

PUCRS

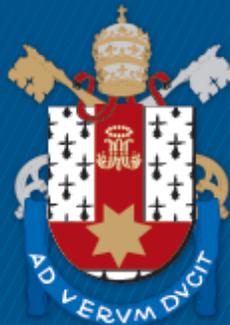
SCHOOL OF MEDICINE
GRADUATE PROGRAM IN MEDICINE AND HEALTH SCIENCES
NEPHROLOGY DEPARTMENT

DÉBORA MONTENEGRO PASIN

**GRADUATE STUDENTS IN TIMES OF INTERNATIONAL CHALLENGES:
IMPROVING SPOKEN PRODUCTION IN ENGLISH APPLIED TO HEALTH-RELATED AREAS**

Porto Alegre
2019

PÓS-GRADUAÇÃO - *STRICTO SENSU*



Pontifícia Universidade Católica
do Rio Grande do Sul

DÉBORA MONTENEGRO PASIN

**GRADUATE STUDENTS IN TIMES OF INTERNATIONAL CHALLENGES:
IMPROVING SPOKEN PRODUCTION IN ENGLISH
APPLIED TO HEALTH-RELATED AREAS**

Ph.D. Thesis submitted to the Graduate Program in Medicine and Health Sciences of the School of Medicine at the Pontifical Catholic University of Rio Grande do Sul in partial fulfillment of the requirements for obtaining the Degree of Doctor of Philosophy.

Advisor: **Professor Bartira Ercília Pinheiro da Costa**

Porto Alegre

2019

Ficha Catalográfica

P282g Pasin, Débora Montenegro

Graduate students in times of international challenges : Improving spoken production in English applied to health-related areas / Débora Montenegro Pasin . – 2019.

155 f.

Tese (Doutorado) – Programa de Pós-Graduação em Medicina e Ciências da Saúde, PUCRS.

Orientador: Prof. Dr. Bartira Ercília Pinheiro da Costa.

1. Produção orientada à fala em Inglês. 2. Análise das Necessidades em Língua Inglesa para EAP. 3. Ensino Híbrido em Língua Inglesa para fins Acadêmicos. I. da Costa, Bartira Ercília Pinheiro. II. Título.

DÉBORA MONTENEGRO PASIN

**GRADUATE STUDENTS IN TIMES OF INTERNATIONAL CHALLENGES:
IMPROVING SPOKEN PRODUCTION IN ENGLISH
APPLIED TO HEALTH-RELATED AREAS**

Ph.D. Thesis submitted to the Graduate Program in Medicine and Health Sciences of the School of Medicine at the Pontifical Catholic University of Rio Grande do Sul in partial fulfillment of the requirements for obtaining the Degree of Doctor of Philosophy.

Members of the Examining Committee:

Dr. Silvia Bernardini – Università di Bologna (UNIBO)

Dr. Marcelo Távora Mira – Pontifical Catholic University of Paraná (PUCPR)

Dr. Aline Fay Azevedo – Pontifical Catholic University of Rio Grande do Sul (PUCRS)

Dr. Domingos D'Ávila – Pontifical Catholic University of Rio Grande do Sul (PUCRS)

Dr. Marta Hentschke – Pontifical Catholic University of Rio Grande do Sul (PUCRS)

Porto Alegre, 22nd of March, 2019.

To God. To the brightest star of my constellation; Stella Sophia, my daughter. To my pillars of strength; Sandro, the love of my life, and Maria da Graça, my mother and best friend. Thank you for making me believe I could make it through.

ACKNOWLEDGEMENTS

First and foremost, I would like to thank God. Thank you, Lord, for making me a believer. You know I have my ups and downs, but you also know I never stop believing. You are the reason why.

Professor Bartira P. da Costa, my dearest and brilliant advisor, my friend for life, because of you I am writing these words today. You are responsible for this whole thing. You trusted me, guided me and gave me support to move on. I am so grateful. I would like you to know that this Ph.D. process has changed my life, the person and the professional I am. I will never be able to thank you properly for giving me the opportunity of a lifetime. I love you for that and for all the other million reasons a person has to admire you: all in the person and the professional you are. I am thankful to have met you, been guided by you; you have no idea how much. When I think of inspiring people, I think of you.

Professor Heloisa O. K. Delgado, what a privilege to have you in my life and to be part of yours. I will be forever thankful for your love, faith, time, advice, all kind words and the support you have always given me. I would not have accomplished this mission without you. Thank you. Much of what I know today I owe it to you. I am very thankful. You know you are one of my muses, an inspiration to me. I love you.

Stella Sophia, my bright star, one day, I hope, you will understand what it means to see a little part of you running around... You are, with most certainty, the best thing that has ever happened to me. What a blessed person I am. What an incredible little daughter you are! My baby girl, I want you to know how thankful I am for being chosen to be your mommy. I love you to the moon and back a zillion times.

Sandro, you are the love of my life, my husband, partner, best friend, but, most of all, you are the one whom I want to spend my life with. Thanks for believing in me and for all the times I thought of giving up, and you were there to tell me "*storm, show must go on*". I want you to know how much I admire the man you are, the husband you are, the father you are to our princess. I thank God every day for having you. I love you tuuudooooo!

Mom, have I already said I love you today? Mamma, sai che ti voglio tutto il bene del mondo. Sei la mia prima ispirazione, la mia musa sin da quando ero piccola, e lo sei ancora,

direi, ancora di più. Sono molto fiera di te e della tua storia, della nostra storia... non cambierei niente, proprio niente a dire la verità. E sono molto, moltissimo grata al cielo, a Dio, per la tua costante e divina presenza nella mia vita. Ti amo.

To Luciano Riccobello, my stepfather. In fact, you are not a “*step*” dad, you are a true father to me. Ora capisco che cosa sia avere un vero papà accanto. Grazie di cuore. Ti voglio bene.

To my grandfather, João Xavier Montenegro (in memoriam), the first one in the family to recognize the importance of English for life. Grandpa, I love you and I hope you are proud of me.

To all people involved in this experiment, in particular, students and appraisers who have devoted their precious time for the sake of the present study; none of this would have been possible without you. Thank you. Participants, I feel deeply honored to have had you as my students. You will be in my heart forever.

Anne, my dearest friend, I told you we would survive! You are a gift this Ph.D. process gave me. Thanks for your friendship, your support. They were essential to me during the past four years, in particular, in these last months. I love you, and I will take you for life. Thanks!

Professor Domingos d’Avila, I feel highly honored to have met you. You are a true wise gentleman. I also thank you for your support during the implementation of this experiment at PUCRS.

Professor Massimiliano Gollin and Dr. Joana Lucia Maciel, I thank you for your support and for helping me replicate my experiment at UNITO. It was a great honor

My wonderful students, all and every single one of you is responsible for the teacher and the person I am today. I am blessed to have you in my life. After all these years, I have learned so much with you that I am not so sure I am indeed the one who teaches... I keep you all in my heart. Thank you!

To my family and friends, in particular, Gisele, Arthur, my amazing godson, and Marcio, thanks for your love and support.

To all of those I have had the privilege to call “my dear professors”. You and your lessons will be remembered!

To the Pontifical Catholic University of Rio Grande do Sul, PUCRS, and to the University of Turin (UNITO), thanks for proving Brazil and Italy with such academic excellence.

To the Brazilian Federal Agency for Support and Evaluation of Graduate Education, CAPES, thanks for fostering and sponsoring education in Brazil.

To all Nephrology lab members at PUCRS, in particular my dearest and special friends, Prof. Dr. Rafaela Lienert and Dr. Marta Hentschke, who have been a great source of inspiration to me. I am grateful for having both of you in my life. I would also like to thank Prof. Dr. Daniele Escouto and Julia Motta, just to mention a few, for the warm welcome you gave me since day one. You will always be remembered.

To all School of Medicine and its Graduate Program, in particular, Prof Alexandre Padoin, words will never be enough to express my gratitude for the tremendous opportunity given to me.

Ms. Bruna Remedio and Mr. Rodrigo Carboni, I am thankful for every little thing you did to help me along my Ph.D. process. Your professionalism and enthusiasm are inspiring. Thank you!

Finally, I would like to thank the members of the board for your time and appreciation, Professor Bernardini, Professor Távora, Professor Fay, Professor d'Avila and Dr. Hentschke, your valuable contributions will undoubtedly take this study to a higher level.

*The one exclusive sign of thorough knowledge is the power
of teaching.*

Aristotle (384–322 BC)

RESUMO

Introdução: A sociedade do conhecimento fundamenta-se na excelência educacional e de pesquisa. Portanto, as Instituições de Ensino Superior (IES) devem estabelecer uma agenda baseada na formação de acadêmicos prontos para o mundo. O desenvolvimento de habilidades interculturais e globais, entre as quais a comunicação por meio de uma língua veicular é crucial, permite aos membros das IES navegar em ambientes acadêmicos internacionais. **Objetivo:** Avaliar o nível da proficiência oral em língua inglesa de alunos não-nativos, doutorandos em Medicina e Ciências da Saúde, após a aplicação de um programa de aperfeiçoamento da produção oral em língua Inglesa para fins acadêmicos (ProISP-EAP). **Metodologia:** O experimento apoia-se na abordagem orientada à ação adotando as estratégias metodológicas: i) análise das necessidades: questionários explanatórios e entrevistas individuais; ii) ensino híbrido: aulas presenciais, mediadas por computador e um aplicativo móvel desenvolvido ao exercício da pronúncia padrão da língua inglesa americana de vocabulário geral e especializado representativos das teses em desenvolvimento; iii) produção orientada à fala: apresentações orais individuais gravadas em vídeo para avaliação. O programa foi aplicado em sete doutorandos em Medicina e Ciências da Saúde. Os instrumentos de avaliação incluíram escalas adaptadas do *Common European Framework of References for Languages (CEFR)*. Os dados foram analisados por métodos de triangulação. **Resultados:** Resultados apontam para o aprimoramento da produção oral após o ProISP-EAP aplicado à área da saúde. Todos os participantes progrediram um nível de proficiência na Escala Global adaptada para este estudo. **Conclusão:** ProISP-EAP aprimora o nível de proficiência da produção oral em EAP dos participantes.

Palavras-chave: Produção orientada à fala em Inglês. Análise das Necessidades em Língua Inglesa para fins Acadêmicos. Ensino Híbrido em Língua Inglesa para fins Acadêmicos.

ABSTRACT

Introduction: Knowledge society leans on the foundation of educational and research excellence. Such implication reinforces the commitment of Higher Education Institutions to establish an agenda based on the formation of global-ready students. The development of intercultural and global skills, among which communication by means of a vehicular language plays a pivotal role, allows HEIs' members to navigate international academic settings. **Objective:** To assess the proficiency level in spoken English of Ph.D. students in Medicine and Health Sciences, who are non-native English speakers, post-implementation of a Program for the Improvement of Spoken Production in English for Academic Purposes (ProISP-EAP). **Methodology:** The experiment is based on the action-oriented approach to the teaching of EAP adopting the following methodological strategies: i) needs analysis: application of explanatory questionnaires and individual interviews; ii) blended learning: face-to-face and computer-mediated classes and the development of a mobile learning tool to Standard American English pronunciation exercise of general and specialized vocabulary retrieved from texts representative of participants' ongoing Ph.D. research projects; iii) spoken-oriented production: individual presentations recorded on video for evaluation. ProISP-EAP was applied to seven Ph.D. students in Medicine and Health Sciences. Assessment instruments included adapted scales from the Common European Framework of References for Languages (CEFR). Data were analyzed using triangulation methods. **Results:** Data reveal that partakers' spoken production in EAP was improved following ProISP-EAP application to health-related areas as participants progressed one proficiency level up the adapted Global Scale (CEFR). **Conclusion:** ProISP-EAP intervention improves the proficiency level of participants' spoken production in EAP.

Keywords: Spoken Production in English. Needs Analysis in EAP. Blended Learning in EAP.

LIST OF ILLUSTRATIONS

Figure 1	The percentage distribution of the five areas evaluated by the THE rankings and the thirteen performance indicators.....	27
Figure 2	List of the best-ranked universities worldwide based on 2018's THE overall scores.....	28
Figure 3	Distribution of universities based on 2018's THE overall scores.....	29
Figure 4	Illustration of knowledge management triad.....	35
Figure 5	The division of English for Specific Purposes into third levels subcategories.....	39
Figure 6	Illustration of what a B-learning teaching-training system combines: virtual and face-to-face situations.....	43
Figure 7	Representation of the CEFR' model of language use/ learning through the action-oriented approach.....	45
Figure 8	The six reference levels of the CEFR which describe language ability.....	47
Figure 9	The elements that characterize the blended nature of ProISP-EAP.....	53
Chart 1	ProISP-EAP methodology.....	60
Figure 10	Screenshot of a word list sorted by <i>frequency</i> provided by AntConc.....	63
Figure 11	Screenshot of a keyword list sorted by <i>keyness</i> provided by AntConc.....	63
Figure 12	Screenshot of the concordance list of the term adiposity provided by AntConc.....	64
Figure 13	Electronic image of general and specialized words representative of a participant's Ph.D. research project.....	65
Figure 14	Display of <i>Blendedall</i> website on Google.com.....	66
Figure 15	Screenshot of the <i>add user page</i> on <i>Blendedall</i> website.....	67
Figure 16	Screenshot of the <i>add term page</i> on <i>Blendedall</i> website.....	67
Figure 17	Screenshot of the <i>add classroom page</i> on <i>Blendedall</i> website.....	68
Figure 18	Screenshot of the <i>add a term to a classroom page</i> on <i>Blendedall</i> website...	69
Figure 19	Screenshot of the <i>schedule participant a classroom page</i> on <i>Blendedall</i> website.....	70
Figure 20	Screenshot of the <i>participant's activity report page</i> on <i>Blendedall</i> website..	70
Figure 21	Screenshot of the <i>participant's performance page</i> on <i>Blendedall</i> website...	71
Figure 22	Screenshot of the <i>login page</i> on <i>Blendedall</i> app.....	72
Figure 23	A broad view of the class-like format and the vocabulary to be exercised clustered in word clouds.....	72
Figure 24	App use process flowchart.....	73
Figure 25	Individual face-to-face class model.....	77
Figure 26	Individual computer-mediated class model.....	77
Figure 27	Group face-to-face class model.....	78
Chart 2	5-step design of ProISP-EAP.....	79
Chart 3	Example of a ProISP-EAP individual face-to-face class.....	80
Chart 4	Example of a ProISP-EAP individual computer-mediated class.....	81
Chart 5	Example of a ProISP-EAP group face-to-face class.....	82

Chart 6	Adapted common framework of references for the assessment of participants' academic spoken production.....	86
Chart 7	Test results of students allocated in the control group pre- and post-ProISP-EAP intervention.....	101
Figure 28	Comparison between the mean grades of intervention and control groups..	104

LIST OF TABLES

Table 1	Number of terms to be practiced weekly by participants using <i>Blendedall</i> app.....	68
Table 2	Individual characteristics of the participants under study.....	92
Table 3	Excerpts from participants' self-evaluations about their English learning process and English-speaking performance in academic communicative events.....	93
Table 4	Excerpts from the answers given by participants to the question " <i>Do you have difficulties of any kind in relation to the use (in English) of the terminology representative of your field of study?</i> " pre-ProISP-EAP intervention.....	95
Table 5	Excerpts from the answers given by participants to the question " <i>Do you have difficulties of any kind in relation to the use (in English) of the terminology representative of your field of study?</i> " post-ProISP-EAP intervention.....	96
Table 6	Excerpts from the answers given by participants to the question " <i>Among the four essential English skills (writing, reading, listening and speaking which one is the most difficult for you to perform?</i> " pre-ProISP-EAP intervention.....	96
Table 7	Excerpts from the answers given by participants to the question " <i>Among the four essential English skills (writing, reading, listening and speaking which one is the most difficult for you to perform?</i> " post-ProISP-EAP intervention.....	97
Table 8	Excerpts from the answers given by participants to the question " <i>Do you participate in academic communicative events in which you are requested to interact in English?</i> " pre-ProISP-EAP intervention.....	97
Table 9	Excerpts from the answers given by participants to the question " <i>Do you participate in academic communicative events in which you are requested to interact in English?</i> " post-ProISP-EAP intervention.....	98
Table 10	Excerpts from the answers given by participants to the question " <i>Do you feel stressed or anxious when you have to speak in English in an academic situation?</i> " pre-ProISP-EAP intervention.....	98
Table 11	Excerpts from the answers given by participants to the question " <i>Do you feel stressed or anxious when you have to speak in English in an academic situation?</i> " post-ProISP-EAP intervention.....	99
Table 12	Production, Pragmatic and Global Scale assessments of pre- and post- ProISP-EAP intervention group provided by the four appraisers and the researcher.....	102
Table 13	CEFR descriptive levels and their decimal equivalences	103
Table 14	Descriptive statistics of the grades given by the four appraisers and the researcher pre- and post-ProISP-EAP intervention.....	103

LIST OF ABBREVIATIONS

3MT ®	Three-minute Thesis
ANTCONC	Laurence Anthony's freeware concordance program
AP	Appraiser
API	Application Programming Interface
APP	Application
ARWU	Shanghai Academic Ranking of World Universities
CAPES	Brazilian Federal Agency for Support and Evaluation of Graduate Education
CEFR	Common European Framework of References for Languages
CLA	Communicative Language Ability
CLT	Communicative Language Teaching
CoE	Council of Europe
EAP	English for Academic Purposes
EGAP	English for General Academic Purposes
EIL	English as an International Language
ENOP	English for Non-Obvious Purposes
EOP	English for Occupational Purposes
ESAP	English for Specific Academic Purposes
ESP	English for Specific Purposes
FAUBAI	Brazilian Association for International Education
HEIs	Higher Education Institutions
LLP	Language Learning Program
MALL	Mobile Assisted Language Learning
NNS	Non-Native Speaker
NNSE	Non-Native Speaker of English
SAE	Standard American English
Ph.D.	Doctor of Philosophy
ProISP-EAP	Program for the Improvement of Spoken Production in English for Academic Purposes
PUCRS	Pontifical Catholic University of Rio Grande do Sul
QS	QS World University Ranking

STEM	Science, Technology, Engineering and Mathematics
SWB	Science without Borders
TESOL	Teacher of English for Speakers of Other Languages
THE	Times Higher Education World University Ranking
TOEFL	Test of English as a Foreign Language
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNITO	University of Turin
UQ	University of Queensland

SUMMARY

1	INTRODUCTION	19
1.1	MEMORIAL.....	20
1.2	INITIAL CONSIDERATIONS ON THE THESIS STRUCTURE	22
1.3	THE TWO GUIDING TRIADS	23
1.3.1	The first guiding triad: contemporary knowledge features	23
1.3.1.1	Global, intercultural and international perspectives	24
1.3.1.2	The international/ intercultural dimension of HEIs worldwide: rationales and numbers	26
1.3.1.3	The international/ intercultural dimension of HEIs in Brazil: a general overview	30
1.3.1.4	The international/ intercultural dimension of HEIs in Brazil: rationales, numbers and issues	31
1.3.2	The second guiding triad: complementary elements to knowledge	35
1.4	GUIDING LITERATURE	37
1.4.1	Communicative language ability	37
1.4.2	From English for Specific Purposes to English for Academic Purposes	38
1.4.2.1	The international status of English	40
1.4.3	Needs analysis for LLP design	41
1.4.4	Blended learning to language teaching	41
1.4.4.1	Mobile Assisted Language Learning (MALL)	43
1.4.5	The CEFR, the action-oriented approach and the spoken-oriented production ..	44
1.4.5.1	The spoken-oriented practice	46
1.4.5.2	CEFR based on CoE manuals (2001-2018)	46
1.4.5.3	CEFR's profiles, competences and assessment	47
1.4.6	Assessment through triangulation methods	48
1.5	LINKING THE GUIDING LITERATURE TO PRACTICE.....	49
1.6	JUSTIFICATION	55
1.7	RESEARCH QUESTION	56

1.8	OBJECTIVE	56
2	METHODS	57
2.1	RECRUITMENT.....	58
2.1.1	Inclusion and exclusion criteria.....	58
2.1.2	Ethical aspects.....	59
2.2	ProISP-EAP DEVELOPMENT.....	59
2.2.1	Pre-ProISP-EAP implementation – the needs analysis.....	59
2.2.1.1	AntConc Toolkit.....	62
2.2.1.2	Blendedall – mobile app and website.....	66
2.2.1.3	Selected content.....	74
2.2.1.4	WhatsApp Messenger and Dropbox use.....	75
2.2.1.5	Three-minute Thesis.....	75
2.2.2	ProISP-EAP implementation.....	76
2.2.2.1	The classes.....	76
2.2.3	Post-ProISP-EAP implementation.....	82
2.2.3.1	Appraisers, appraisal sheet and assessment tools.....	83
3	RESULTS	90
3.1	INDIVIDUAL INTERVIEWS.....	91
3.2	PRE- AND POST-ProISP-EAP EXPLANATORY QUESTIONNAIRES.....	94
3.2.1	EAP terminology.....	95
3.2.2	English skills.....	96
3.2.3	Academic communicative events.....	97
3.2.4	Language stress and anxiety.....	98
3.3	PRE- AND POST-ProISP-EAP DIAGNOSTIC AND ACHIEVEMENT TESTS.....	100
3.3.1	The individual assessments – intervention group	104
3.4	FINAL ANALYSIS.....	107
3.4.1	Results from the questionnaires.....	107
3.4.2	Results from the tests.....	107
4	DISCUSSION.....	108
4.1	ON THE INTERVIEWS.....	111
4.2	ON THE QUESTIONNAIRES.....	113
4.3	ON THE TESTS.....	114
5	FINAL CONSIDERATIONS.....	116

5.1	FUTURE PERSPECTIVES.....	118
	REFERENCES.....	119
	APPENDICES.....	129
	ANNEXES.....	145

Introduction

1 INTRODUCTION

1.1 MEMORIAL

Following Morin's belief that "knowledge of isolated information or data is not enough; to have meaning, information and data must be placed in their context" (1999, p. 13), I would like to give an account on my academic and professional background to contextualize the motivations behind this project before going on to explore the guiding triads central to the present study and the actions performed for its implementation.

