

2.8. Implement the use of English in the classroom on a gradual basis

This action is being implemented in varying degrees in the five universities of the *ceiA3*. In line with the growing importance being given to the acquisition of at least one foreign language, the objective of the project is to initiate students and faculty in the use of English in the classroom. The aim is to gradually introduce the English language in the classroom so that both faculty and students can adapt to the teaching-learning schemes being implemented in the EU.

Statistical studies have been conducted on the level of satisfaction of the students and faculty involved in the experience. The results underline the importance given to providing and receiving academic training in English to improve professional prospects. The studies have also shown a growing awareness among teachers and students of the importance of actions of this kind, no doubt due to their success thus far. By teaching course content in English, our universities will be able to attract a new, non-traditional type of student, while providing a multilingual, multicultural and interdisciplinary academic setting for learning.

In order to implement this action, the CLIL methodology (Content and Language Integrated Learning) recommended by the Language Policy Office of the EU is being followed. This methodology has been a fundamental element of bilingual policies in Canada since the 70's, which have met with great success.

The actions focus on two main groups: teaching faculty and students. The teaching faculty is supported by a team of English teachers who advise them on the appropriate methodology and use of teaching materials in English as well as aiding them in improving their language skills. The actions also include a permanent forum on the Moodle virtual platform for resolving doubts and sharing ideas and classroom material that has been adapted specifically for CLIL. It also offers the opportunity for teachers to create multi-disciplinary activities, coordinate them across different subject areas, departments, degrees, or even schools. The teaching faculty can also participate in training workshops with experts in the CLIL methodology. Students receive additional support through extracurricular activities to encourage them to use English in their daily lives and become aware of the need to be proficient in English for academic and professional purposes. These activities include the viewing of audiovisual resources in English followed by debates and discussions or collaboration with other academic programmes to put foreign and Spanish students in contact with each other for conversation exchanges.