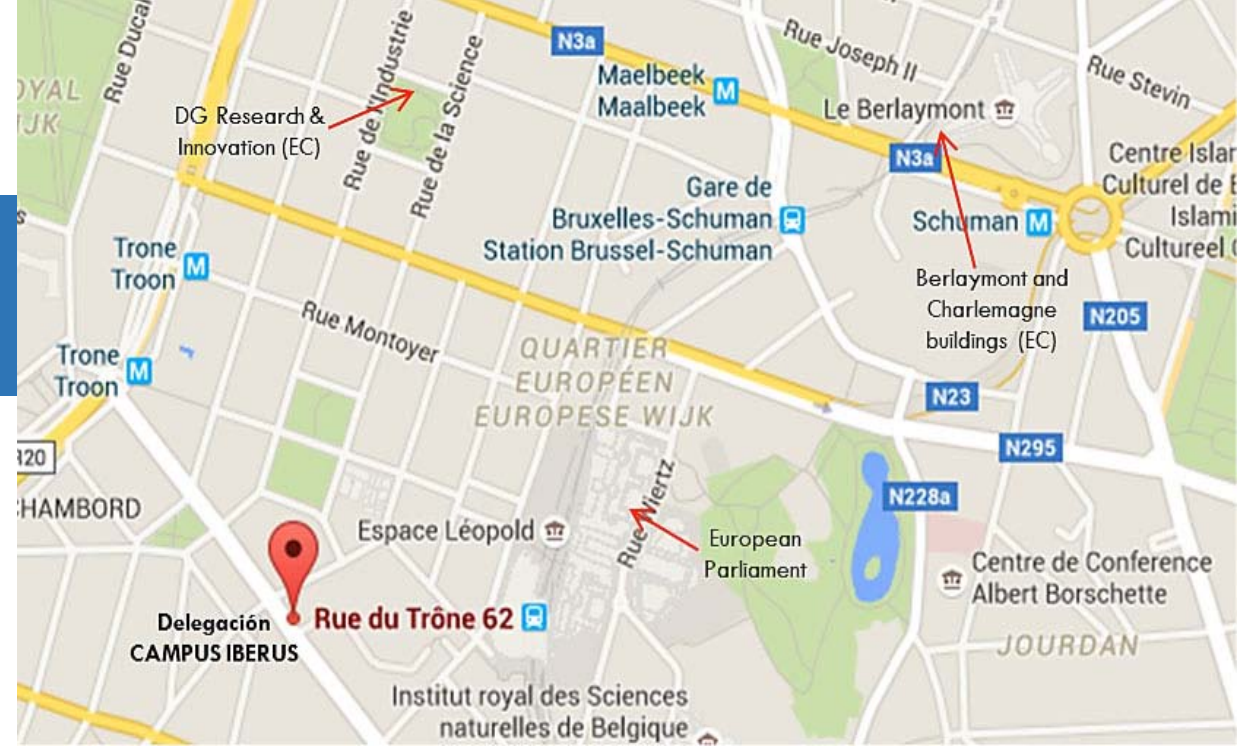
- when looking for innovation partnerships

- when developing European project initiatives

- when participating in knowledge and innovation communities

Cross-border Campus Project (Iberus)

European Energy Research Alliance member (Iberus)



Findings and discussion

1. Issues of internationality

c. Mobility and internship programmes

- Erasmus mobility programmes (graduates, doctoral students & staff)
- Erasmus+ internship programmes (students)
- International mentor programme → research stays in the USA for 6-8 weeks (Iberus)



“to offer an opportunity for promoting language proficiency (...) at an international level and in an increasingly global world” (Iberus)

Findings and discussion

2. EAP / EMI

a. Doctoral schools

International Doctoral School in Marine Studies (Ceimar):

- 225 researchers, 21 institutions, 13 countries
- Doctoral Erasmus Mundus programme on Marine and Coastal Management
- Courses fully delivered in English
- 7/10 PhD dissertations fully written and presented in English

Iberus: doctoral students required to write “at least an article in the language of the research discipline” → *Does it covertly mean English for Science and Technology?*

Findings and discussion

2. EAP / EMI

b. Lectures of excellence

Offered by Ceimar only

Delivered in situ or via web (Youtube channel)

6/8 lectures fully in English

Findings and discussion

2. EAP / EMI

c. Summer schools

Iberus Business Summer school

- aimed at “Chinese undergraduates in their final year or those recently graduated who have a business-oriented profile and are interested in studying the entrepreneurial and cultural environments of Spain”.
- explicit requirement: “All teaching will be conducted in English”
- students are required to present a business plan in English to a learned audience (academics and other students)

Ceimar Summer school

- 6/7 summer courses were fully delivered in English (last year)
- EAP provision: “Effective communication skills for scientists”

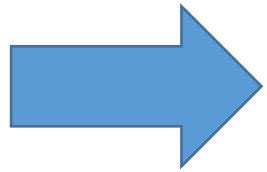
Concluding remarks

Caveat: I have not aimed at a comparison between Ceimar and Iberus but at an exploration of the role of ELF in the international offer of two Spanish-based ICEs.

Disclaimer: This analysis is based on the textual data available on the ICEs' websites.

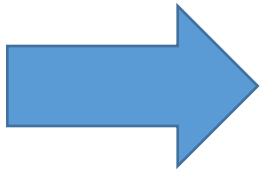
Concluding remarks

Iberus and Ceimar's initiatives are in line with the two key components in the internationalisation strategy of the European Commission



internationalisation at home

Lectures of Excellence, PhD dissertations in English, Iberus Business Summer school, Ceimar's EAP course



internationalisation abroad

Branch offices in Brussels, mobility/internship programmes

“Institutional internationalisation” and “student-focused internationalisation” (Jones, 2010) → the institution and the student are strongly placed at the centre of ICE's internationalisation strategy.

Concluding remarks

Ceimar and Iberus have made use of English to implement issues of internationality in their academic offer and articulate a diversity of actions and programmes in which English is used as the lingua franca for international communication, academic teaching and dissemination of research activities.

However, as examples attest, **very little has so far been done to assist lecturers, researchers and students in their English language needs in this context.**

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