My interest in the field of Applied Linguistics, more specifically, Language Education can be traced back to the late 1980s, when I had the opportunity to study in the United States for the first time, later on I also had the chance of living in the United States for a second time and in Italy for almost three years. Nevertheless, let's focus on the first opportunity I had to live abroad.

In 1989, I was one of the seven exchange students studying for a whole year at Ottawa High School in Kansas/ USA. Throughout those twelve months, the essentiality of language became crystal clear to me. As we were coming from different sites of the planet (for the record, Brazil, Germany, Japan, Spain and Sweden), we were different in plural ways. We did not share much (despite a certain common background: Iberian Romance languages); what bonded us was the English language.

Speaking the local language provided us with significant psychological advantage – those of us who knew how to communicate in English better were given the opportunity to socialize more intensively, which made us feel partakers of the academic community.

As English was an instrument of uppermost importance to me, helping others' learning felt right.

Back in Brazil, while formally studying Modern Languages (besides English and Brazilian Portuguese, I am a certified teacher of Italian, Spanish, and French as foreign languages), I started my teaching career as a Teacher of English for Speakers of Other Languages (henceforth TESOL). Firstly, by teaching English at many private language schools for non-obvious purposes (henceforth ENOP) extensively. Then, as a consequence of globalization, students started to determine (or to be told of) their needs, especially in terms of spoken production – which I believe is the (master) key to language competence – tailor-made, face-to-face in-company courses were in high demand.

As a natural flow of events, in 1995, I began to work as a teacher of English for Specific Purposes for local, national and multinational companies in a vast array of areas – from a local private hospital to a Japanese trading company – and as a language tutor for undergraduate and graduate students¹ from multifarious academic and scientific areas, in particular, Health-related areas. That is when and how I fell in love with the Medicine and Health Sciences field and, due to a large number of scientific papers and articles I was asked to read, comment and translate; I decided to take a Specialization course in Translation Studies.

In synthesis, I hold the same opinion as Novak (2010, p.12) who says that *education is more than a science; it is also an art*. Moreover, I am fond of saying that I have already dedicated more than twenty years of my life to the art of developing and improving what I consider to be the most powerful asset of an individual: language speaking.

Learner focused, I understand that customized language courses respond positively to the combination of what Novak (2010) advocates being *meaningful learning* – the effective integration of thinking, feeling and acting – and what Fink (2013) claims to be *significant learning* – the achievement of learning goals or outcomes. I also hold the opinion that effective teaching implies the clear understanding of who your students are, as well as their needs, contexts and goals, in a humanist and encouraging teaching-learning environment.

Concerning the present study, all started in 2014, when I was invited by Prof. Bartira Ercília Pinheiro da Costa to develop, under her supervision, a pedagogical language learning project aimed at the improvement of Ph.D. students' spoken production in English for academic purposes.

The proposal was an attempt at meeting current national demands and expectations established by the Brazilian Federal Agency for Support and Evaluation of Graduate Education (henceforth CAPES²) with regards to Brazilian tertiary education internationalization policies, as English is regarded as the vehicular language of most academic domains gathering millions together in a vast range of communicative situations in international academic settings for a broad spectrum of purposes.

Love for languages and faith in education would already have me in a position to consider the challenge was worth accepting. However, it was more than love and faith; it was also a belief. I truly believed I could collaborate with students' speaking skills improvement in English for academic purposes and I felt incredibly honored with the possibility of doing so.

¹ For the purpose of the present study, the term *graduate* comprises Master's and Ph.D. levels (U.S. English).

² A Brazilian federal government agency under the Ministry of Education, which plays a vital role in the expansion and consolidation of graduate courses in Brazil.

Thus, the project was written to be presented to the Nephrology Division members of the School of Medicine at the Pontifical Catholic University of Rio Grande do Sul (henceforth PUCRS) by the end of 2014 and, by March 2015, I was thrilled to know it had been approved. In May 2017, another breathtaking surprise. One early evening, I received an e-mail from CAPES confirming I was granted the 4-month international doctoral scholarship³ I had applied for almost a year before through a selection process among graduate students in Medicine and Health Sciences at PUCRS. Indeed, I had a tremendous joy and responsibility to replicate the language learning program at the Università di Torino (henceforth UNITO), in Italy, from September to December 2017.

To conclude this personal account, I must say that since 2015, a multitude of celestial events has happened: the beginning of my Ph.D. process at PUCRS, the replication of my study at UNITO, the birth of my first and only daughter, Stella Sophia, and, now, a cycle of uppermost importance is closing... Words just cannot describe how thankful I am for the past four years.

1.2 INITIAL CONSIDERATIONS ON THE THESIS STRUCTURE

For the purpose of organization, the present thesis is divided into five sections as follows:

Section 1 – *Introduction* focuses on the contextualization of the study and provides a review of the literature underpinning the planification, application and assessment of the language learning program developed for the present study.

Section 2 – *Methods* aims to describe the set of procedures for implementing the language learning program performed at PUCRS, in Porto Alegre, Brazil, and replicated at UNITO, in Turin, Italy.

Section 3 – *Results* describes the qualitative analysis techniques of the data collected from pre- and post-language learning program implementation at PUCRS and its replication at UNITO, and, eventually, exposes the results obtained.

Section 4 – *Discussion* offers an interpretative analysis of the results, shedding light on their probable implications.

Section 5 – *Final Considerations* aims to give final considerations on study findings as well as to propose future actions.

³ In Brazil it is called *Sandwich Doctorate* scholarship or Sandwich Ph.D..

1.3 THE TWO GUIDING TRIADS

1.3.1 The first guiding triad: contemporary knowledge features

Knowledge is fundamental to the processes that shape contemporary society. Over the past decades, we have been moving past an information economy – in which the creation, distribution, use, integration, and manipulation of information is a significant economic, political, and cultural activity – into an economy based on human intelligence and *savoir-faire*⁴.

As the so-called knowledge society⁵ leans on the foundation of educational and research excellence, higher education plays a vital role in contributing to society. Increasingly Higher Education Institutions (henceforth HEIs) are asked to have their teaching and research play a more visible role in strengthening the innovative capacities of the economy. HEIs are not only expected to deliver excellent education and research, but their members also have to deliver those outputs in ways, volumes and forms that are relevant to the productive process and to shaping the knowledge-based society (JONGBLOED, ENDERS and SALERNO, 2008).

Following Lévy's precepts, our species is called *sapiens* for a reason, as intelligence has always been at the center of social functioning; but, in order for societies to have a chance of better living, the author refers to the concept of knowledge spaces⁶, which include: i) the speed of the evolution of knowledge; ii) the emergence of new tools; and iii) the mass of people (members) called to learn and produce new knowledge (LÉVY, 2015).

Even though Lévy does not refer to infrastructure when referring to knowledge spaces, it is feasible to accommodate its meaning to HEIs, as they are knowledge-based spaces where the improvement of human resources is encouraged and the rapid growth of scientific production is stimulated, which are also key factors in the empowerment of these institutions.

Academic settings are like platforms comprising local and global networks of learning, producing, and knowledge sharing. These networks are in constant evolution, propitiating collaborative work, knowledge socialization, and complementation, in which members are regarded as autonomously dependent.

The notion of human autonomy is complex. It depends on intercultural and social conditions, in Morin's (2011) view, "this autonomy feeds on dependence; we depend on education, language, culture, society", not only to be and to know ourselves but to know who

⁴ From French *savoir-faire*: knowing how to do; the capacity for appropriate action.

⁵ Term coined by Peter Drucker (1969), in reference to a knowledge-based economy.

⁶ Term coined by Pierre Lévy (2015).

the other is and, thus, to dialogue. Based on the concept developed by Lévy (2015), we are conveying the idea of a collective intelligence⁷, distributed in networks everywhere and incessantly valued. Such notion recognizes individual intelligences, adding, sharing, and accentuating their potential. It is a matter of thinking others and ourselves as reciprocal sources of knowledge.

Nevertheless, for network members be able to contribute actively to the production and participation of knowledge, they must observe the three compounds of the first guiding triad for academic and scientific achievement, based on contemporary knowledge features: *global, intercultural and international perspectives*.

1.3.1.1 Global, intercultural and international perspectives

Globalization is a social phenomenon that interconnects the world politically, economically, socially and culturally, leading to the idea of a global village⁸ where differences are meant to be understood, and distances are supposed to be narrowed. Although globalization is not always taken from a neutral perspective vis-à-vis different international agendas and contemporary tendencies, the present study follows its original, unbiased meaning of “the widening, deepening and speeding up world interconnectedness” (MARGINSON and van der WENDE 2007, p. 9).

Such interconnectedness can also be applied to the term glocal and the process noun glocalization, term popularized by Roland Robertson in 1995. In an ever-interconnected world, glocalization is not dissociated from the term globalization but aware of the interactions that take place between the *global-local, local-global, and local-local* spheres. According to Robertson, “telescoping global and local to make a blend” or “the act of responsible and ethical reciprocity to globalize something” (ROBERTSON, 1995); viz., actions within local sphere affect its global counterpart and vice versa. When Friedman (2007) says “the world is flat”, he means no longer are academics isolated in their own corners of the world. Flattening the world indicates that all knowledge centers are being connected to a single global network.

An intercultural perspective offers more than just an effective way to analyze this global network and facilitate adaptation. “Intercultural communication envisions a reality which will support the simultaneous existence of unity and diversity, of cooperation and

⁷ Term coined by Pierre Lévy (2015).

⁸ Term coined and popularized by Marshall McLuhan (1962; 1964).

competition in the global village, and of consensus and creative conflict in multicultural societies where differences can be accepted in synergistic harmony” (BENNETT, 1998). As cultural boundaries are not uncrossable (HOLLIDAY, 2003, p. 23), intercultural relationships are constructed out of an individual consciousness of culture.

In other words, intercultural communication implies the ability to understand that cultural identities are diverse. Therefore, to ease the process of interaction among subjects within knowledge centers, as HEIs, it is crucial to consider the background specificities of these identities to establish dialogue and partnership relations. De Wit (2013) establishes the need for an increased awareness that the notion of internationalization is not only related to the relation between nations but, even more seriously, to the relation between cultures and between the global and local. "Following Pascal's idea: 'I cannot conceive the whole without its parts, and I cannot conceive the parts without its whole'" (MORIN, 2011, p. 74).

According to Knight (2008, p. 1), “internationalization is changing the world of higher education, and globalization is changing the world of internationalization”. In a report to the UNESCO’s World Conference on Higher Education (2009), Altbach, Reisberg, and Rumbley reached the following conclusion with regards to the influence of globalization in higher education as follows,

globalization, a key reality in the 21st century, has already profoundly influenced higher education. (...) We define globalization as *the reality shaped by an increasingly integrated world economy*, (...). *Internationalization is defined as the variety of policies and programs that universities and governments implement to respond to globalization.* (Altbach, Reisberg & Rumbley, 2009)

Marginson & van der Wende (2007, p. 4) defend that HEIs are essential means for a wide range of international relationships and unceasing global flows of people, information, knowledge, technologies, products and financial capital, playing a crucial role in developing knowledge economies. According to Crow (2014), as the pace and complexity of our global society increases exponentially, there is an urgent need to realign the design and infrastructure of education with the needs of those our educational systems are intended to serve.

As one of the prime movers of global development and in response to the essentiality and complexity of an ever-globalizing world, HEIs are referring to internationalization policies as key strategies to integrate international and intercultural dimensions into the tripartite mission of teaching, research and service functions (de WIT and KNIGHT, 1997; KNIGHT, 2008; MARINGE and FOSKETT, 2010).

Knight (2008) points out that the international dimension of higher education is a pivotal factor, impacting and shaping higher education in the 21st century, challenging the sector worldwide through some strategic actions, including (but not limited to):

- To develop new international networks and consortia;
- To increase the number of students and scholars in academic mobility and at home schemes;
- To give more emphasis on developing intercultural and global skills;
- To place stronger interest in international themes and collaborative research.

These four strategic actions reinforce the commitment of HEIs to establish a transformative agenda based on the formation of global-ready students, in which the development of intercultural and global skills are major challenges.

1.3.1.2 The international/ intercultural dimension of HEIs worldwide: rationales and numbers

As previously defined by de Wit and Knight, “internationalization of higher education is the process of integrating international and intercultural dimensions into the teaching, research and service functions of the institution” (1997, p. 8). This definition implies three important elements: i) internationalization is a process; ii) internationalization includes both international and local elements (interculturality); and iii) internationalization is a response to globalization and is not to be confused with the globalization process itself.

Education has already become international, and a vast number of national governments, international bodies, and HEIs all over the world have good reasons to be actively involved in international education activities. According to Knight (1999) and de Wit (1998), four categories of rationales have emerged to provide the contemporary set of motivations for internationalization of higher education. (de WIT, 1998; KNIGHT, 1999, pp. 17-22):

- Academic: global (universal) search for knowledge;
- Socio-cultural: cross-cultural knowledge and understanding;
- Political: influence maintenance and expansion;

- Economic: local/ national competitiveness improvement in the global economy and marketplace.

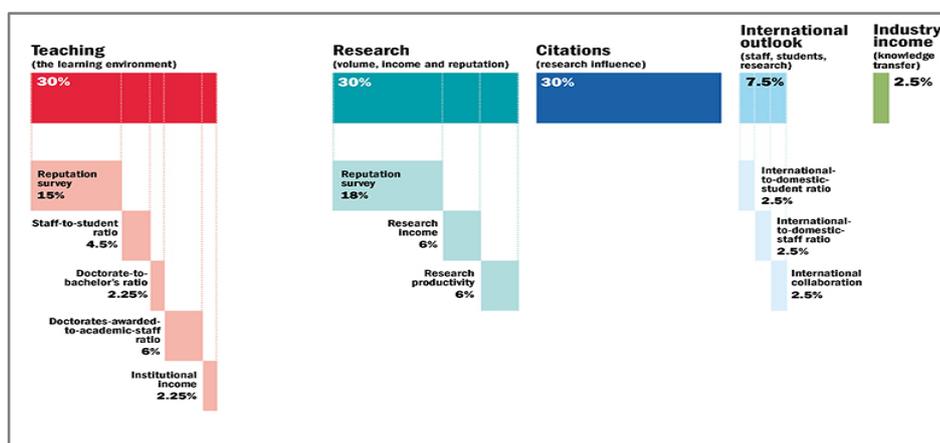
As a global phenomenon, international higher education initiatives exist in almost every country, being nuanced according to locality (local area, nation, world region), language(s) of use, and academic cultures, and it plays out very differently according to the type of institution (MARGINSON and van der WENDE, 2007). At HEIs located in developed countries, especially the large English-speaking nations and, to a lesser extent, the larger European countries, international engagement is more latent.

By any measure, such as flows of international students, franchisers of academic programs to foreign providers, international accreditors or quality guarantors, or controlling partners in “twinning” arrangements, these countries reap the main financial benefits and control most programs (ALTBACH and KNIGHT, 2007; their emphasis).

HEIs’ indicators talk. Nowadays, the performance of major HEIs worldwide is methodologically measured through international rankings, such as the Shanghai Academic Ranking of World Universities (henceforth ARWU), the QS World University Ranking (henceforth QS) and Times Higher Education World University Ranking (henceforth THE).

International university rankings evaluate the amount and impact of research conducted at HEIs, the quality of teaching, the reputation of the institutions in question among researchers and employers and, also, the extent of their international outlook. For illustration purpose, Figure 1 depicts the five areas evaluated by THE rankings and its 13 performance indicators.

Figure 1 - The percentage distribution of the five areas evaluated by THE rankings and the 13 performance indicators



THE: Times Higher Education

Retrieved from: <http://www.timeshighereducation.com>

Following, some accounts on the 2018's THE World University Rankings.

The Times Higher Education World University Rankings 2018 list the top 1,000 universities in the world, making it its biggest international league table to date. It is the sole global university performance table to judge research-intensive universities across all of their core missions: teaching, research, knowledge dissemination and international outlook. A total of 13 performance indicators are used to provide comprehensive and balanced comparisons (THE WORLD UNIVERSITY RANKINGS, 2018).

The 2018's list of the best universities in the world is led by two United Kingdom universities for the first time. Overall, European institutions occupy half of the top 200 places, with the Netherlands and Germany joining the United Kingdom as the most-represented countries. Another notable trend is the continued rise of China; almost all Chinese universities have improved, signaling that the country's commitments to investment have bolstered results year-on-year. In total, 77 countries feature in the table. Figure 2 shows the best-ranked universities worldwide based on 2018's THE overall scores.

Figure 2 - List of the best-ranked universities worldwide based on 2018's THE overall scores

2018 rank	2017 rank	University	Country
1	1	University of Oxford	United Kingdom
2	4	University of Cambridge	United Kingdom
=3	2	California Institute of Technology	United States
=3	3	Stanford University	United States
5	5	Massachusetts Institute of Technology	United States
6	6	Harvard University	United States
7	7	Princeton University	United States
8	8	Imperial College London	United Kingdom
9	=10	University of Chicago	United States
=10	9	ETH Zurich – Swiss Federal Institute of Technology Zurich	Switzerland
=10	13	University of Pennsylvania	United States

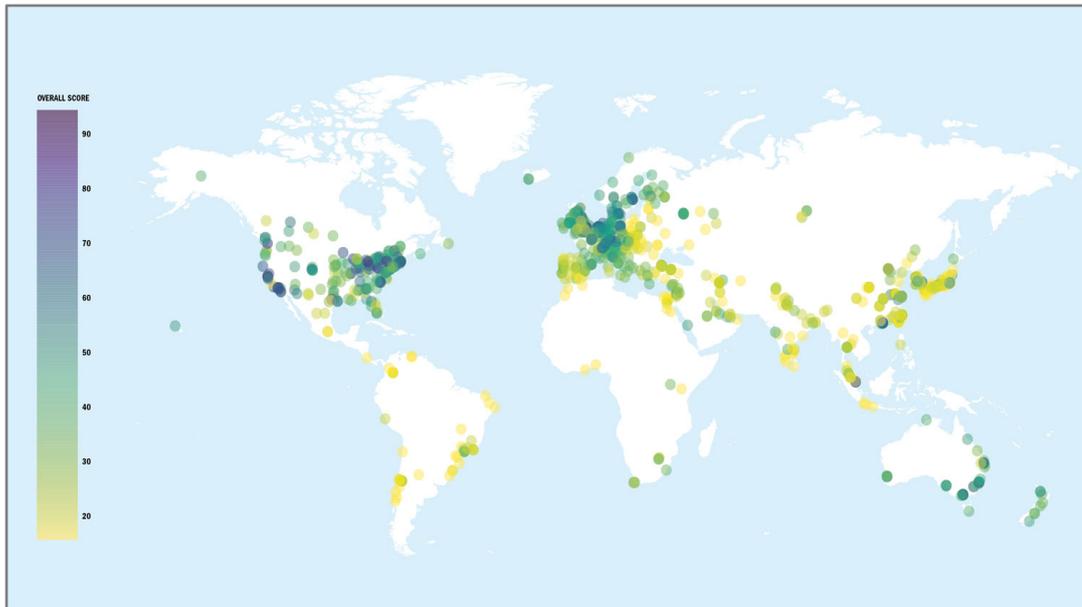
THE: Times Higher Education

Retrieved from: [https:// www.timeshighereducation.com/world-universityrankings/2018/](https://www.timeshighereducation.com/world-universityrankings/2018/)

It is crucial to highlight the language aspect for what concerns 2018's overall results. Among the eleven best ranked universities, ten are located in English-speaking developed

countries and one is located in a developed country where English is widely used⁹. Figure 3 portrays the distribution of universities by overall scores. Clusters in Europe, Australia, and North America dominate the group of high-performing institutions.

Figure 3 - Distribution of universities based on 2018's THE overall scores



THE: Times Higher Education

Retrieved from: <https://www.timeshighereducation.com/sites/default/files/map1500px.jpg>

If international outlook indicators are scrutinized, it is possible to confirm the ability of HEIs to attract undergraduate and graduate students, as well as faculty from all over the planet, which are keys to their success on the world stage. International outlook indicators (staff, students, research) account for 7.5% of total reach, distributed among:

- International-to-domestic-student ratio: 2.5%;
- International-to-domestic-staff ratio: 2.5%;
- International collaboration (including research journal publications with international co-authorship): 2.5%.

For the purpose of the present study, it is reasonable to highlight the language aspect for what concerns the results of 2018's international outlook indicators. All three best ranked universities share a common view: *the importance of English as an international language in*

⁹ Retrieved from <https://lenews.ch/2015/12/12/english-bridges-switzerlands-language-divide-to-a-surprising-extent/>

order to promote a globalized environment: in countries where English is not a native-speaking language, it is official/widely taught and frequently spoken within university walls.

1.3.1.3 The international/ intercultural dimension of HEIs in Brazil: a general overview

As it has already been evidenced, initiatives concerning international/intercultural dimension of higher education are being taken in almost every country, being nuanced according to locality, language(s) of use, and academic cultures, and it plays out very differently according to the type of institution (MARGINSON and van der WENDE, 2007).

In consonance with Knight (2008), the international dimension has become an incredible force of change, shaping and challenging the higher education sector in countries all over the world, reinforcing the commitment of HEIs to establish a transformative agenda based on the formation of global-ready students. The development of international, intercultural and global skills to facilitate academics permeate the international academic community is imperative.

No matter what level, international higher education initiatives exist in many countries. The question is that deep inequalities go underneath many of the current trends in internationalization in higher education, and they need to be understood as part of the scenario. A few countries dominate global scientific systems, as the new technologies are owned primarily by multinational corporations or academic institutions in the major Western industrialized nations, and the international use of English creates advantages for English-speaking countries. “All this means that the developing countries still find themselves dependent on the major academic superpowers” (Altbach, 2015).

In that respect, it is vital that HEIs located in developing countries, whose members do not belong to English’s inner circle¹⁰, realign their ethos, identify their weaknesses and strengths in order to develop strategies to intensify their participation in the international academic scenario. Miranda and Stalliviere (2017) state that the time for Brazil to discuss higher education’s internationalization needs has come as government bodies, development agencies, and education entities are involved and willing to collaborate. This moment demands for the identification and definitions of foundations for the construction of public policies aimed at the international challenges Brazilian Higher Education has to deal with.

¹⁰ According to Kachru (1985), the “*inner circle*” refers to countries in which *English* is the first or the dominant language.

To a certain extent, initiatives are being taken at a beginner level in Brazil, as according to Chaimovich (2000, p. 136), the organized production of science within Brazilian borders has begun not long ago. And the history of the professionalization of science in a stable structure started at the foundation of the University of São Paulo, in 1934, and at the conception of the full-time regime for teaching and research.

Bertero et al. (2013) argue that being a Brazilian researcher in the international academic and scientific scenario still constitutes a difficulty. They go on to give their perspectives and drawing conclusions about different issues related to “being” a Brazilian researcher trying to navigate international academic settings. In particular, the acknowledgment of the undeniable difficulties of publishing internationally, not necessarily due to quality problems of the material presented, but often due to prejudice coming from the most prestigious international journals and punctuations, intelligibly situated in the mainstream, based on Brazilians’ hindrance to express themselves in English. Not to mention the predominance of the Anglo-Saxon mainstream in the editorial boards and, consequently, among the evaluators.

As far as language is concerned, there is an incontestable need for a common ground in terms of communication, observing the demand for production, reception, assimilation and return to the message conveyed. “It seems, the English language is necessary if we want to make us heard, (...) and to move from the position of buyers to that of suppliers of theories to a wide international audience” (BERTERO et al., 2013, p. 195 [researcher’s translation]).

The present study relies on Cabral and Lazzarini’s approach to the English matter: if Brazilian researchers want to be heard/ read across national borders by an international audience, whose common language is English, there is the need of communicating in English, otherwise we will neither be heard nor read. “International recognition does not mean a compulsory act of submission to a foreign agenda, but the opposite, when we are heard/ read, there is a strong and unequivocal signal of affirmation and sovereignty of our academy being sent” (2011, p. 541 [researcher’s translation]).

1.3.1.4 The international/ intercultural dimension of HEIs in Brazil: rationales, numbers and issues

Data retrieved from a 2017’s report of the Institute of International Education’s Center for Academic Mobility Research and Impact confirms that Brazil is home to the largest higher education system in Latin America with 2,368 institutions (87% are private) and over 7.8 million students enrolled in higher education across the country. Additionally, growth at the

tertiary level is expected to continue at a rapid pace, making Brazil's higher education system among the largest in the world by 2020 (BRITISH COUNCIL, 2012). Despite political and economic shifts and uncertainties over the past couple of years, Brazil has continued to make strides toward further internationalizing its higher education sector (ROBLES and BHANDARI, 2017).

Based on 2018's THE overall scores, the three best-ranked Brazilian HEIs come from the State of São Paulo (University of São Paulo: ranked 251-300; State of Campinas University: ranked 401-500; and Federal University of São Paulo: ranked 501-600). All-embracing results show that Brazil has only one institution in the top 400 (down from two representatives in 2015-16) and has a total of 10 institutions among the top 800 (down from 12 the previous year).

Although the World University Rankings are more extensive this year, just 21 Brazilian HEIs are in the list of the top 1,000 (down from 27 in 2017). According to 2018's THE overall scores, PUCRS is ranked in the 801-1000th cluster and holds the 19th position among Brazilian institutions. Regarding the results of Brazilian outlook indicators in 2018, the three best-ranked Brazilian universities are: Pontifical Catholic University of Rio de Janeiro: ranked 601-800; Federal University of ABC: ranked 601-800; University of Brasília: ranked 801-1000).

Despite not very significant outlook results in the global scenario, considering that Brazil is home to the largest system of higher education in Latin America, CAPES affirms that internationalization is one of the pillars of Brazilian tertiary education further comprised by innovation and interdisciplinarity.

Internationalization thus has become one of the greatest challenges of HEIs, not only in their pursuit of excellence but also seeking insertion in the international scientific community. The main objective of internationalization is to provide a diversity of concepts, ideologies, and cultures by strengthening teaching, research and extension, contributing to knowledge production and dissemination within international collaboration means (CAPES, 2013).

During the academic year 2015-2016, CAPES and the Brazilian Association for International Education (henceforth FAUBAI¹¹) distributed a survey to 485 HEIs from all over the country in order to identify indicators of internationalization and thus capture a snapshot of internationalization at HEIs in Brazil.

¹¹ A Brazilian organization dedicated to promote the improvement of exchange programs and international cooperation as a means to improve the teaching, research, extension, and administration of affiliated institutions, seeking to stimulate the continuous improvement of the management of international exchange and cooperation.

Data collected (compiled into an online .pdf document) corroborated what a report provided by the United Nations Educational, Scientific and Cultural Organization (henceforth UNESCO¹², 2005) years before had already mentioned: “[l]anguage is considered a major obstacle to the participation in the global knowledge society.” Results showed that an unexpressive number of Brazilian academics are able to study abroad. Researchers assumed a combination of factors might limit outbound mobility, one element being highlighted: “[L]anguage poses a barrier for Brazilian students who would prefer to study in the USA or Europe but have not met English language requirements” (ROBLES and BHANDARI, 2017).

Out of the considerable number of the internationalization-driven projects and actions to meet pillar demands co-run by CAPES, including the newest CAPES-PRINT¹³, which is a new attempt at the internationalization of Brazilian Higher Education, after the already-closed *Science without Borders* (henceforth SwB) program. Even though the SwB scholarship program was aimed at the undergraduate level, it is clear higher education comprises both under- and graduate levels, i.e., students’ skills ought to be seen, and therefore, developed, in a continuum in tertiary education.

The SwB program was launched in June 2011 and attracted considerable attention. With an initial budget of US\$ 1.2 billion and the promise to support study abroad opportunities for 101,000 undergraduate and graduate students in STEM¹⁴ fields, as Arruda recalls (2017), it was an enormous attempt at internationalizing the Brazilian higher education. The scholarships recipients were allowed to spend one year at foreign HEIs considered by the Brazilian government to be of high quality so that they could have access to resources and opportunities that Brazilian universities could not provide.

The program design was problematic from the start with too much attention given to student mobility and little or no consideration with regards to other aspects (ARRUDA, December 7, 2017). According to Freire Jr. (September 15, 2016), “mistakes were made in its implementation and monitoring (...) the lack of effective qualitative evaluation has certainly downgraded the value of the program”.

¹²UNESCO is responsible for coordinating international cooperation in education, science, culture, and communication. It strengthens the ties between nations and societies and mobilizes the wider public so that each child and citizen has access to: i) quality education; ii) cultural environment rich in diversity and dialogue; iii) benefits from scientific advances; iv) full freedom of expression; the basis of democracy, development and human dignity.

¹³Retrieved from: <https://www.insidehighered.com/blogs/world-view/brazil%E2%80%99s-newest-attempt-internationalization>

¹⁴ Science, Technology, Engineering, and Mathematics.

In her Ph.D. thesis, Grieco (2015) examines the experience of Brazilian undergraduate students in Toronto in detail. Her findings show that students lacked, in general, proper pre-departure orientation and linguistic preparation in Brazil to better prepare them for the new academic and cultural contexts. They also lacked effective academic advising abroad to help them access opportunities at the host institution and to navigate the local educational system.

Notwithstanding, the greatest challenge for the SwB was the low English language proficiency of scholarship recipients (GRIECO, 2015; FREIRE Jr., 2016; ARRUDA, 2017). “The first problem this posed was of actual demand: it soon became evident that English proficiency among the Brazilian undergraduate population was generally low” (SÁ, 2006).

During the early stages of the program, students who had been granted the scholarship but had not met the required English skills were given the opportunity to spend one academic year studying English as a Second Language (henceforth ESL) in the host country. Nevertheless, “the lack of knowledge of the language of their host institutions led many students to be sent home” (FREIRE Jr., September 15, 2016).

In Arrudas’ words,

at the end of this period, a large number of students were still not able to meet the minimum language requirements of the host institution and the SwB program was obliged to fund an additional semester of ESL. *Funding language training in a foreign country had not been a goal of the SwB* [emphasis added]. As a result, an enormous allocation of resources was diverted to preparing students to study abroad, while abroad. Had the administrators of the SwB program prepared better and planned for these students to receive foreign language training in Brazil, costs would have been reduced significantly (December 7, 2017).

Grieco (2015) also mentions that due to insufficient English language skills, English language programs were created (at home¹⁵ and in the host country) to allow for more students to participate in the program and improve the language competences to study abroad once they were admitted (BATISTA de ALBUQUERQUE, 2013).

Moreover, since some Brazilians had not been capable of achieving minimum standardized scores, some destination countries lowered English proficiency exam score requirements to be more competitive when attracting SwB students, resulting, in some cases, in a minimum required score drop from 72 to 42 points, considering the total of 120 points/ internet-based Test of English for International Communication (henceforth TOEFL).

SwB was popular among students. Many explained that without the scholarship they would have never had the chance to study abroad, others said it was the experience of a lifetime,

¹⁵ Via the program “English without Borders” (2012).

and an important opportunity to develop English language skills – even though improving English was not the goal of the program.

Regardless its popularity among academics, after so much criticism about its goals, design and (little) return on investment, the Ministry of Education announced the end of SwB undergraduate scholarships in 2017.

According to former-President of Capes, Mr. Abílio Baeta Neves, the program has not achieved its purposes of enhancing national education practice at the undergraduate level. In an interview¹⁶ he gave on April 4, 2017, Mr. Baeta Neves said that the return of those students had not impacted the teaching practice in Brazilian universities the way it was supposed to and, therefore, no improvement was noticed in the areas covered by SwB.

1.3.2 The second guiding triad: complementary elements to knowledge

Based on the assertion that the knowledge society leans on the foundation of educational and research excellence, HEIs members are asked to contribute actively to the production and participation of knowledge following the three compounds of the second guiding triad for academic and scientific achievement, based on contemporary elements to knowledge: i) critical, to think of knowledge reflectively; ii) responsible, to apply knowledge beneficially; iii) Purposeful, to share knowledge meaningfully. Figure 4 depicts the illustration of the triad of knowledge management components.

Figure 4 - Illustration of knowledge management triad



Source: Pasin (2018)

¹⁶ Retrieved from <http://g1.globo.com/bom-dia-brasil/noticia/2017/04/ciencia-sem-fronteiras-chega-ao-fim>

Aside from these actions, greater intercultural awareness and English proficiency allows students to be seen as global-ready citizens who are better prepared to engage and respond to the challenges of a globalized world (LEWIN, 2009).

Therefore, it is almost a consensus among scholars that the ability to use English is an entry requirement for much tertiary education in a global scientific academy, where English gives its user a competitive advantage (GRADDOL, 2006, p. 122). In fact, “English has become the language of power and prestige in many countries, thus acting as a crucial gatekeeper to social and economic progress” (PENNYCOOK, 2017, p.13).

In consonance with Altbach (2015), “poor English command is one of the reasons why developing countries still find themselves dependent on the major academic superpowers”.

Additionally, poor English command leads global academic community’s members to face obstacles of all nature, as English is the official language of most international debates, congresses, conferences, as well as the default language of prestigious academic journals in a wide range of fields.

Altbach, Reisberg, and Rumbley (2009, p. 7) in their report to the UNESCO World Conference on Higher Education noted,

universities have always been affected by international trends and to a certain degree operated within a broader international community of academic institutions, scholars, and research. Yet, 21st century realities have magnified the importance of the global context. *The rise of English as the dominant language of scientific communication is unprecedented since Latin dominated the academy in medieval Europe* [emphasis added]. Information and communications technologies have created a universal means of instantaneous contact and simplified scientific communication. (2009, p. 7).

On communication and collaboration in the international academic scenario, Björkman advocates:

In an age of such global communication and collaboration, HEIs worldwide should embrace scientific collaboration. For collaboration and mobility to be possible, a common language is required. English is used internationally in academia for the same purpose: to bring scholars and students together so they can create, share and disseminate knowledge (2013, p. 16).

As the knowledge society is also required to foster knowledge-sharing, English is essential for academics from different parts of the globe to apply and share knowledge through collaborative academic networks. Following Graddol’s observation on the English-speaking ability requirement (2006, p. 122), many HEIs from non-native English-speaking countries are taking the English-speaking task very seriously. Disciplines, workshops, at-home seminars and

congresses are being offered in the English language inside their campi. Mobility programs, offered to students and professors, are also good examples.

Therefore, in response to global trends in internationalization of higher education, the present study, *Graduate students in times of international challenges: Improving spoken production in English applied to health-related areas*, suggests an active and straightforward pedagogical 30-hour language learning program (henceforth LLP¹⁷) under the name of ProISP-EAP¹⁸. The present program is intended to the improvement of spoken production in English for academic purposes of medical and health-related graduate students, who do not have English as their mother language, as an attempt to contribute spoken production in EAP to widen their participation in an ever-growing global academic community.

Thus, the LLP proposed in the present work, which was guided by the literature disclosed in the following subsection, wishes to be another alternative to fill in the English-speaking remaining gaps within the Brazilian and Italian academic communities in response to the international nature of the current global scientific and academic community.

1.4 GUIDING LITERATURE

1.4.1 Communicative language ability

The advent of Communicative Competence as a theory of language marks the beginning of a major paradigm shift within language teaching in the twentieth century (RICHARDS and RODGERS, 2006). From its first definitions to nowadays, it is possible to observe that each theorist one way or another collaborated with the field proposing blueprints that have shaped what we conceive language today.

Richards and Rodgers (ibid. 1. 2053) state that the usefulness of the notion of communicative competence is seen in the many attempts that have been made to refine its original notion of “what a speaker needs to know in order to be communicatively competent in a speech community”, when referring to Canale and Swain's extension (1980) of the Hymesian model of communicative competence (HYMES, 1972), which was, in turn, elaborated in some complexity by Bachman (1990), who proposed a more complex model of Communicative Language Ability (henceforth CLA).

¹⁷ Throughout the text the acronym LLP refers to ProISP-EAP.

¹⁸ ProISP-EAP: Program for the Improvement of Spoken Production in English for Academic Purposes - created and developed by the researcher of the present study.

Bachman's CLA model recognizes that communicative language use involves a dynamic interaction between the situation, the language user and the discourse, in which communication has to be meaningful and not just information transfer (1990, p. 4).

Even though some authors affirm meaningful communication requires the implementation of language skills in tandem, viz. Hinkel (2006, p. 113), it is of pivotal importance to state that learners may be heading towards careers that need more linguistic competence in one ability than in another (PICCARDO et al, 2011, p. 17), and, to a great extent, graduate students eager for developing their speaking skills, particularly for research presentations and for thesis defenses (FEAK, 2016, P.494).

1.4.2 From English for Specific Purposes to English for Academic Purposes

English for Specific Purposes (henceforth ESP) is essentially connected to the specific needs of a particular learner or group of learners. Brown (2016, p. 5) comments that “another way to define ESP is to consider what ESP is not. ESP is not what has been snidely called TENOR (Teaching English for No Obvious Reasons)¹⁹ or ENOP (English with NO Obvious Purpose)”.

ESP is usually divided into two primary categories: for academic purposes and for occupational purposes. EAP, in turn, can be divided into two primary categories as well (what is considered third-level subcategories of ESP): English for General Academic Purposes (henceforth EGAP) – regarding fields of knowledge – and English for Specific Academic Purposes (henceforth ESAP) – regarding specific actions (such as note-taking, academic presentations). Figure 5 shows the division of ESP into third-level subcategories.

¹⁹ Term coined by Abbott (1981).

Figure 5 - The division of English for Specific Purposes into third-level subcategories²⁰



ESP: English for Specific Purposes
 EAP: English for Academic Purposes
 Source: Pasin (2018)

EAP is, then, a branch of applied linguistics. According to Jordan (2002), the term EAP might have been coined by Tim Johns in 1974 and made its first published appearance in a collection of papers edited by Cowie and Heaton in 1977. EAP consists of a significant body of research into effective teaching and assessment, descriptions of the linguistic and discursal structures of academic practices which covers language research and instruction that focuses on the communicative needs of individuals working in academic contexts (HYLAND and SHAW, 2016).

According to Robinson (1991), an ESP (EAP) course design is the product of a dynamic interaction between plural elements: the results of the needs analysis, the course designers' approach to syllabus and methodology, and existing materials. It means grounding instruction in an understanding of the cognitive, social and linguistic demands of specific academic disciplines, taking practitioners beyond preparing learners for study in English to developing new kinds of literacy: equipping students with the communicative skills to participate in particular academic and cultural contexts. (HYLAND and HAMP-LYONS, 2002, p. 2)

²⁰ For the purpose of the present study, the primary term (EAP) is used as it comprises both subcategories.

EAP has become an important force in English language teaching and research driven by the growth of English as the leading vehicular language of the global scientific and academic community for the acquisition, dissemination, sharing and demonstration of academic knowledge. Scarcella argues that academic English is needed by all students for long-term academic success. He also highlights that individuals may be excluded from participation in knowledge society and prevented from transforming it if knowledge of academic English goes missing (2003, pp. 6-7).

1.4.2.1 The international status of English²¹

Harmer once wrote there was something awe-inspiring about the way English use had grown in the last few decades (2007, p. 13). For some time now, English has been the language most widely taught as a foreign language worldwide (CRYSTAL, 2003, pp. 4-5).

According to Harmer (2007, p. 18), English is spoken by, at least, a quarter of the world's population, and its use has been growing as a contact language given that a great deal of academic communication and collaboration around the globe is pronounced and performed through English.

Pennycook claims that the international status of English is based on a conceptual triad: a) it is natural because it is seen as a result of inevitable global force, although there may be critical reference to the colonial imposition of English; b) it is neutral due to the presumption that English has, in some sense, become detached from its original contexts, mainly from England and the United States; and c) it is beneficial because it is presumed, in an optimistic view, that such international communication occurs in collaborative and equitable footing (2017, pp. 9-11).

Some English as an International Language²² (henceforth EIL) scholars regard English as the language used by native speakers of English and bilingual users of English for cross-cultural communication. EIL can be used both in a local sense between speakers of diverse cultures and languages within one country and in a global sense between speakers from different countries (MCKAY, 2002). Others believe it belongs to everybody who speaks it, but it is nobody's mother tongue (RAJAGOPALAN, 2004, p. 111).

²¹ The present study is not meant to take political or ideological stances on the international character of English, but merely connect it to the academic context central to this study.

²² Term coined by Larry Smith (1983).

Nevertheless, it is not feasible to deny the omnipresence of English in the international academic scenario. English is regarded as the vehicular language of all academic domains gathering millions together in a vast range of communicative situations in numerous settings for a broad spectrum of purposes (BJÖRKMAN, 2013), that alone would be enough to credit it as the international academic language (ALTBACH, 2007, p. 2).

1.4.3 Needs analysis for LLP design

Following Brown's concept:

Needs analysis is a systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation. (1995, p. 36)

It has been vastly defended that effectiveness in a course design is related to the understanding of who the students are, what they want and need to learn joined by the planning of activities, assignments and materials that support student learning, as well as the determination of how learning is going to be measured (BROWN, 1995, 2016; FINK, 2013; HUHTA et al, 2013)

Brown observes that “in a perfect world, a specific plan of study would consider the exact purposes for which each individual student needs to learn English” (2016, p. 9). The author (ibid.) affirms that, realistically, it is not possible to tailor most teaching to that degree, unless at a personalized level.

A solid needs analysis provides the analyst with crucial information on specific needs to draw a specific plan of study. According to Brown, “they [the views] disclose[d] necessary, available, and appropriate information from the relevant stakeholders for defining and validating a defensible curriculum” (2016, p. 18 [emphasis given]).

1.4.4 Blended learning to language teaching

The current model of one size fits all approach to education is no longer a solution in education (CHRISTENSEN, HORN and JOHNSON, 2010), classrooms are filled with

curiosity, emergency, personal needs, and Blended Learning²³ (henceforth b-learning) is believed to be the answer.

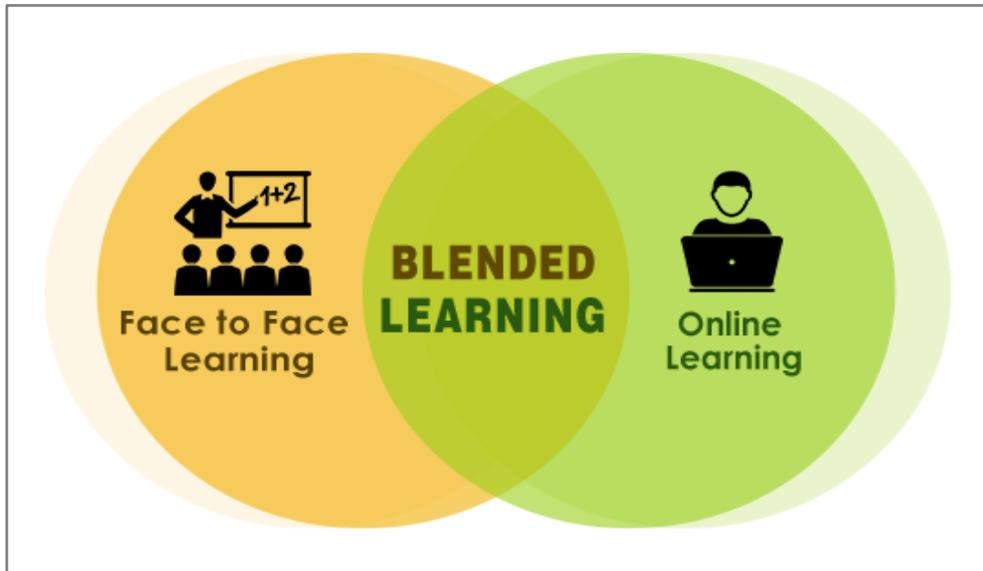
Previous literature (Christensen, Horn, and Johnson, 2010) calls to our attention the need of a “disruptive class”. Being disruption “a positive force (...) the process by which innovation transforms a market” (p.11), “. Secondly, by establishing aspirations of what a more effective schooling would do to students: i) maximize human potential; ii) facilitate a vibrant, participative democracy; iii) hone the skills, capabilities, and attitudes for the sake of a prosperous economy; and, iv) nurture the understanding that people see things differently, and that those differences merit respect rather than persecution.

Disruptive classes seek for innovation in education. There is the need of adopting essentially active methodologies aimed at the rupture of conservative, recurrent and uncritical pedagogical practices (PASIN and DELGADO, 2017). What is demanded of education is the need for more personalized, relevant instruction that cannot be met the way that schools are traditionally designed and organized. “[B]ecause students have different types of intelligence, learning styles, paces, and starting points, all students have special learning needs” (CHRISTENSEN, HORN, and JOHNSON, 2010 p. 34). What is at stake is the customization and tailoring of learning experiences for each student through online, student-centric course offerings in order to motivate all students to learn.

B-learning is one of the trends in teaching in the twenty-first century. Derived from the e-learning strategy, b-learning refers to a hybrid teaching-training system combining virtual (usually through computer-mediated activities) and face-to-face instruction in “brick and mortar” environments (Figure 6). As the learning process is customized/tailored according to students’ needs, b-learning ensures that the learner is engaged and driving their individual learning experience. B-learning also understands most students have unique learning styles, and a blended approach is more likely to cater to those needs than a traditional classroom teaching experience.

²³ The term was popularized with the publication of the first *Handbook of Blended Learning* by Bonk and Graham (2006)

Figure 6 - Illustration of what a B-learning teaching-training system combines: virtual and face-to-face situations



B-learning: Blended Learning

Retrieved from: <https://www.swiftelearningservices.com/blended-learning-solutions/>

Graham claims that, generally, people choose b-learning for three reasons: i) improved pedagogy; ii) increased access and flexibility; iii) increased cost-effectiveness (in Bonk & Graham, 2006).

There is a general consensus among educators that blended learning has three primary components:

- In-person/ face-to-face classroom activities facilitated by a trained educator;
- Online learning materials, computer-mediated classes, and software programs tailored for specific educational purposes (application being an example);
- Structured independent study time guided by the material in the lectures and skills developed during the classroom experience.

B-learning is an essential component for the elaboration of active LLPs, especially when dealing with higher education students, given that graduate students, as a rule, do not have plenty of time at their disposal. B-learning has proven to be time-saving and as effective (if not more effective than) as traditional face-to-face classes.

1.4.4.1 Mobile Assisted Language Learning (MALL)

Mobile learning is a current trend in language learning, especially because it offers unique technological attributes which provide positive pedagogical affordances (PARK, 2011). Handheld devices, such as smartphones, are good examples of mobile learning tools, and their readiness, portability, individuality and interactivity make them distinct from other emerging technologies (PARK, 2011).

As mobile devices are becoming increasingly ubiquitous, many researchers and practitioners have incorporated the technology into their teaching and learning environments (PARK, 2011). According to Ibáñez Moreno and Vermuelen (2015, p. 1339), the field of MALL is in its golden era as there are more than 80,000 apps in the market, around 30,000 of which are devoted to language learning, especially to English.

However, the authors (ibid.) argue that most of them have been developed outside the academic world. As a consequence, it is difficult to assess the academic validity of all the apps available in the field of language learning (ibid., p. 1341).

1.4.5 The CEFR, the action-oriented approach and the spoken-oriented production

The Common European Framework of References for Languages (henceforth CEFR) follows an action-oriented approach which sees learners as *social agents*, i.e., members of a community who have tasks to accomplish in given circumstances, in a specific environment and within a particular field of action (COUNCIL OF EUROPE [henceforth CoE], 2001; PICCARDO, 2014).

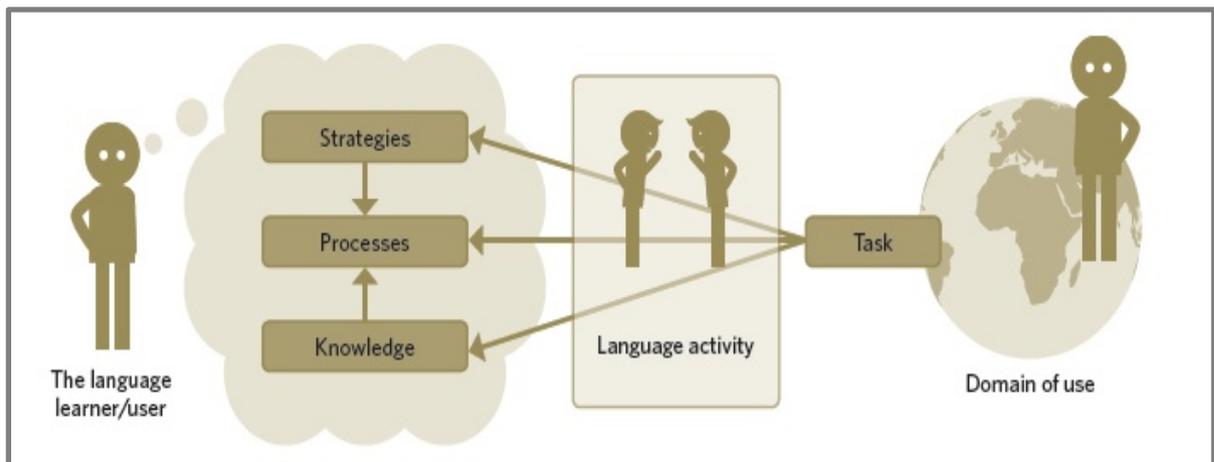
Thereupon, Bourguignon claims that “the task puts the learner into action; it places the learner in the action. The task must make the learner more autonomous as a user of the language. The task must enable the learner to line up needs and a goal to be achieved, by selecting relevant knowledge and useful skills” (2010, p. 19). According to Piccardo (2014), this entails a real paradigm shift in both course planning and teaching, promoting learner engagement and autonomy.

The action-oriented approach represents a shift away from syllabuses based on a linear progression through language structures or a pre-determined set of notions and functions, towards programs based on needs analysis, real-world communicative needs, oriented towards real-life tasks and constructed around purposefully selected notions and functions accompanied by ‘Can do’ descriptors that communicate aims to learners (CoE, 2018, p. 26). That is, the teaching/ learning process is driven by action, it is *action-oriented* by enabling learners to act

in real-life situations, expressing themselves and accomplishing tasks of different natures. It also clearly suggests classes should be planned based on learners' real-life communicative needs, with consequent alignment between curriculum, teaching and assessment, whose criterion should reflect communicative ability in real life in relation to a continuum of ability (Levels A1-C2). This is the original and fundamental meaning of 'criterion' in the expression 'criterion-referenced assessment' (CoE, 2001-2018).

Figure 7 represents the model of language use and learning of the CEFR, based on the communicative action approach, in which the learner is placed at the center of the learning process and communication at the forefront.

Figure 7 - Representation of the CEFR' model of language use/ learning through the action-oriented approach



Retrieved from: CEFR_2011_using-cefr-principles-of-good-practice (2011, p. 7)

According to CEFR users' guide (CoE, 2011):

The diagram shows a language user, whose developing competence reflects various kinds of cognitive processes, strategies, and knowledge. Depending on the contexts in which the learner needs to use the language, he/she is faced with tasks to perform. The user engages in language activities to complete the tasks. These engage his/her cognitive processes, which also leads to learning. The diagram highlights the centrality of the activity in this model. Language activity is the observable performance on a speaking, writing, reading or listening task (a real-world or a classroom task). Observing this activity allows teachers to give useful formative feedback to their students, which in turn leads to learning (p. 8).

Above all, it is important to highlight that the primary focus is not language *per se* but the product or outcome language implies. It is the preparation of people for active language use that involves the full range of human capacities: the intellect, the emotions (and the will) as well as the exercise of practical skills (CoE, 2001).

As Huhta *et al.* defend:

The main concern of an action-oriented approach to course design is therefore to enable our learners to use foreign language to accomplish just those tasks that are of most relevance to them in their professional lives. Hence, the effectiveness of this approach to course design hinges on knowing which tasks are relevant to which professional situations (2013, p. 10).

1.4.5.1 Spoken-oriented practice

Spoken-oriented practice regards activities with a view to ensuring communicative objectives as postulated by the communicative competence theory. One such element might be described as the communication principle: activities that involve real communication promote learning. A second element is the task principle: activities in which language is used for carrying out meaningful tasks promote learning (Johnson 1982).

Richards and Rodgers (2006), mention there are a vast array of exercise types and activities compatible with a communicative approach to be used in class or virtually, “provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction”.

As far as the teacher is concerned, Finocchiaro and Brumfit (1983, pp. 107-108) suggest that during an activity the teacher monitors, encourages, and suppresses the inclination to supply gaps in lexis, grammar, and strategy but notes such gaps for later commentary and communicative practice.

According to the CoE, productive activities have an important function in many academic and professional fields (oral presentations, written studies and reports) and a particular social value is attached to them (2018, p. 68), as these activities involve the full range of human capacities: the intellect, the emotions and the will. A complete view of language use and the language user must find a place for the whole person, but a whole person acting in a social context, as a *social agent* (TRIM [CoE], 2001, p. 13).

1.4.5.2 CEFR based on CoE manuals (2001-2018)

CEFR describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which

language is set. CEFR also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis (CoE, 2001, p. 1).

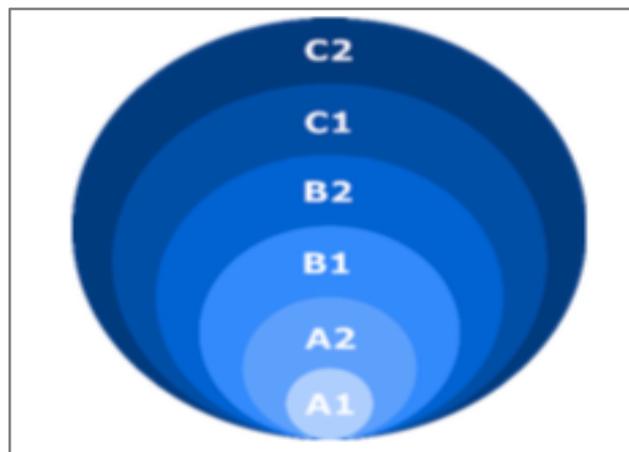
One of the main principles of the CEFR is the promotion of the positive formulation of educational aims and outcomes at all levels. Its 'Can do' definition of aspects of proficiency provides a clear, shared roadmap for learning, and a far more nuanced instrument to gauge progress than an exclusive focus on scores in tests and examinations. This principle is based on the CEFR view of language as a vehicle for opportunity and success in social, educational and professional domains (CoE, 2018, p. 25).

1.4.5.3 CEFR's profiles, competences and assessment

Although syllabus may be tailored to one's particular context and needs, language learning should be directed always towards enabling learners to act in real-life situations, expressing themselves and accomplishing tasks of different natures. Thus, the criterion suggested as assessment is communicative ability in real life, in relation to a continuum of ability (Levels A1-C2). This is the original and fundamental meaning of 'criterion' in the expression 'criterion-referenced assessment' (CoE, 2018, p. 27).

Reference levels (Figure 8) are necessary to organize learning and to track progress. Descriptor scales are reference tools; they can be used to identify which language activities are relevant for a particular group of learners. The descriptor scales also establish which level those learners need to achieve in those activities to accomplish their goals, as they are accompanied by a short rationale, which highlights key concepts represented in the descriptors as one progresses up the scale (Coe, 2018: 36-42).

Figure 8 - The six reference levels of the CEFR which describe language ability



A1, A2: basic user; B1, B2: independent user; C1, C2: proficient user (CoE, 2018, p. 34)
 Retrieved from: <https://www.slideshare.net/CaamiRoldn/common-european-framework-of-reference-for-languages>

The view of competence in the CEFR does not come solely from applied linguistics but also applied psychology and socio-political approaches. However, the different competence models developed in applied linguistics since the early 1980s did influence the CEFR. Although organized in different ways, in general, these models shared four main aspects:

- Strategic competence;
- Linguistic competence;
- Pragmatic competence (comprising both discourse and functional competence);
- Socio-cultural/socio-linguistic competence (CoE, 2018, p. 130).

Spoken production is a *long turn*, which may involve a short description or may imply a longer, more formal presentation. Productive activities in and outside classes have an important function in many academic and professional fields (oral presentations, written studies and reports) and particular social value is attached to them as they involve expectations and conventions of the genre concerned.

As for assessment, following Bachman's idea, a crucial requirement of any language assessment is that the interpretations made about test takers' language ability on the basis of assessment results should be valid. What this requirement entails is that assessment results can be interpreted as indicators of the areas of language ability we want to assess (2013, p.3).

1.4.6 Assessment through triangulation methods

The interest in triangulation in research is not a recent phenomenon. From the conception of the idea in the 1950s to studies in the field of psychology by Campbell & Fiskie (1959) through the idea of *multiple operationism*, until its popularization in the 1980s (Bazeley, 2002).

“Recently, the ‘question’ of validity becomes more and more important in qualitative research.” (Flick, 1992). As Guion (2002) appropriately states, validity, in qualitative research, relates to whether the findings of your study are true and certain. In this sense, "true" findings accurately reflect the real situation. “Certain" findings are backed by evidence. By “certain” it is understood that there are no good grounds for doubting the results; i.e., the weight of evidence supports your conclusions.

In short, triangulation is a method used by qualitative researchers to check and establish validity in their studies. According to Denzin (1978) “it is the combination of study methodologies (and validation) of the same phenomenon”. Findings from each method/evaluator are, then, compared. If the findings from the different methods/ evaluators arrive at the same conclusion, then validity has been established. If the conclusions differ substantially, then further study is warranted to uncover the "true" and "certain" finding” (Guion, 2002).

Since the main aspects of the guiding literature have been presented, it is only fair to link them to the elaboration of the LLP suggested by the present study, the ProISP-EAP.

1.5 LINKING THE GUIDING LITERATURE TO PRACTICE

ProISP-EAP was planned underpinned by Bachman’s CLA model as he bases communicative competence on the relationship between “having the capacity of saying something appropriately in a communicative act and understanding (the knowledge of the language) what exactly is intended (the function of the language) by that utterance”. In simple terms, the communicative language ability lies on “both knowledge of, or competence, and the capacity for implementing it, or executing that competence in appropriate, contextualized communicative language use” (BACHMAN, 1990, p. 84).

Communicative Language Teaching (henceforth CLT) practices infer three principles, which were essential to the planning and development of ProISP-EAP activities (RICHARDS, 2006, p. 3, RICHARDS and RODGERS, 2006, l. 2080):

- Communication Principle: activities that involve real communication promote learning;
- Task Principle: activities in which language is used for carrying out meaningful tasks promote learning;
- Meaningfulness Principle: language that is meaningful to the learner supports the learning process.

Therefore, ProISP-EAP teaching focused on guiding partakers to reach meaningful communication through meaningful tasks. To that end, ProISP-EAP classrooms activities were designed based on real-life tasks and performances (NOVAK, 2010, p. 20), participants’

authentic communication and information sharing necessities. Accordingly, participants were requested to use/ speak the language minding the setting as well as the audience – in ProISP-EAP particular case, language, setting and audience were academic-oriented.

Even though ProISP-EAP was developed specially for the improvement of participants' spoken production for academic purposes (EAP), the multi-layered aspect of language skills was not set aside when of LLP planning or implementation. This multi-layered aspect was just naturally absorbed, and emphasis was placed on speaking, given that “language first manifests itself – both historically and biographically – as speech” (THORNBURY, 2012, p. 198). Another issue of great importance regards spoken competence. Should ProISP-EAP privilege a variety of English in specific? No one can deny that in language teaching, in general, and, in particular ELT, historically evolved around the notion of the native speaker (RAJAGOPALAN, 2004, p. 111). Therefore, as participants were not natives in the English language, they were guided to follow the appropriate aspects of EAP, specific verb use and terminology being good examples. As for the pronunciation, they were asked to follow the American English variety²⁴, as the application developed for the purposes of the present study was developed using the American standard and the researcher, who was also the teacher in this LLP, addressed students in American English in class and extra-class activities.

As for the teaching process, ProISP-EAP teaching was carefully customized based on students' individual EAP needs the most possible in order to respond positively to the combination of *meaningful learning*²⁵ and *significant learning* to achieve *effective teaching*. For the purposes of the present study, *meaningful learning* relates to the constructive integration of thinking, feeling and acting leading to human empowerment for commitment and responsibility (NOVAK, 2010, p. 18). *Significant learning* regards the intentional planning of a course that comes to the aid of learners to achieve learning goals or outcomes (FINK, 2013, pp. 25-26). Effective teaching, in ProISP-EAP, is based on a humanist and encouraging teaching-learning environment (PERROTT, 2014, p. 2) created by: i) the caring warmth and excitement the teacher shares (NOVAK, 2010, p. 17); ii) the exchanging of meaning and feelings by learners and teachers (ibid., p. 19); and iii) the joining of knowledge and emotional sensitivities (ibid, p. 132).

²⁴ When researcher considered viable, the British variety (spelling and pronunciation) was shown as well.

²⁵ Term coined by David Ausubel (1963).

As individuals may have different definitions/ conceptualizations of needs, prior to ProISP-EAP implementation, participants' communicative needs were viewed according to three categories defended by Brown (2016, pp. 13-14):

- Democratic view: students' desires, wants, expectations and motivations;
- Discrepancy view: students' deficiencies, lacks, gaps and requirements;
- Diagnostic view: students' necessities, essentials and prerequisites.

Besides dividing the definitions of needs in terms of views, Brown suggests those needs should be analyzed strategically. These strategies are ways of examining, investigating, exploring and analyzing information to determine what the current needs are for a defensible curriculum in a particular ESP learning-teaching context (2016, p. 18). Prior to ProISP-EAP implementation, participants' communicative needs were also strategically analyzed according to three categories defended by Brown (2016, pp. 18-20):

- Target-situation linguistic analyses: what linguistic features the students will need to know and use in the course of ProISP-EAP;
- Present-situation analyses: what the students' EAP abilities are at the outset of ProISP-EAP;
- Gap analyses: what the disparities are between students' current abilities and what they need to be able to do in EAP.

As EAP curricula need to be prepared in response to specific contextual factors (*ibid.*), the triangulation of methodologies for data collection – interviews, questionnaires and video recordings (tests) – was fundamental for needs views and strategic analyses pre- and post-ProISP-EAP intervention.

Based on the evidence collected from interviews, questionnaires and tests, it was clear that ProISP-EAP participants' needs called for the incorporation of MALL tools as they give learners outside-class language contact which maximize opportunities to practice, communicate and interact in the target language (KUKULSKA-HULME, NORRIS and DONOHUE, 2015, p. 8).

Observing the blended nature of ProISP-EAP, MALL tools that were incorporated to this LLP included the learner-centered software *Blendedall* (mobile app and website), which was developed specially for the purposes of this study, aiming at the practice and improvement of the pronunciation, in American English, of general and specialized vocabulary frequent and relevant in/to the ongoing Ph.D. research projects of ProISP-EAP participants. *Blendedall app* was conceived by the researcher in 2015, and developed in 2016 by an Information Technology (IT) expert who was a Master's student in Computer Science at PUCRS.

The app was also intended to enhance members' motivation and participation in the LLP, as personalization and authentic tasks are more meaningful for students (KUKULSKA-HULME, NORRIS and DONOHUE, 2015, p. 12). Participants were enabled to develop their pronunciation skill anytime, anywhere, favoring personalized learning based on user-generated context, aspects that are exclusively related to the field of mobile learning (TRAXLER, 2011).

The vocabulary uploaded into *Blendedall app* was generated using *AntConc Toolkit*, a program for analyzing electronic texts in order to find and reveal patterns in language. *AntConc Toolkit* was created by Laurence Anthony of Waseda University and it hosts a comprehensive set of tools including a powerful concordancer, word and keyword frequency generators, tools for cluster and lexical bundle analysis, and a word distribution plot (ANTHONY, 2004, p. 7) offering a wide array of corpora analyses.

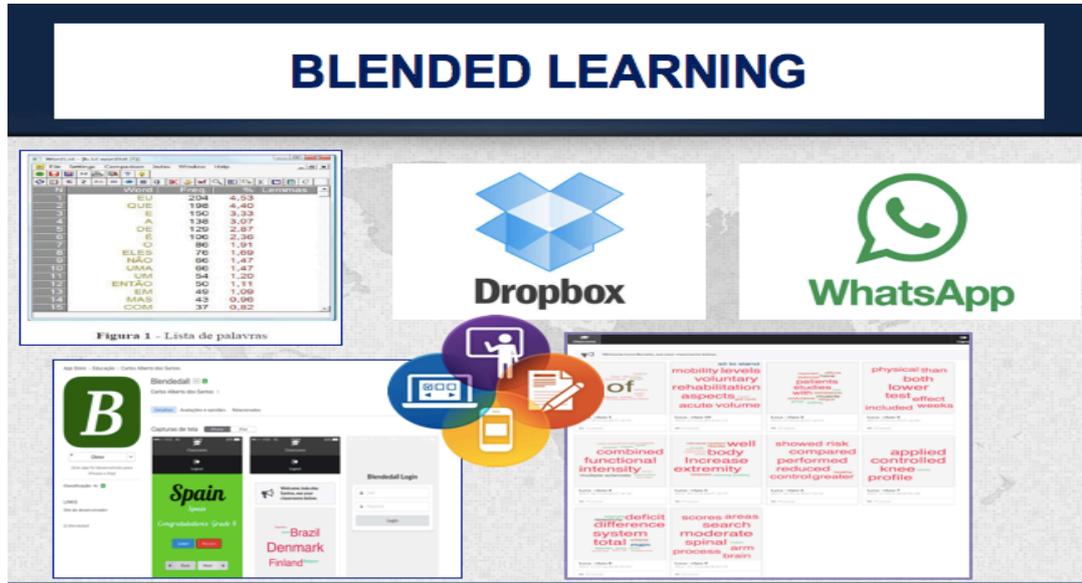
Another tool selected for the present LLP was the *WhatsApp Messenger*, which proved to be a reasonable MALL tool option to ProISP-EAP as all participants had access to smartphones and WhatsApp operates on nearly all current types of devices. It also operates in all systems and offers an ad-free, free of charge and user-friendly environment.

Additionally, *WhatsApp Messenger* allows the sending text messages, voice and video calls, images, documents, and user location. The app runs from a mobile device or from desktop computers; the service requires consumer users to provide a standard cellular mobile number. It also includes a variety of functions including links to web addresses, attached images, text messages, video and audios files; the latter, essential to motivate participants to engage in English and to promote collaborative learning and content sharing (BOUHNİK and DESHEN, 2014, p. 217).

Finally, another tool incorporated was *Dropbox*, a free of charge, online personal cloud storage service, was incorporated to ProISP-EAP due to its file sharing and collaborative features. As Dropbox can create a special folder on the user's computer or other device, the contents of which are synchronized to Dropbox's servers and to other computers and devices where the user has installed Dropbox, files are kept up-to-date on all devices. Individual

Dropbox folders were used to load class-content. Participants were supposed to access their online individual folders according to their personal and pre-class preparation needs. Figure 9 represents the elements that characterize the blended nature of ProISP-EAP.

Figure 9 - The elements that characterize the blended nature of ProISP-EAP



Clockwise: *Dropbox* and *WhatsApp* logos, *Blendedall* class overview, *Blendedall* app display on Apple Store, List of words generated by a concordancer
Source: Pasin (2018)

With respect to course design, the present study relied on the CEFR and its action-oriented approach, as action played a key role in the ProISP-EAP and assessments were based on adapted CEFR scales. In relation to language tasks in class and tests, as it was crucial to ensure they were academic in nature (WEIGLE and MALONE, 2016, p. 609), and students would also find value from a course focused on speaking in research contexts (FEAK, 2016, p. 497), the main spoken-oriented activity used in the ProISP-EAP was based on the Three-Minute Thesis²⁶ (henceforth 3MT®) competition developed by The University of Queensland (UQ).

The 3MT® promotes English speaking presentations around the world. In its original version, Ph.D. students have to present their Ph.D. research in three minutes in a language appropriate to a *non-specialist audience*. According to many recognized universities worldwide, such presentations are known to be of great aide to develop students' academic

²⁶ The idea for the 3MT competition came about at a time when the state of Queensland was suffering severe drought. To conserve water, residents were encouraged to time their showers, and many people had a three-minute egg timer fixed to the wall in their bathroom. The then Dean of the UQ Graduate School, Emeritus Professor Alan Lawson, put two and two together and the idea for the 3MT competition was born. Retrieved from <https://threeminutethesis.uq.edu.au/about> - accessed in July, 2018.

presentation and research communication skills, as “it helps academics to support the development of their capacity to communicate ideas effectively and to generate public and media interest in their research and the university's research community”²⁷.

As ProISP-EAP focus was to develop participants’ capacity to communicate ideas effectively by improving their speaking skills in EAP, the 3MT® was adapted for use in every single class during this LLP. Presentations were recorded on video for the observation and analysis of participants and researcher in all subsequent classes as, according to Lynch (1998, p. 55), those recordings favor feedback, review and evidence to evaluate their (non)improvement while the LLP was in progress.

Bearing in mind that one should select assessment types carefully consistent with the assessment goal in its appropriate context, the adapted 3MT® was applied as pre-ProISP-EAP diagnostic test and post-ProISP-EAP achievement test. For validity and reliability reasons, students had to perform the same task pre- and post-ProISP-EAP intervention: they were given three minutes to present orally their ongoing Ph.D. research projects in a language appropriate to a specialized audience recorded on video by the researcher for further evaluation.

ProISP-EAP participants’ spoken ability in EAP was assessed by researcher and experienced appraisers using the following purpose-adapted CEFR scales:

- CEFR Global Scale (ANNEX A);
- CEFR Communicative Language Activities: Production/ addressing audiences scale (ANNEX B);
- CEFR Communicative Language Competences: Pragmatic/ spoken fluency scale (ANNEX C).

It is worth mentioning that adaptations in the scales were necessary given that assessments should be aligned with teaching context, teaching content and learning goals. The adaptations provided will be further seen in the Methods section.

For a higher credibility of data interpretation, the validation of this study was established by methodological, time and investigator triangulation methods. Methodological triangulation method was carried out using three sources of in-depth data (interviews, questionnaires and tests). Time and investigator triangulation methods involved experienced appraisers within the same field of study who analyzed independently the same data provided

²⁷ Retrieved from: <https://www.canberra.edu.au/research/3mt2/what-is-3mt> - accessed in January 19, 2019.

by the tests proposed in two different points of time (at the outset and at the end of the LLP), using the same assessment tools: three CEFR illustrative descriptive scales purpose-adapted to the needs of the present study.

1.6 JUSTIFICATION

As HEIs around the globe are committed to establish an agenda based on the formation of global-ready students, including the development of intercultural and global skills, among which communication by means of a vehicular language plays a pivotal role, as it allows HEIs' members to navigate international academic settings, the present study was developed based on a threefold justification:

- The legitimacy of English as the main vehicular language of the international academic community;
- The impact of the poor command of English of graduate students, who are non-native speakers of English²⁸ (henceforth NNSE) on their international academic achievements;
- The promotion and dissemination of English in non-native English-speaking academic settings as a mean to improve graduate students' spoken production in English for Academic Purposes (henceforth EAP).

From an experimental and qualitative perspective, the present study, *Graduate students in times of international challenges: Improving spoken production in English applied to health-related areas*, addresses the issues arising from the threefold justification above by suggesting an active and straightforward pedagogical 30-hour LLP (ProISP-EAP) intended to the improvement of spoken production in EAP of NNSE medical and health-related graduate students as an attempt to contribute spoken production in EAP to widen their participation in an ever-growing global academic community.

²⁸ For the purpose of the present study, *non-native speaker* follows the definition: given by Merriam-Webster online dictionary: “not born or raised in the place where a particular language is spoken”.

1.7 RESEARCH QUESTION

To what extent does an active and straightforward pedagogical 30-hour LLP aimed at the improvement of spoken production in EAP applied to NNSE medical and health-related graduate students promote progress in participants' spoken language proficiency?

1.8 OBJECTIVE

The objective of the present study is to assess the proficiency level in spoken EAP of NNSE medical and health-related graduate students after the implementation of an active and straightforward pedagogical 30-hour LLP aimed at the improvement of their spoken production in English.

Methods

2 METHODS

The following section describes the set of procedures for implementing ProISP-EAP. This experimental and analytical study, linguistic in nature, was developed and applied by way of a qualitative approach at PUCRS, in Porto Alegre, Brazil, and replicated at UNITO, in Turin, Italy in order to prove its international nature.

2.1 RECRUITMENT

During the month of February 2017, an invitation letter²⁹ (APPENDIX A) was sent by electronic mail three times by the secretariat of the Graduate Program in Medicine and Health Sciences of PUCRS to 94 graduate students to participate in an LLP, namely ProISP-EAP applied to health-related areas.

From all invitees (Brazilians and Italians), 27 graduates responded positively by showing interest in knowing more about the LLP proposed by the experiment. They were, then, requested to schedule an individual interview with the researcher to have fully detailed information on the program to be implemented: objectives, design, methods and assessment.

On the same occasion, they would also sign the Consent Form (APPENDICES B and C), respond to the pre-program explanatory questionnaire (APPENDICES D and E), and schedule an appointment with the researcher to take the pre-ProISP-EAP diagnostic test³⁰: which consisted of a video not longer than three minutes, recorded by the researcher, in which respondents had to present, in spoken English, their ongoing Ph.D. research project in a language appropriate to a specialized audience. All respondents proceeded accordingly.

2.1.1 Inclusion and exclusion criteria

To be included in the study, respondents should meet the following criteria:

- Be a graduate student at a Ph.D. level in a health-related program;
- Be an English speaker level A2 or B1³¹ observing the adapted CEFR Global Scale;

²⁹ In September of the same year, the researcher invited UNITO's three students by phone calls – two Italian students accepted to join the program.

³⁰ Throughout the text, the term “test” was preferred over “assessment test” to avoid misunderstandings when of the description of data collection and analysis.

³¹ The idea of selecting levels was to deal with homogeneity regarding students' spoken production proficiency.

- Accept to participate in the ProISP-EAP and in all the activities proposed, including pre- and post-ProISP-EAP questionnaires and pre- and post-ProISP-EAP tests.

Exclusion in the study observed the following criteria:

- Refuse to participate in any of the activities proposed;
- Provide incomplete data³² prior to or during the implementation of ProISP-EAP.

2.1.2 Ethical aspects

The present study offered no risk or minimal risk considering that students were involved in a project which they have chosen to participate as they signed the Consent Form.

The limited number of students (cases studied) involved is related to time consumption as this linguistic program was tailored-made in several aspects, and to ethical issues which imply a limited number of people be exposed to experimentation as this was a pilot project.

The LLP began after receiving approval from the Research Ethics Committee of PUCRS, which is registered under number 1.438.408 (ANNEX D).

2.2 ProISP-EAP DEVELOPMENT

2.2.1 Pre-ProISP-EAP implementation - the needs analysis

As EAP curricula need to be prepared in response to specific contextual factors (BROWN, 2016, p. 18), the triangulation of methodologies for data collection – interviews, questionnaires and video recordings (tests) – was fundamental for needs views and strategic analyses pre- and post-ProISP-EAP intervention. Next, the needs analysis pre-ProISP-EAP.

Interviews: a total of 27 graduate students were individually interviewed by the researcher and responded to the pre-program explanatory questionnaire, performed orally in their native language (Brazilian Portuguese and Italian). The individual interviews consisted of short conversations to provide the researcher with essential information on the stakeholders: i) personal information - name, age, graduate level, academic year, field of study and ongoing Ph.D. research project (information disclosed in the Results section); ii) self-evaluation on their

³² Incomplete data refer to student's absence in any activity proposed pre- or in the course of ProISP-EAP.

English learning process and English-speaking performance in academic communicative events, highlighting their main linguistic hindrances in communicating orally in EAP; iii) expectations on their learning outcomes from the LLP proposed; and, iv) textual material of relevance to their field of study, considering a text-based analysis useful for pedagogical purposes, especially the inclusion of authentic texts in the teaching material for EAP's classrooms (HUHTA *et al*, 2013, p. 23)

Students were, then, informed on the intention of the language program: the improvement of participants' spoken production in English, based on the action-oriented approach to the teaching of EAP, based on:

- Communicative Language Activities: oral presentations of students' ongoing Ph.D. research projects, aiming at clarity, pertinence and terminology use in their discourse (Production);
- Communicative Language Competences: spoken fluency, aiming at formulation, spontaneity, *tempo*, false starts, pauses and *cul-de-sacs*, interruptions and hesitation when they speak (Pragmatic).

They were also instructed on the features and usages of the application (app) developed specially for this study and briefed on the ProISP-EAP's methodology, presented in Chart 1.

Chart 1 - ProISP-EAP methodology

Class Model ³³	Built-in Tool	Resource used	Method applied	Targeted skill	Assessment
5 individual face-to-face classes of 1h30min each – (1x every other week)	Camera recorder	Videos	Video recording	Spoken production improvement in EAP	Individual interviews Explanatory Questionnaires Tests using CEFR adapted scales: a) Global b) Production/ addressing audiences c) Pragmatic/ spoken fluency
5 individual computer-mediated classes of 1h30min each (1x every other week) (Skype classes)	Personal Computer	Scientific articles	Presentation rehearsal		
	White board	Academic material in .pdf and .doc files	Oral practice		
10 group face-to-face classes of 1:30 each – 1x per week	AntConc	Audios	Pronunciation drill		
	Blendedall app	Grammatical structures/ support material in .pdf and .doc files	Grammar review		
Total of 10 weeks or 30h	WhatsApp				
	Dropbox				

ProISP-EAP: Program for Spoken Production Improvement in English for Academic Purposes

CEFR: Common European Framework of References for Languages

App: application

Source: Pasin (2018)

³³ Regardless the class format, the researcher was the only English instructor in the course of ProISP-EAP.

Questionnaires: the pre-ProISP-EAP explanatory questionnaire (APPENDICES D and E) consisted of 16 questions; nonetheless, the researcher let the conversation develop out of interaction to uncover aspects of situations she might have not considered previously (HUHTA, 2013, p. 20) and students' English background pre-ProISP-EAP. English-related activities and future perspectives concerning students' effective navigation in the international academic scenario were also dealt within the pre-ProISP-EAP explanatory questionnaire. From the answers given, the researcher highlighted the following issues to be tackled in course of ProISP-EAP: **EAP terminology and English skills to be applied in academic communicative events, considering language stress and anxiety.**

Tests: the spoken tests (academic presentations recorded on video by the researcher) were central to this hands-on action-oriented approach to language teaching as they fitted for diagnosing purposes, unveiling information about specific skills students should (still) work on (HUTCHINSON and WATERS, 1987, 1. 1458; WEIGLE and MALONE, 2016, pp. 608-609) and what potential for learning could be exploited in the LLP (HUTCHISON and WATERS, 1987, 1. 1466). Prior to ProISP-EAP admission, students took the pre-ProISP-EAP diagnostic test, which was based on the Three-Minute Thesis competition developed by The University of Queensland (UQ). The test consisted of a three-minute recording in which students were to present, individually and in spoken English, their ongoing Ph.D. research projects in a language appropriate to a specialized audience. Pre-ProISP-EAP intervention recordings provided the researcher with direct, in-depth and contextualized evidence (HUHTA *et al*, 2013, pp. 19, 23) on students' deficiencies, lacks, gaps and requirements, disclosing their EAP spoken proficiency at the beginning and at the end of instruction (BROWN, 2016, p. 22).

Prior to intervention admissions, students' spoken production in English was assessed by the researcher and an experienced appraiser³⁴ (Ap1) for a higher credibility of data interpretation, utilizing the CEFR Global Scale from the common framework of references purpose-adapted to the needs of the present study upon CoE guidelines: "to help align curriculum, teaching and assessment, educators can select CEFR descriptors according to their relevance to the particular context, adapting them if necessary" (CoE, 2018, p. 42). Following inclusion and exclusion criteria, seven students (henceforth participants of the intervention group) were chosen to take part in the ProISP-EAP, leaving the 20 remaining students in the control group.

³⁴ Appraiser selection criteria are further described.

Shortly after their selection, the seven participants were requested to provide the researcher with their ongoing Ph.D. research projects (written version) and three medical-scientific written articles central to their field of study (all documents in English and a .pdf format). Two participants reported their Ph.D. research projects were at a very early stage and were being written in their native language; therefore, these two partakers were requested to forward an original written article on their ongoing Ph.D. research project to the researcher.

With the help of *AntConc Toolkit*, those files were utilized to generate general and specialized vocabulary lists, in terms of frequency and relevance, central to their ongoing Ph.D. research projects so that those words would be inserted into the *Blendedall app*, which was developed specially for the purposes of this study to improve participants' English pronunciation of the general and specialized vocabulary aforementioned.

2.2.1.1 AntConc Toolkit

The selection of *AntConc 3.3.4/ 2014* for the generation of lists of words and keywords to be uploaded into the *Blendedall app* was based on its effectiveness in a classroom context (NOGUCHI, 2004) as it is a simple freeware, multi-platform, classroom-friendly, *multi-purpose* corpus analysis toolkit. As defended by Anthony (2004, p. 11), "AntConc is only able to work effectively with small scale corpora", a total of three medical-scientific articles were used to generate word lists (a word list per participant) sorted by *frequency* (Figure 10), and a fourth file, participants' ongoing Ph.D. research project or original article, was used as the reference corpus, for comparison-purpose, enabling the generation of keyword lists (a keyword list per participant) sorted by *keyness* (Figure 11). Once both lists were generated, researcher compared the lists provided with candidate terms³⁵ resulted from the analysis of the pre-ProISP-EAP diagnostic test (spoken corpora) and selected the terms to be exercised individually in the course of ProISP-EAP upon stakeholders' endorsement. Term selection was based on each participant's needs following the criteria of relevance.

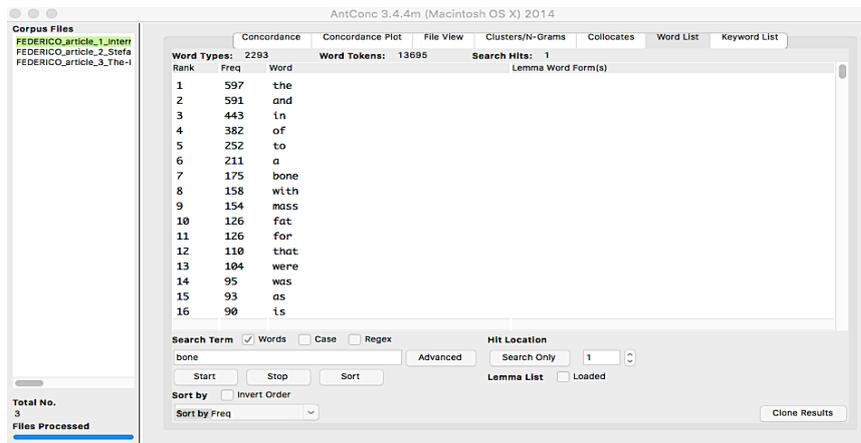
It is worth mentioning that on the occasion of the individual interviews, participants reported having difficulties in pronouncing some words of general use. The researcher

³⁵ For the purpose of the present study, the word *term* comprises the general and specialized vocabulary retrieved from the medical-scientific articles significant to participants' fields of study and ongoing Ph.D. research projects.

considered, then, pertinent the inclusion of such general lexicon³⁶ when of generating students' word lists to be exercised during the LLP.

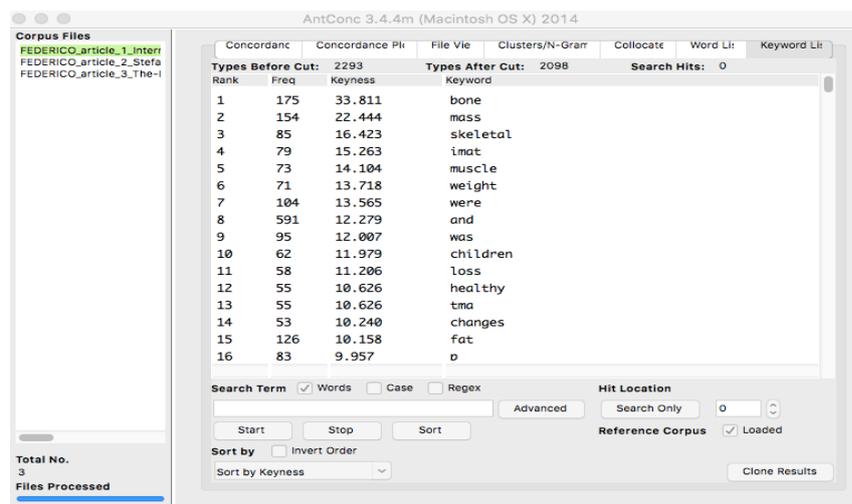
As the researcher opted to work with *AntConc Toolkit* at a beginner level, only when required, the concordance³⁷ tool was utilized to provide participants with concordance lines of a particular word in use for in-class observation and analysis facilitating the learning of collocations and grammatical structure review (Figure 12).

Figure 10 - Screenshot of a word list sorted by *frequency* provided by AntConc



Source: Pasin (2018)

Figure 11 - Screenshot of a keyword list sorted by *keyness* provided by AntConc

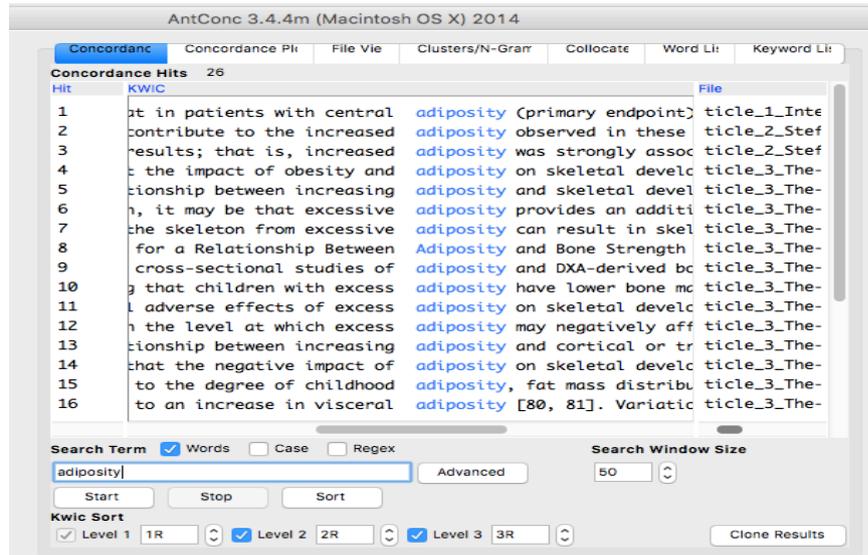


Source: Pasin (2018)

³⁶ According to Krieger and Finatto, “there is no rigid boundary separating the general from specialized lexicon (2004, p. 80).

³⁷ Concordance is a selection of lines from the texts in the corpus showing the search word in use and its associated words (HARMER, 2007, p.34).

Figure 12 - Screenshot of the concordance list of the term *adiposity* provided by AntConc



Source: Pasin (2018)

The selection of terms entailed the following steps:

- | | |
|---|--|
| Step 1: Clean articles | Delete all non-textual elements and convert files from .doc to .txt; |
| Step 2: Open files in AntConc | Process files (three files per participant); |
| Step 3: Generate word list in AntConc | Click on <i>word list</i> section for the automatic generation of word list sort by <i>frequency</i> ; |
| Step 4: Open file in AntConc | Process file (1 file per participant); |
| Step 5: Generate keyword list in AntConc | Click on <i>keyword list</i> section for automatic generation of keyword list sort by <i>keyness</i> ; |
| Step 6: Compare lists and spoken corpora | Analyze pronunciation needs; |
| Step 7: Compile final list of terms ³⁸ | Select vocabulary (per participant) in agreement with stakeholders and word cloud creation. |

³⁸ Lists are available upon request to debora.pasin@acad.pucrs.br

2.2.1.2 Blendedall – mobile app and website

Learner-centered, the software *Blendedall*, mobile app and website (Figure 14), was developed inside and for the academic world observing the blended nature of ProISP-EAP. It was aimed at the practice and improvement of the participants' pronunciation of general and specialized words selected by frequency and relevance. Participants were enabled to develop their pronunciation skill anytime, anywhere, favoring personalized learning based on user-generated context.

Precision of what was spoken was related to the grade assigned by the system for the user's pronunciation in relation to the Standard American English⁴² (henceforth SAE) pronunciation of terms recorded in the app using the accuracy level of the W3C's Speech Recognition Application Programming Interface (API).

Figure 14 - Display of *Blendedall* website on Google.com



Source: Pasin (2018)

Prior to participants' use, app developer added the researcher as the software administrator and received the necessary app-use instructions. Thenceforth, the researcher was responsible for the addition of participants and the insertion of their individual and tailored set of words into *Blendedall* website. This process involved the following steps:

Step 1: Add user

On the *add user* page (Figure 15), the researcher would click on the *maintenance* tab, click on the *add user* button, create a *login* and a *password* (six numerical digits) for each participant access the system. Individual information on *name* and *e-mail* was also entered. Once data was saved with success, user was automatically added.

⁴² Despite of acknowledging the existence of a plethora of English varieties, SAE was chosen given that it is the variety used by the researcher who was also the teacher in charge of ProISP-EAP classes.

Figure 15 - Screenshot of the *add user* page on *Blendedall* website

Source: Pasin (2018)

Step 2: Add term

On the *add term* page (Figure 16), the researcher would click on the *maintenance* tab, click on the *add term* button, insert the *term*, indicate its *context*, either its meaning in English or an example of use (concordances and collocates), and its *category*. Terms were distributed into four categories: *Medical and Clinical Sciences*, *Nephrology*, and *Neuroscience*, according to participants' fields of study and *General*, for general lexicon. Terms were inserted following individual classes. Once data was saved with success, term was automatically added.

Figure 16 - Screenshot of the *add term* page on *Blendedall* website

Source: Pasin (2018)

Step 3: Add classroom

On the *add classroom* page (Figure 17), the researcher would click on the *maintenance* tab, click on the *add classroom* button and give a *description of the class*. The description consisted of the name given to the class, which followed the pattern: *name of participant + class number* (from 1 to 10). Once the description was given, the *observation* field⁴³ would be fulfilled. *Observations* included information on the terms explored in the individual classes, such as pronunciation tips.

Figure 17 - Screenshot of the *add classroom* page on *Blendedall* website

Source: Pasin (2018)

Subsequently, the researcher would insert the *terms of the week* into the classroom. Each classroom consisted of 15 to 30 *terms*. Table 1 depicts the number of terms participants were to practice pronunciation, per week, using *Blendedall app*.

Table 1 - Number of terms to be practiced weekly by participants using *Blendedall app*

WEEK	NUMBER OF TERMS TO BE PRACTICED BY PARTICIPANT ⁴⁴
1 st to 7 th	15
8 th	20
9 th and 10 th	30

Source: Pasin (2018)

⁴³ Observation field was minimally used in the course of ProISP-EAP.

⁴⁴ A total of 185 words per participant as a personal pedagogical decision based on the extension of the present pilot project.

Once a week, for a 10-week period, the researcher would upload the *terms of the week* into a different classroom. As of the second classroom, participants would have access to all preceding classrooms in case they yearned to continue exercising the pronunciation of previous terms.

Step 4: Add terms to a classroom

To *add terms* to a classroom (Figure 18), the researcher would click on the *terms* tab, select a *term* from the app list (the term should have been previously added), inform its *frequency*, according to *AntiConc* frequency indicator, and click on the *add term* button. Researcher repeated the same procedure for all terms. Once the *terms of the week* were saved with success, the classroom was added and ready to be scheduled for participants.

Figure 18 - Screenshot of the *add term to a classroom page* on *Blendedall* website

The screenshot shows the 'Classrooms Maintenance' interface. At the top, there is a navigation bar with icons for Dashboard, Users, Categories, Terms, Classrooms, Schedule, and Activity. Below this, the main content area is titled 'Classrooms Maintenance' and includes a sub-header 'Use this session to create, edit and delete classrooms.' and an 'Add Classroom' button. The interface has three tabs: 'List', 'Maintenance', and 'Terms'. The 'Terms' tab is active. Below the tabs, there is a 'Select Term' dropdown menu, an 'Inform Frequency' input field, and an 'Add Term' button. A table below shows 'Included Terms' with columns for Term, Term Frequency, Edit, and Delete. The table is currently empty, displaying 'No data available in table'. At the bottom, there is a 'Showing 0 to 0 of 0 entries' message and 'Previous' and 'Next' buttons.

Source: Pasin (2018)

Step 5: Schedule of classrooms

To schedule participant a *classroom* (Figure 19), the researcher would click on the *user* field to select the user, click on the *classroom* field to select the class, and insert *initial* and *end dates*. Once data were saved with success, the participant selected would have access to the scheduled classroom.

Figure 19 - Screenshot of the *schedule participant a classroom* page on *Blendedall* website

Source: Pasin (2018)

Step 6: View participants' activity report

To view participants' *activity report* (Figure 20), the researcher would click on the *user* field to select a user click on the *classroom* field to select a class, and click on the *search* button. Researcher would, then, have access to data related to the classroom selected: *period*, *start and end dates*, and participant's *performance*.

Figure 20 - Screenshot of the *participant's activity report* page on *Blendedall* website

Source: Pasin (2018)

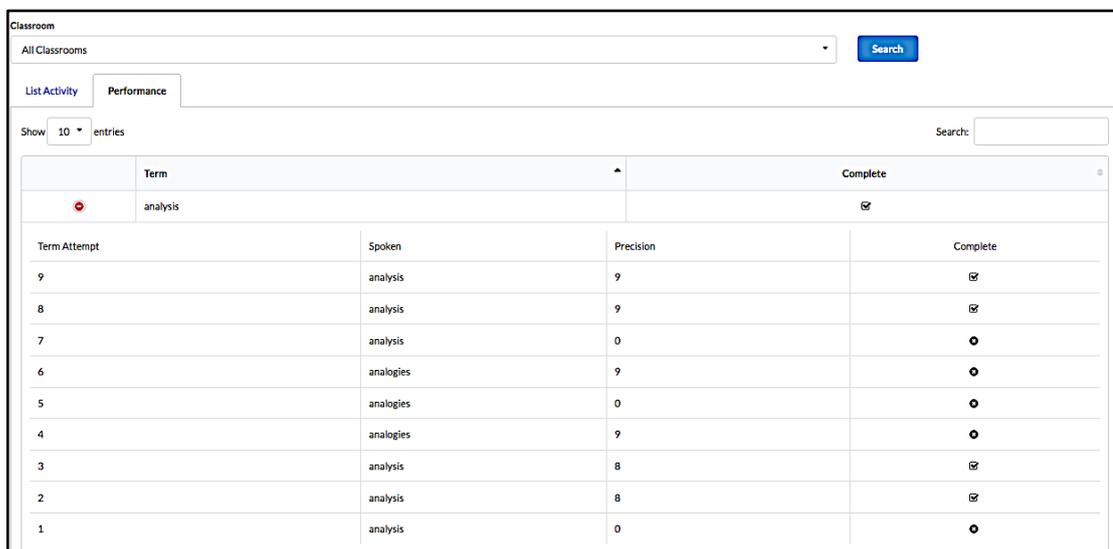
By clicking on the *performance* tab (Figure 21), the researcher would have access to *term attempts*, *speech* recognition, *precision* of what was spoken, and if the task was *complete*.

Precision was related to the grade assigned by the system for the pronunciation of the participant in relation to the Standard American English (SAE) pronunciation of terms recorded in the app using the accuracy level of the W3C’s Speech Recognition Application Programming Interface (API).

Grades assigned by the system ranged from 6 to 10, in which 10 meant a “perfect match” between participant’s pronunciation and the SAE pronunciation recorded in the app.

Participants could pronounce the words as many times as they wished; however, every time the system recognized a different word rather than the one written on the screen, the expression “*Try again...*” would be displayed on the screen of the cellular phone. If the system was close to recognition, “*You can do better! Try again...*” would be displayed. After achieving a satisfactory pronunciation performance, from 6 on, the grade would be displayed on the screen followed by “*Congratulations!*”. All terms were bound to the same process until the entire list of *terms of the week* was completed.

Figure 21 - Screenshot of the *participant’s performance page* on *Blendedall* website



The screenshot shows a web interface for a classroom performance page. At the top, there is a 'Classroom' dropdown menu set to 'All Classrooms' and a 'Search' button. Below this are two tabs: 'List Activity' and 'Performance', with 'Performance' selected. A 'Show 10 entries' dropdown and a search box are also present. The main content is a table with the following data:

Term Attempt	Spoken	Precision	Complete
9	analysis	9	<input checked="" type="checkbox"/>
8	analysis	9	<input checked="" type="checkbox"/>
7	analysis	0	<input type="checkbox"/>
6	analogies	9	<input type="checkbox"/>
5	analogies	0	<input type="checkbox"/>
4	analogies	9	<input type="checkbox"/>
3	analysis	8	<input checked="" type="checkbox"/>
2	analysis	8	<input checked="" type="checkbox"/>
1	analysis	0	<input type="checkbox"/>

Source: Pasin (2018)

Participants were, hence, given a user name and a password. When logged in (Figure 22), they would have unlimited access to the classrooms. Every week, for a 10-week period, following individual classes, the researcher would upload a new set of terms into the app in a virtual class-like format, including a word cloud representative of the class (Figure 23).

Figure 22 - Screenshot of the *login page* on Blendedall app

Source: Pasin (2018)

Figure 23 - A broad view of the class-like format and the vocabulary to be exercised clustered in word clouds

Classrooms

Welcome see your classrooms below.

Luca - class 1
2017-10-01 at 2017-12-01
Finished

Luca - class 10
2017-11-15 at 2018-01-15
Finished

Luca - class 2
2017-10-04 at 2017-12-04
Finished

Luca - class 3
2017-10-06 at 2017-12-06
Finished

Luca - class 4
2017-10-10 at 2017-12-10
Finished

Luca - class 5
2017-10-17 at 2017-12-17
Finished

Luca - class 6
2017-10-31 at 2017-12-31
Finished

Luca - class 7
2017-11-02 at 2018-01-02
Finished

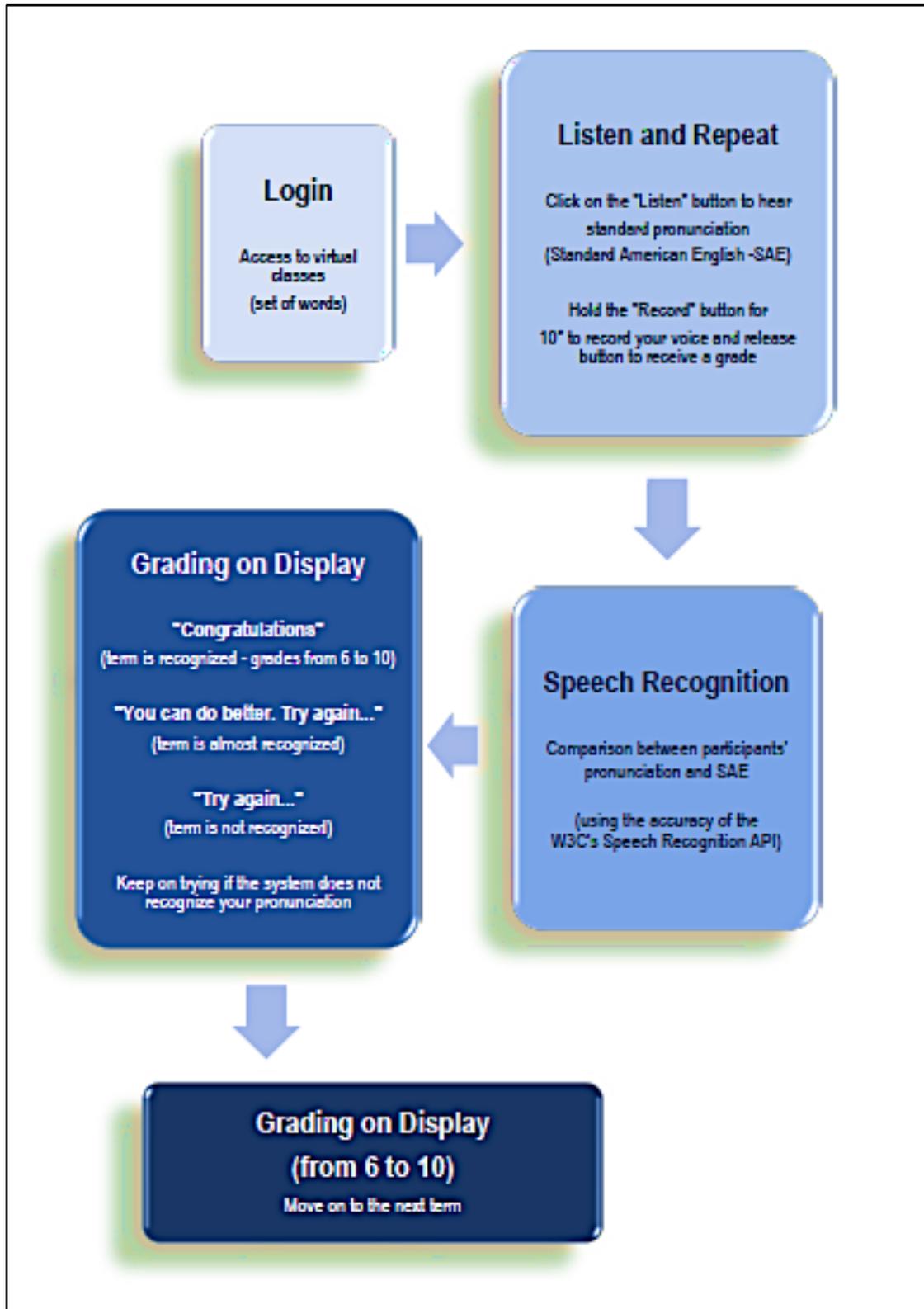
Luca - class 8
2017-11-07 at 2018-01-07
Finished

Luca - class 9
2017-11-15 at 2018-01-15
Finished

Source: Pasin (2018)

Figure 24 depicts the process of app use in a flowchart.

Figure 24 - App use process flowchart



Source: Pasin (2018)

2.2.1.3 Selected content

The target-situation linguistic analyses suggested participants had common core needs in: general and specialized vocabulary pronunciation, grammatical structures, academic discourse and presentation management, as well as paralinguistic features⁴⁵. Therefore, the following content⁴⁶ was planned, searched and organized to be provided in the course of ProISP-EAP:

- | | |
|------------------------------|---|
| a) Structural: | Prepositions (in, on, at); verb tenses (indicative mood); articles (a, an and the); number of nouns (plurals and singular); modals (explanations and exercises in .doc, .jpg, pdf and .ppt formats); |
| b) Phonetical: | -ed (/d/, /t/ and /ɪd/) sounds; th (/θ/ and /ð/) sounds (.doc and .mp3 formats); |
| c) Lexical: | medical-scientific articles (sent by students in .pdf format); <i>Academic Phrasebank</i> by Dr. John Morley/ The University of Manchester, 2015 (.pdf format); |
| d) Communicative strategies: | video recordings (participants' ongoing Ph.D. research project presentations in .mp4 format); <i>Tips on Public Speaking – Eliminating the Dreaded “Um”</i> by Steven D. Cohen, extracted from Harvard.edu ⁴⁷ (.pdf format); <i>How to Give a Dynamic Presentation</i> by Marilyn Larkin, extracted from Elsevier.com ⁴⁸ (.pdf format). |

Content was delivered in class and uploaded into participants' Dropbox individual folders in the course of ProISP-EAP.

⁴⁵ Paralinguistics are the aspects of spoken communication that do not involve words. These may add emphasis or shades of meaning to what people say. Body language, gestures, facial expressions, tone and pitch of voice are examples of paralinguistic features. Retrieved from: <https://www.teachingenglish.org.uk/article/paralinguistics>

⁴⁶ Based on participants' needs which were verified during interview, questionnaire and diagnostic test.

⁴⁷ Retrieved from: <https://www.extension.harvard.edu/inside-extension/tips-public-speaking-eliminating-dreaded-um>.

⁴⁸ Retrieved from: <https://www.elsevier.com/connect/how-to-give-a-dynamic-scientific-presentation> - accessed from February, 2017 to March, 2018.

2.2.1.4 WhatsApp Messenger and Dropbox use

For the purpose of language training and continuation of learning beyond class hours, three *WhatsApp* groups named “*Yes, we can!*” were opened prior to the beginning of classes, and ProISP-EAP’s participants were added⁴⁹ according to their period of participation in the ProISP-EAP. Researcher guided the conversations on a wide range of subjects, from grammar queries to academic topics, motivating the components to participate actively, giving feedback and promoting collaborative learning and content sharing.

As for *Dropbox* use, the researcher would send individual e-mail inviting participants to install *Dropbox* on either their computer or any other device, such as cellular phones. Each participant had their own *Dropbox* folder into which the researcher would load class-content, including their video recordings. Participants would access their online individual folders according to their personal and pre-class preparation needs.

2.2.1.5 Three-minute Thesis

The 3MT® model was used in the same format for both ProISP-EAP admission (pre-ProISP-EAP diagnostic test) and the final evaluation of participants’ English spoken production (post-ProISP-EAP achievement test): students were given three minutes to present, in spoken English, their ongoing Ph.D. research projects in a language appropriated to a specialized audience. Presentations were recorded on video by the researcher. Recordings were, then, assessed by the researcher and experienced appraisers in accordance with CEFR adapted scales (common framework of references).

The 3MT® was also adapted to be applied during the LLP: in the last 30 minutes of each class, intervention group members had to give short presentations on aspects of their Ph.D. research projects, such as introduction, objectives, hypothesis, research question (if applicable), material and methods, results, discussion and conclusion. Presentations should follow Price’s (1977) proposal of ordering and sequencing of ideas and information on each aspect:

- General introduction;
- Statement intention;

⁴⁹ Group creation and student addition upon the consent of all participants.

- Information in detail;
- Conclusion (summarization).

The presentations were also observed and analyzed by participants and researcher in every class in the course of ProISP-EAP.

2.2.2 ProISP-EAP implementation

2.2.2.1 The classes

ProISP-EAP was held in three different periods:

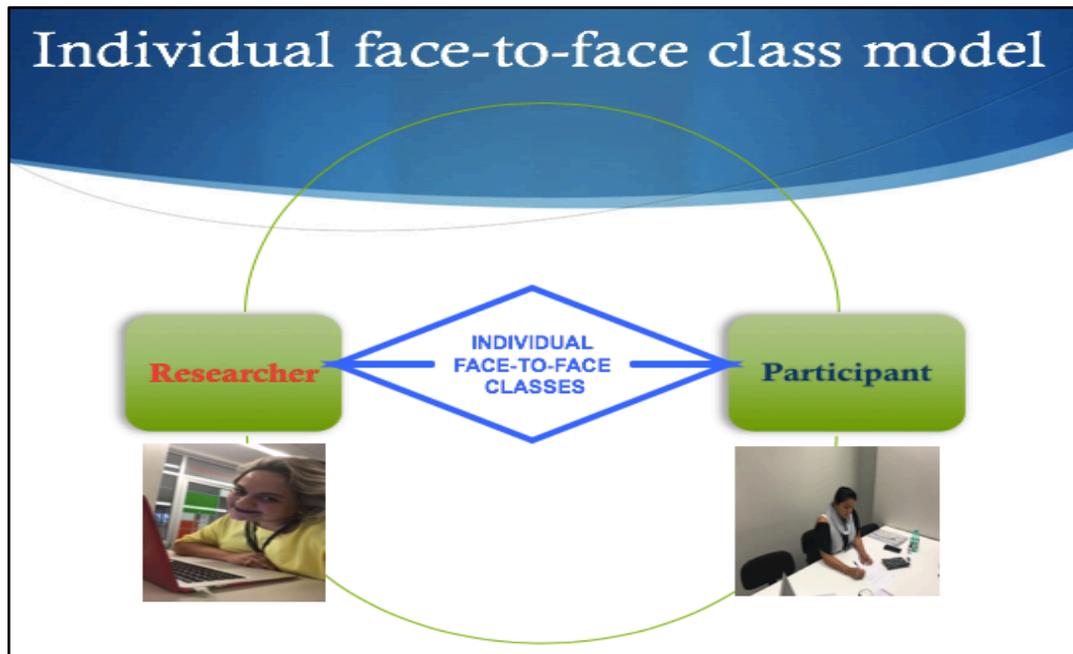
- | | |
|----------|--|
| Group A: | 3 students, from May to July, 2017, at PUCRS, Brazil; |
| Group B: | 2 students, from September to November, 2017, at UNITO, Italy; |
| Group C: | 2 students, from January to March, 2018, at PUCRS, Brazil. |

As Feak (2016, p. 493) argues, the reality today is that all (post-)graduates, regardless of proficiency level in English or L1, can benefit from EAP support offered in a variety of modes including one-on-one consultations or group classes (either face-to-face or computer-mediated, such as *Skype* classes). Regardless of the period, ProISP-EAP implementation followed the same periodicity and class models for the course of 10 weeks:

- 5 individual face-to-face classes of 1h30min each – 1x every other week
- 5 individual computer-mediated classes of 1h30min each – 1x every other week (via *Skype*)
- 10 group face-to-face classes of 1:30 each – 1x per week

Figure 25 presents the model of individual face-to-face class.

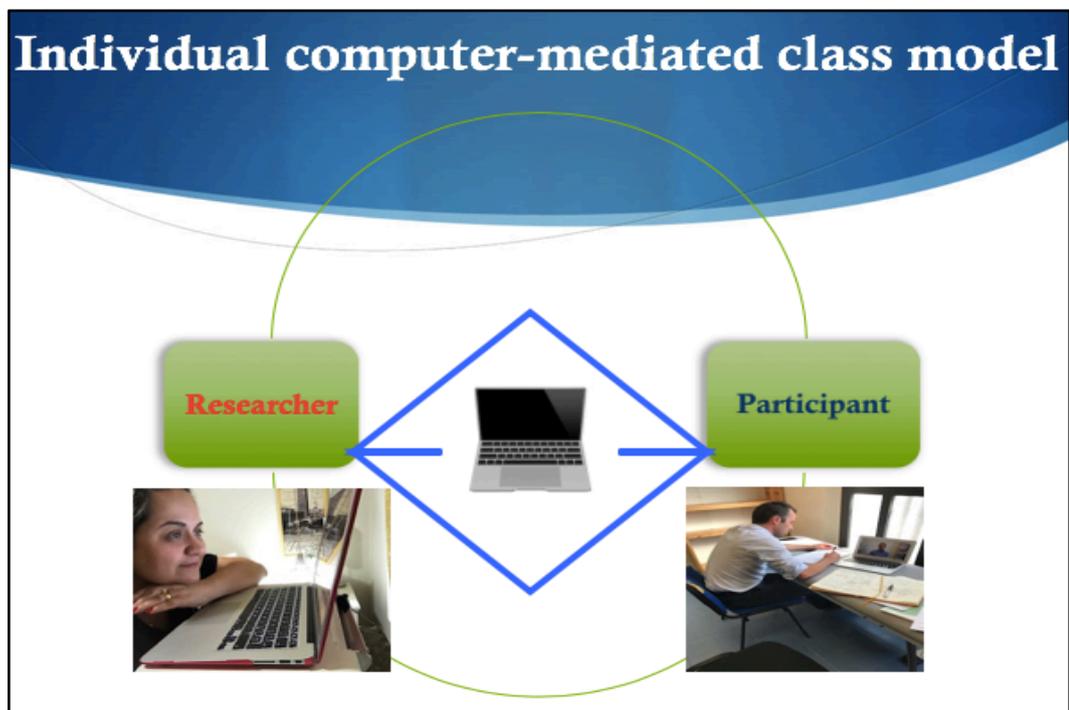
Figure 25 - Individual face-to-face class model



Source: Pasin (2018)

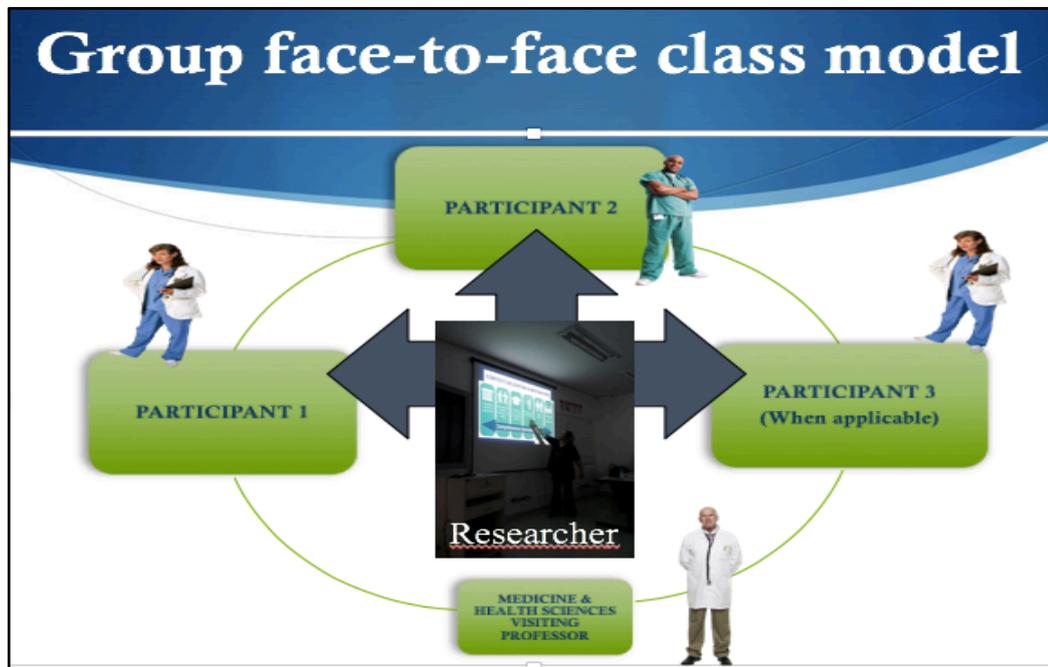
Figure 26 presents the model of individual computer-mediated class, while figure 27 presents the model of group face-to-face class.

Figure 26 - Individual computer-mediated class model



Source: Pasin (2018)

Figure 27 - Group face-to-face class model⁵⁰



Source: Pasin (2018)

Individual and group face-to-face classes were held within the university campus in a classroom previously reserved⁵¹ by the researcher for this end. As for computer-mediated classes, students were free to select where to be, as long as they would carry a computer with an active microphone and a headset (preferable), a cellular phone, for the *terms of the week* practice, and access to internet.

The researcher ensured to follow the methodology advocated, applying the methods, using the resources and built-in tools, such as the white board, the computer, and the camera recorder, to achieve learning goals. Based on the elements aforementioned, all classes followed the same 5-step design presented in Chart 2.

⁵⁰ Number of participants varied from two to three. A Medicine and Health Science visiting professor would participate in group face-to-face classes twice a month to endorse terminological adequacy.

⁵¹ The classroom was reserved for the entire ProISP-EAP implementation period 30 days prior to its outset.

Chart 2 - 5-step design of ProISP-EAP classes

STEP	ACTIVITY PROPOSED	APPROXIMATE DURATION
Ice-breaking	Welcome student(s) Student(s)' acclimating	30 minutes
	Homework correction⁵² (If applicable) Problem solving	
Warm up	App-mediated activity <i>Terms of the week⁵³</i> pronunciation practice	30 minutes
	Watch video recording of previous class Analysis and Feedback	
Content	Structural grammar specific needs explanation and exercise	30 minutes
	Phonetical specific sounds practice	
Activity	Lexical scientific articles reading comprehension and specialized vocabulary development	30 minutes
	Communicative strategies academic presentation for familiarization and improvement	
Closing down	Spoken-oriented Activity Short talks on aspects of their Ph.D. research projects Analysis and discussion	30 minutes
	Spoken-oriented Activity in EAP Ph.D. research project presentation Video recorded - based on the 3MT®	

ProISP-EAP: Program for the Improvement of Spoken Production in English for Academic Purposes

App: application

3MT®: Three-minute Thesis

Source: Pasin (2018)

For sampling purposes, the following charts depict three examples of classes given in the course of the ProISP-EAP– individual face-to-face class (Chart 3); individual computer-mediated class (Chart 4); group face-to-face class (Chart 5).

⁵² Homework (either a grammar activity or an academic text to be read) would be upload into participants' Dropbox individual folders. Participants were reminded of the *terms of the week* pronunciation practice by WhatsApp messages.

⁵³ Terms were upload by the end of the previous class; thus, these terms belong to the previous class/ week.

Chart 3 - Example of a ProISP-EAP individual face-to-face class

Participant 5 – Individual face-to-face class – Week #8 June 12th, 2017		
STEP	ACTIVITY PROPOSED	APPROXIMATE DURATION
Ice-breaking	<p>Welcome student(s)</p> <p>Student(s)' acclimating</p>	
Warm up	<p>App-mediated activity</p> <p>Practice the pronunciation of the 20 terms of the previous week (app grades were already given):</p> <p>ACTIVATIONS; ANALYSIS; CONDITION; FEMALES; HUMANS; INVASIVE; MEAN; METHODS; MOTOR; NEUROSCIENCE; PHYSIOLOGICAL; POTENTIALS; REGIONS; SCHOOLING; STATISTICAL; STRATEGIES; TARGETS; TECHNIQUES; TECHNOLOGIES; VISUAL</p> <p>Watch video recording of previous class</p> <p>Watch video (.mp4) for comprehensive performance analysis Give feedback on speech speed and spontaneity while speaking</p>	
Content	<p>Phonetical – Practice the “ed” sounds (/t/, /d/ and /id/) using written material (.doc) and audios (.mp3) Homework: answer the listening and written exercises on “ed” sounds (.doc)</p>	30 minutes
Activity	<p>Spoken-oriented Activity</p> <p>Ph.D. research project analysis and discussion (1st paragraph)</p>	30 minutes
Closing down	<p>Spoken-oriented Activity in EAP</p> <p>Ph.D. research project presentation (video recorded)</p>	

ProISP-EAP: Program for the Improvement of Spoken Production in English for Academic Purposes

App: Application

Source: Pasin (2018)

Chart 4 - Example of a ProISP-EAP individual computer-mediated class

Participant 6 – Individual computer-mediated class – Week #4 October 10th, 2017		
STEP	ACTIVITY PROPOSED	APPROXIMATE DURATION
Ice-breaking	<p>Welcome student(s)</p> <p>Student(s)' acclimating</p>	
Warm up	<p>App-mediated activity</p> <p>Practice the pronunciation of the 15 terms of the previous week (app grades were already given):</p> <p>MULTIPLE SCLEROSIS; LONGITUDINAL; DEGENERATIVE; DEMYELINATING; ESSENTIAL; AXON; STIMULI; MYELIN; MYELIN SHEAT; NERVE FIBERS; FUNCTIONAL; INTENSITY; COMBINED; EVALUATED; PERFORMANCE.</p> <p>Watch video recording of previous class</p> <p>Watch video (.mp4) for comprehensive performance analysis; Give feedback on speech speed, false starts, and hesitation while speaking.</p>	
Content	<p>Phonetical – Read, analyze, and discuss written material (.doc) on how to use articles (a, an, the) in EAP.</p> <p>Homework: answer the written exercises on “articles use in EAP” (.doc). Start studying preposition (on, in, at) material (.doc)</p>	30 minutes
Activity	<p>Spoken-oriented Activity</p> <p>Ph.D. research project analysis and discussion (main points and objectives).</p>	30 minutes
Closing down	<p>Spoken-oriented Activity in EAP</p> <p>Ph.D. research project presentations (video recorded)</p>	

ProISP-EAP: Program for the Improvement of Spoken Production in English for Academic Purposes

App: Application

Source: Pasin (2018)

Chart 5 - Example of a ProISP-EAP group face-to-face class

Participants 2, 4, and 5 – Group face-to-face class – Week #4 May 23rd, 2017.		
STEP	ACTIVITY PROPOSED	APPROXIMATE DURATION
Ice-breaking	Welcome student(s) Student(s)' acclimating	30 minutes
Warm up	App-mediated activity Practice the pronunciation of the terms of the previous week (especially those students could not achieve grades on) Watch video recording of previous class Watch the three videos (.mp4) for comprehensive performance analysis and group discussion Feedback on speech speed, false starts, pause, and hesitation use was given	
Content	Structural – Read, analyze and discuss a ppt on verb tenses in indicative mood (previously uploaded into their Dropbox individual folders), give emphasis to their common core doubt regarding the differences in meaning when using the Simple Past and the Present Perfect tenses. Homework: Fill in the gaps - cumulative verb tense written exercise (.doc)	30 minutes
Activity	Spoken-oriented Activity Ph.D. research project presentations analysis and discussion (all three students engaged in the activity)	30 minutes
Closing down	Spoken-oriented Activity in EAP Ph.D. research project presentations (video recorded)	

ProISP-EAP: Program for the Improvement of Spoken Production in English for Academic Purposes

App: Application

Source: Pasin (2018)

2.2.3 Post-ProISP-EAP implementation

By the end of the ProISP-EAP, students form control and intervention groups responded to the post-ProISP-EAP explanatory questionnaire (APPENDICES F and G) in individual interviews and took the post-ProISP-EAP achievement test.

The post-ProISP-EAP explanatory questionnaire consisted of 9 questions and played an essential role to fathom students' approach to English while ProISP-EAP was in progress as well as to receive participants' feedback on the main features of the LLP that were liked,

disliked, as well as their perceptions of learning difficulties, effectiveness of the program and, most of all, to provide the researcher with a self-evaluation about their spoken production in EAP.

Data from questionnaires were collected and qualitatively analyzed by the researcher.

The post-ProISP-EAP achievement test followed the same format as the pre-ProISP-EAP diagnostic test: control and intervention groups' students were given three minutes to present, in spoken English, their ongoing Ph.D. research project in a language appropriate to a specialist audience, which was recorded on video by the researcher.

To increase the credibility of data interpretation, intervention group students' spoken production in English was assessed by the researcher and experienced appraisers in accordance with the adapted CEFR scales.

2.2.3.1 Appraisers, appraisal sheet and assessment tools

To increase the credibility of data interpretation, the validation of this study was established by methodological, time and investigator triangulation methods (BROWN, 2016, p. 141; PICCARDO et al, 2011, p. 44). Methodological triangulation method included three sources of in-depth data (interviews, questionnaires and tests).

Time and investigator triangulation methods involved four appraisers⁵⁴ (Ap1, Ap2, Ap3 and Ap4)⁵⁵ within the same field of expertise who analyzed independently the same data provided by the tests proposed (pre- and post ProISP-EAP tests), in two different points of time (at the outset and at the end of ProISP-EAP), using same assessment tools: a common framework of references using three CEFR illustrative descriptive scales purpose-adapted to the needs of the present study.

As appraisers had to deal with speaking samples, they should be trained raters (ELDER and DAVIES, 2006, p. 287); therefore, the selection of appraisers met the following criteria:

- Have a degree in Arts and a major in English;
- Be an expert NNES/EIL teacher;
- Have a minimum of 5 year-experience teaching English to NNESs;

⁵⁴ Appraisers agreed upon confidentiality.

⁵⁵ Ap1 was responsible for assessing students using the adapted Global Scale only.

- Have a minimum of 5 year-experience assessing English spoken proficiency of NNEs.
- Be familiar with CEFR guide, namely *Pathways through assessing, learning and teaching in CEFR* (PICCARDO *et al*, 2011);
- Be familiar with the CEFR scales and their new descriptors (CoE, 2018).

As already mentioned, choosing among different types of assessment requires carefully selecting procedures consistent with the assessment goal in its appropriate context. Therefore, the following CEFR scales were selected to assess ProISP-EAP participants' spoken production in EAP:

- CEFR Global Scale;
- CEFR Communicative Language Activities: Production/ addressing audiences scale;
- CEFR Communicative Language Competences: Pragmatic/ spoken fluency

All appraisers and researcher were to use the marking key/ criteria to make decisions about where the participants sat on the reference levels of each assessment tool using the descriptor scales as reference instruments. Therefore, vis-à-vis the purpose of the present study, appraisers and researcher were gathered in group, before assessing (independently) ProISP-EAP participants, to carefully read, analyze and correlate the current descriptors of the three CEFR scales to organize and adapt them into form of checklists at the given levels. They should also highlight key elements (keywords) to establish the assessment criteria, facilitating the definition of a common framework of references as an adapted guide to be used specifically for the assessment of the academic spoken production in English of ProISP-EAP's control and intervention groups. Final results were to be written on individual appraisal sheets (APPENDIX H), based on the Global reference levels, to which Production and Pragmatic items/ scales collaborated with speech components.

The instruments selected were, then, purpose-adapted as follows:

Original - Global Scale gives a global, holistic representation of what students are able to do in the language based on “can do” descriptors.

Adapted - Global Scale gives a global representation of what students are able to do regarding spoken production in EAP based on specific descriptors that should be aligned with the other two scales (Production/ addressing audiences and Pragmatic/ spoken fluency).

Original - Production/ Addressing audiences involves giving a presentation or making a speech at a public event, in a meeting, seminar or class. Whilst the talk is clearly prepared, it is not usually read word for word. Nowadays, it is conventional to use visual aids like PowerPoint, but this need not be the case. After a presentation, it is customary to take questions spontaneously, answering in a short monologue, so this is included in the descriptors as well (CoE, 2018, p. 74).

Adapted - Production/ Addressing audiences involves giving a presentation to a specialized audience. Talk is clearly prepared but never read. No visual aids allowed – so students would focus on speaking only. It fosters the action-oriented approach, central to the activities of the present study on allowing direct assessment of the test task proposed. Focuses on precision, pertinence and terminology use.

Original - Pragmatic/ Spoken Fluency has a broader, holistic meaning (=articulate speaker) and a narrower, technical and more psycholinguistic meaning (=accessing one's repertoire). The broader interpretation would include propositional precision, Flexibility, and, at least to some extent, thematic development and coherence/cohesion. For this reason, the scale focuses more on the narrower, more traditional view of fluency (CoE, 2018, p. 144).

Adapted - Pragmatic/ Spoken Fluency focuses on a determined competence in a specific performance: spoken production in EAP to a specialized (academic) audience. Focuses on spoken fluency, observing flow of language and ease of expression.

Adaptations in the scales were necessary given that assessments should be aligned with teaching context and learning goals (Chart 6).

Chart 6 - Adapted common framework of references for the assessment of ProISP-EAP participants' academic spoken production

Scale Level	Communicative Language Activities Scale (Production)	Communicative Language Competences Scale (Pragmatic)	Global Scale
C2	Gives complex topic presentations confidently structuring and adapting the talk to meet audience's needs; shows extreme pertinence, precision, and ability to speak the language.	Expresses him/herself fluently and spontaneously effortlessly; natural, effortless, unhesitating flow of language.	Spoken Production in EAP of finer shades of meaning of his/her academic field, showing controlled use of organizational patterns, connectors, and cohesive devices
C1+	Gives clear, well-structured presentation on complex topics expanding and supporting points of view with subsidiary examples; shows great pertinence and ability to speak the language.	Expresses him/herself fluently and spontaneously almost effortlessly; smooth flow of language.	Spoken Production in EAP of detailed texts on complex topics of his/her academic field showing controlled use of organizational patterns, and a wide range of lexical options for academic purposes.
C1-	Gives complex topic presentations speculating and/or hypothesizing; gives arguments and establishes comparisons; shows pertinence and uses terminology effortlessly.		
B2+	Gives clear, systematically prepared presentations on topics within his/her field highlighting significant points and giving supporting details; shows pertinence and uses terminology almost effortlessly.	Communicates spontaneously; shows a very good degree of fluency and ease of expression; pauses and hesitation are rarely seen.	Spoken Production in EAP of main ideas on complex topics of his/her academic field showing a wide range of lexical options for academic purposes.
B2-	Gives clear, prepared presentations on topics within his/her field giving reasons stating particular points of view; shows pertinence and good use of terminology.	Produces stretches of language with a fairly even tempo; few noticeable pauses; shows a good degree of fluency and spontaneity without imposing strains.	
B1+	Gives prepared presentations on topics within his/her field outlining important features applying terminology well most of the time; clarifies main points with good precision.	Expresses him/herself with relative ease; few problems with formulation resulting in pauses and cul-de-sacs.	Spoken Production in EAP of main points connecting texts related to academic topics which are familiar or of personal interest.
B1-	Gives prepared, straightforward presentations on topics within his/her field clear enough although some terminology issues; clarifies main points with reasonable precision.	Keeps going comprehensively; pauses for some grammatical and lexical planning; communication repair is evident in longer stretches of free production.	
A2+	Gives short, rehearsed presentations on topics pertinent to his/her field although terminology is rarely applied; states brief explanations for plans and actions.	Makes him/herself understood in short contributions; pauses, false starts and reformulation are still evident.	Spoken Production in EAP related to academic topics of most immediate personal relevance.
A2-	Gives short, rehearsed basic presentations on familiar topics; reformulation is needed for clarity.	Constructs sentences on familiar topic with ease; very noticeable hesitation and false starts.	
A1	Reads short, rehearsed statements of really basic use.	Manages very short, isolated, mainly pre-packaged utterances; much pausing; much lexical searching; needs to repair communication.	Spoken Production in ENOP

ProISP-EAP: Program for the Improvement of Spoken Production in English for Academic Purposes
 ENOP: English for Non-Obvious Purposes
 Source: Pasin, 2018

Both Production and Pragmatic scales were aligned with the Global Scale, which, in turn, was the main assessment instrument as final results were given based on the Global Scale terms. Whenever an appraiser placed participants on the same reference level pre- and post-ProISP-EAP intervention, the researcher should observe the following:

- Whether the scale was Global or not;
- If there were a positive or negative mark in case of Production or Pragmatic scales;
- In case of Global scale, observe the number of appraisers – in case of more than three, no progress was achieved.

Subsequent to the adaptation of the scales, an 8-step assessment process was primed to initiate as follows:

ASSESSING PRE-PROISP-EAP DIAGNOSTIC TESTS:

Step 1: Create a common Dropbox folder shared by researcher and Ap1

Researcher uploaded the adapted common framework of reference, the appraisal sheet, both in a .doc format, and the 27 pre-ProISP-EAP diagnostic tests (students' video presentations in a .mp4 format).

Step 2: Pre-ProISP-EAP diagnostic test – assessment part 1

Researcher and Ap1 assessed the 27 video recordings utilizing the adapted Global Scale. The evaluation of the videos supported the inclusion or exclusion criteria as students would have to be speakers of levels A2 to B1 to take part in the ProISP-EAP.

Step 3: Create a common Dropbox folder shared by researcher, Ap2, Ap3 and Ap4

Researcher uploaded the adapted common framework of reference, the appraisal sheet, both in a .doc format, and the seven pre-ProISP-EAP diagnostic tests (intervention group participants' video presentations in a .mp4 format).

Step 4: Pre-ProISP-EAP diagnostic test – assessment part 2

Researcher, Ap2, Ap3 and Ap4 assessed the seven video recordings (intervention group) utilizing the three scales⁵⁶ from the adapted common framework of reference.

ASSESSING POST-PROISP-EAP ACHIEVEMENT TESTS:

Step 1: Upload Post-ProISP-EAP achievement test upload – part 1

Researcher uploaded the 26 post-ProISP-EAP achievement tests (control and intervention groups' video presentations in a .mp4 format)⁵⁷ into the Dropbox folder shared by the researcher and Ap1.

Step 2: Upload Post-ProISP-EAP achievement test upload – part 2

Researcher uploaded the seven post-ProISP-EAP achievement tests (intervention group participants' video presentations in a .mp4 format) into the Dropbox folder shared by the researcher, Ap2, Ap3 and Ap4.

Step 3: Post-ProISP-EAP achievement test – assessment part 1

Researcher and Ap1 assessed the 26 video recordings (control and intervention groups) utilizing the adapted Global Scale.

Step 4: Post-ProISP-EAP achievement test – assessment part 2

Researcher, Ap2, Ap3 and Ap4 assessed the seven video recordings (intervention group) utilizing the three scales⁵⁸ from the adapted common framework of reference.

The researcher and appraisers were to fulfill the appraisal sheet acknowledging the adapted common framework of reference proposed, sitting each participant on a reference level of each scale, specifying assessment criteria and pinpointing the key elements (keywords) applied to evaluate students pre- and post-ProISP-EAP intervention. The following aspects of test takers' spoken production in EAP should be analyzed thoroughly:

⁵⁶ Researcher assessed participants using two scales as she had already applied the Global Scale in Step 2.

⁵⁷ A total of 19 video recordings from the control group (one dropout) and 7 video recordings from the intervention group.

⁵⁸ Researcher assessed participants using two scales as she had already applied the Global Scale in Step 3.

- Communicative Language Activities: students' academic speeches, including clarity, pertinence, and terminology use in their discourse (Production);
- Communicative Language Competences: students' spoken fluency, including formulation, spontaneity, *tempo*, false starts, pauses and *cul-de-sacs*, interruptions, and hesitation when they speak (Pragmatic).

Appraisers were granted 90 days, from the day videos were uploaded, to provide the researcher with their assessments, which were duly specified and commented on individual appraisal sheets.

The findings from each evaluator were compared to those of the researcher as it will be depicted in the *Results* section, which is aimed at disclosing the results obtained in order to evaluate the proficiency level of spoken production in English of NNES medical and health-related graduate students pre- and post-ProISP-EAP intervention and answer the research question proposed by the present study: *to what extent does an active and straightforward pedagogical 30-hour LLP aimed at the improvement of spoken production in EAP applied to NNSE medical and health-related graduate students promote progress in participants' spoken language proficiency?*

Results

3 RESULTS

The following section describes the qualitative and quantitative analysis techniques of the data collected from the implementation of the ProISP-EAP at PUCRS, in Porto Alegre, Brazil and its replication at UNITO, in Turin, Italy, and, eventually, exposes the results obtained.

For a higher credibility of data interpretation, the validation of this study was established by methodological, time and investigator triangulation methods. *Methodological* triangulation method was carried out using three sources of in-depth data (interviews, questionnaires and tests). *Time* and *investigator* triangulation methods involved four appraisers (Ap1, Ap2, Ap3 and Ap4) within the same field of study who analyzed independently the same data provided by the tests proposed (pre- and post ProISP-EAP tests), in two different points of time (at the outset and at the end of ProISP-EAP), using the same assessment tools: three CEFR illustrative descriptive scales purpose-adapted to the needs of the present study.

According to what had been mentioned in the previous section, 27 graduate students from both universities, in Brazil and Italy, responded positively to the experiment by showing interest in knowing more about the LLP. Following inclusion and exclusion criteria, seven were chosen to be the *participants* of the ProISP-EAP.

Notwithstanding, the 27 graduate students (20: control group and 7: intervention group) were requested to: i) schedule an individual interview with the researcher; ii) respond to the pre- and post-ProISP-EAP explanatory questionnaires; iii) take the pre- and post-ProISP-EAP diagnostic and achievement tests,

For the purposes of the present study, evidence-based data of the seven participants (intervention group) collected from the three methodologies aforementioned will be presented and thoroughly analyzed in the following subsections. As for the control group, sole data collected from the adapted Global Scale will be presented for comparative analysis purposes.

3.1 INDIVIDUAL INTERVIEWS

The individual interviews consisted of short conversations to provide the researcher with participants' personal information: name, age, graduate level, academic year, field of study and ongoing Ph.D. research project. Students (intervention group) were, then, requested to self-evaluate their own English learning process and English-speaking performance in academic

communicative events, highlighting their main linguistic hindrances in communicating orally in EAP

Finally, they were questioned on their expected learning outcomes of the LLP proposed and were informed on the intention of the language program.

Intervention participants' individual characterization is presented in Table 2.

Table 2 – Individual characteristics of the participants under study

Participant	Gender Female (F) Male (M)	Age at the implementation of the program	Field of Study and Ph.D. research project	Academic year at the implementation of the program	Nationality Brazilian (BRA) Italian (ITA)	Period of intervention
1	F	37	NEPHROLOGY <i>Phosphodiesterase type 5 in the pre-eclampsia syndrome</i>	3 rd	BRA	Jan-Mar, 2018
2	M	26	NEUROSCIENCE <i>SuperAgers and neuroimaging</i>	2 nd	BRA	Apr-Jun, 2017
3	F	33	PSYCHIATRY/NEUROSCIENCE <i>Intervention for post-traumatic stress disorder</i>	2 nd	BRA	Jan-Mar, 2018
4	F	31	NEUROSCIENCE <i>Social recognition memory</i>	4 th	BRA	Apr-Jun, 2017
5	F	25	NEUROSCIENCE <i>fMRI Neurofeedback to regulate the craving in addicted women</i>	1 st	BRA	Apr-Jun, 2017
6	M	41	EXPERIMENTAL MEDICINE AND THERAPY RESEARCH <i>The effects of physical exercises on multiple sclerosis</i>	4 th	ITA	Sep-Nov, 2017
7	M	30	SPORT AND TRAINING SCIENCES <i>Defining methods for a personalized flowchart of adapted physical activities in endocrine-metabolic disorders</i>	2 nd	ITA	Sep-Nov, 2017

Source: Pasin (2019)

Table 3 depicts excerpts from participants' self-evaluations, performed orally in their native language, translated into English by the researcher, about their own English learning process and English-speaking performance in academic communicative events, including the main linguistic obstacles they encountered while speaking in EAP.

Table 3 - Excerpts from participants' self-evaluations about their English learning process and English-speaking performance in academic communicative events

Participant	COLUMN I	COLUMN II
	Talk about your English learning process	Talk about your English-speaking performance in academic settings highlighting the main linguistic hindrances you encounter while speaking in EAP
1	<p><i>"I was having classes with a private teacher 1h a week, but I had to stop almost a year ago"</i></p> <p><i>"I still have some serious grammar issues related to verb tenses"</i></p> <p><i>"I have already finished all the intermediate level, but I think I am an upper basic student"</i></p>	<p><i>"I attend international events when possible and I understand what the speakers say most of the time, depending on the topic I can cope with it 100%"</i></p> <p><i>"Speaking and listening are my major concerns"</i></p> <p><i>"I feel very, very nervous when I face English-speaking situations"</i></p>
2	<p><i>"I am a self-taught. I like the language and I try to maintain contact the most I can – medical-scientific articles, songs, TV series, movies"</i></p> <p><i>"I still have some grammar doubts related to verb tenses and prepositions"</i></p> <p><i>"I think I keep on being a lower intermediate"</i></p>	<p><i>"We don't have lots of opportunities to speak in English locally, so I still face some difficulties when I have to present (orally) and explain my study to an international audience, I do it when I am given the chance, but I still feel very nervous and unsure about it"</i></p> <p><i>"Pronunciation! I have problems pronouncing some terms related to my field of study"</i></p> <p><i>"I fail in understanding details when interacting orally in English at academic settings"</i></p>
3	<p><i>"I have already achieved the intermediate level, but I feel very basic (...)"</i></p>	<p><i>"I don't participate or interact in international events and I starting questioning myself when I will be able to do it"</i></p> <p><i>"I think I would feel very nervous if I had to interact in English"</i></p> <p><i>"Interacting in English is of a tremendous concern for me"</i></p>
4	<p><i>"I was having classes with a private teacher and some colleagues (...)"</i></p> <p><i>"I should train how to use prepositions better"</i></p> <p><i>"I have already finished all the intermediate level, but I think I am a lower intermediate student"</i></p>	<p><i>"Even though, I feel a little nervous when I have to speak in English to my peers, natives or not, I do it"</i></p> <p><i>"Feeling nervous is my major difficulty sometimes, I forget the words I should use in a determinate situation or pronounce them incorrectly"</i></p> <p><i>"I lack more practice, I think"</i></p>
5	<p><i>"I am not studying English formally at the moment, so I feel it is very rusty (...)"</i></p> <p><i>"I also have some problems with grammar and the pronunciation of some sounds in English"</i></p> <p><i>"I think I am still a basic/intermediate (...) I got 32/120 at the TOEFL test"</i></p>	<p><i>"I avoid speaking English in front of native speakers and non-natives who I know are much better speakers than me I feel super, super anxious and nervous"</i></p> <p><i>"I find it difficult to interact in English"</i></p> <p><i>"Speaking and listening are my major concerns"</i></p> <p><i>"I get nervous and start saying "Um" a lot"</i></p>
6	<p><i>"I have had 50 to 60h-class around five years ago with a private teacher (...) I thought it was better to train individually"</i></p> <p><i>"(...) my problems are related to grammar, especially verb tenses and prepositions"</i></p> <p><i>"(...) I guess I am a still A2/B1 student"</i></p>	<p><i>"There are some international events throughout the year, but, most of time, I usually speak in English to my colleagues (there are lots of foreigners at my university) and via e-mail"</i></p> <p><i>"I don't feel very nervous when I have to interact in English, I get a little bit (...) It is difficult, but not an insurmountable problem"</i></p> <p><i>"I don't have terminological issues, I have some doubts on the pronunciation of some specific words"</i></p> <p><i>"I don't feel nervous at all (...)"</i></p>
7	<p><i>"I lived in England some years ago and I have contact with the language quite often"</i></p> <p><i>"I took a Cambridge test when I was 18 years old – I received a B2 certificate, but I guess I am a C1 student"</i></p>	<p><i>"I frequently have to present my research in English to my peers and I also participate in many international academic and sport events"</i></p> <p><i>"Sometimes, I have problems with the pronunciation of some terms related to my study, but nothing that would make me not understood by others (...)"</i></p>

Source: Pasin (2019)

Firstly, from what is expressed in column I, on ascertaining how they perceive their own English learning experiences, it is observed that six out of the seven participants recognized having English learning difficulties, which are conveyed by quotes, such as: *“I still have some serious...issues”*; *“I still have some...doubts”*; *“I should train...better”*; *“I also have some problems with...”*; *“my problems are...”*.

Secondly, attention should be drawn to their English proficiency self-perception, with regards to their language level. The speech of the same six participants indicated a certain disappointment (emphasized by the words in bold) to what they feel their current level be: *“I **have already finished** all the intermediate level, **but** I think I am an upper basic student”*; *“I think I **keep on** being a lower intermediate”*; *“I think I am **still** a basic/intermediate (...) I got 32/120 at the TOEFL test”*.

Also, in agreement with what was mentioned in column I, the excerpts inserted in column II give short, but meaningful descriptions of participants’ main hindrances when they are to perform oral tasks in academic events/ settings. Those excerpts indicate that most of participants’ difficulties when speaking in EAP are related to nervousness, anxiety and pronunciation uncertainty. Only one out of the seven students under study mentioned that navigating in English-speaking academic settings was of no concern.

Finally, when participants were questioned on their expected learning outcomes of the LLP proposed, seven out of the seven participants stated that what motivated them to participate in the ProISP-EAP was the possibility to improve their spoken-language skills in EAP, as the formation of global-ready students, which they believe is imperative, relies on the development of intercultural and global skills, being the communicative competence in English of prime importance as it allows HEIs’ members to navigate international academic settings by means of a vehicular language.

3.2 PRE- AND POST- ProISP-EAP EXPLANATORY QUESTIONNAIRES

Prior to ProISP-EAP intervention, students answered an explanatory questionnaire, which played a vital role to understand their English background as most of the questions discoursed on what Hutchinson and Waters (1987) call “necessities and lacks” when speaking in English in academic settings. By the end of the LLP, students responded to the post-ProISP-EAP explanatory questionnaire which, in turn, played an important role to understand students’ approach to English while ProISP-EAP was in progress as well as to receive their feedback on

the main features of the LLP and, most of all, to provide the researcher with a self-evaluation about their spoken production in EAP. Answers and important information given were written down by the researcher during the questionnaires and signed by students.

Among the issues approached in the questionnaires, four relevant items were selected to be tackled in the course of ProISP-EAP:

- EAP terminology;
- English skills;
- Academic communicative events;
- Language stress and anxiety.

Excerpts from the answers given by the participants to the issues aforementioned pre- and post-ProISP-EAP are presented in distinct tables.

It is worth mentioning that participants were requested to give comparison-based answers to the post-Pro-ISP-EAP questionnaire, i.e., they had to respond based on their previous “status” prior to ProISP-EAP intervention.

3.2.1 EAP terminology

On EAP terminology, participants were asked: *“Do you have difficulties of any kind in relation to the use (in English) of the terminology representative of your field of study?”*

Excerpts from the answers given by the seven participants pre-ProISP-EAP intervention are shown in Table 4.

Table 4 - Excerpts from the answers given by participants to the question: *“Do you have difficulties of any kind in relation to the use (in English) of the terminology representative of your field of study?”* pre-ProISP-EAP intervention

Participant	Excerpt from the answer given
1	<i>“I have many doubts with regards to the pronunciation of the terms.”</i>
2	<i>“I understand the terms, but I have pronunciation problems with some of them.”</i>
3	<i>“I have problems knowing the exact translation of the terms and how to pronounce them appropriately.”</i>
4	<i>“I have issues with the pronunciation of the terms.”</i>
5	<i>“In general, I don’t have problems with the terms..”</i>
6	<i>“I don’t have technical problems in applying the terms. Sometimes, I don’t feel comfortable in pronouncing some of them.”</i>
7	<i>“Sometimes, I am not so sure of their pronunciation.”</i>

Source: Pasin (2019)

Excerpts from the answers given by the seven participants post-ProISP-EAP intervention are shown in Table 5.

Table 5 - Excerpts from the answers given by participants to the question: *“Do you have difficulties of any kind in relation to the use (in English) of the terminology representative of your field of study?”* post-ProISP-EAP intervention

Participant	Excerpt from the answer given
1	<i>“My pronunciation is better.”</i>
2	<i>“I feel more comfortable in pronouncing the words I had difficulties with.”</i>
3	<i>“I think I have improved, but I still have problems with pronunciation.”</i>
4	<i>“I have much less difficulties in pronouncing the terms now.”</i>
5	<i>“I don’t know everything, but I feel more confident to pronounce the words.”</i>
6	<i>“My pronunciation is much better.”</i>
7	<i>“My speech sounds more natural now.”</i>

Source: Pasin (2019)

3.2.2 English skills

On English skills, participants were asked: *“Among the four essential English skills (writing, reading, listening and speaking), which one is the most difficult for you to perform?”*

Excerpts from the answers given by the seven participants pre-ProISP-EAP intervention are shown in Table 6.

Table 6 - Excerpts from the answers given by participants to the question: *“Among the four essential English skills (writing, reading, listening and speaking), which one is the most difficult for you to perform?”* pre-ProISP-EAP intervention

Participant	Excerpt from the answer given
1	<i>“I am sure that the most difficult is the speaking-listening pair, but, if I have to choose between them, I would say speaking. I know many words, but they don’t come in a flow.”</i>
2	<i>“Writing for me is the most difficult. To concatenate sentences is the most difficult part.”</i>
3	<i>“Speaking is the hardest. Because I never practice.”</i>
4	<i>“Speaking is the hardest for me Because I am afraid of making mistakes.”</i>
5	<i>“For me, the most difficult is the speaking-listening pair, in particular with native speakers. Because I fear that I will not understand them, and they will not understand me”</i>
6	<i>“If my difficulties could be leveled, I would say listening is the most difficult. Usually natives, in particular, talk really fast and, sometimes, I find it hard to follow what they are saying.”</i>
7	<i>“Speaking definitely. Because I lack practice.”</i>

Source: Pasin (2019)

Extracts from the answers given by the seven partakers post-ProISP-EAP intervention are shown in Table 7.

Table 7 - Excerpts from the answers given by participants to the question: *“Among the four essential English skills (writing, reading, listening and speaking), which one is the most difficult for you to perform?”* post-ProISP-EAP intervention

Participant	Excerpt from the answer given
1	<i>“I got to talk! I am so happy. Because we practiced.”</i>
2	<i>“My writing got much better. And my speaking too. Because we practiced.”</i>
3	<i>“I feel better, but I know I can improve much more.”</i>
4	<i>“My speaking is much better because we practiced”</i>
5	<i>“I feel the speaking-listening pair is easier for me now.”</i>
6	<i>“I feel more comfortable with listening now. Practice is the key.”</i>
7	<i>“I practiced a lot, I feel my speaking is more efficient.”</i>

Source: Pasin (2019)

3.2.3 Academic communicative events

On academic communicative events, participants were asked: *“Do you participate in academic communitive events in which you are requested to interact in English?”*

Excerpts from the answers given by the seven partakers pre-ProISP-EAP intervention are shown in Table 8.

Table 8 - Excerpts from the answers given by participants to the question: *“Do you participate in academic communitive events in which you are requested to interact in English?”* pre-ProISP-EAP intervention

Participant	Excerpt from the answer given
1	<i>“Yes, I attend some lectures in English sometimes, for example. But I don’t talk a lot.”</i>
2	<i>“Yes, I try... But I have already had a hard time presenting my research project to an English-speaking audience.”</i>
3	<i>“No, never.”</i>
4	<i>“Yes, I do.”</i>
5	<i>“No, I avoid it the most I can.”</i>
6	<i>“Yes. I have some foreign colleagues at the lab. And also, many of the e-mails I write are in English.”</i>
7	<i>“Yes. I speak English at international conferences, congresses.”</i>

Source: Pasin (2019)

Excerpts from the answers given by the seven participants post-ProISP-EAP intervention are shown in Table 9.

Table 9 - Excerpts from the answers given by participants to the question: *“Do you participate in academic communitive events in which you are requested to interact in English?”* post-ProISP-EAP intervention

Participant	Excerpt from the answer given
1	<i>“Yes, and I feel my speaking is getting better</i>
2	<i>“Yes. I went to an international congress. My presentations are much better. I said everything I had to say in English.”</i>
3	<i>“Not yet, but I am gaining confidence.”</i>
4	<i>“Yes. I went to an international congress and I could grasp almost it all.”</i>
5	<i>“Yes. Now, the meetings that I have with my advisor are in English. I also attended an international congress and I understood a good part of it without translators.”</i>
6	<i>“Yes. I went to an international event. My listening is much better now. And felt very happy to practice in English.”</i>
7	<i>“Yes. I had to present my Ph.D. research project to my peer, and it was fantastic.”</i>

Source: Pasin (2019)

3.2.4 Language stress and anxiety

On language stress and anxiety, participants were asked: *“Do you feel stressed or anxious when you have to speak in English in an academic situation?”*

Excerpts from the answers given by the seven participants pre-ProISP-EAP intervention are shown in Table 10.

Table 10 - Excerpts from the answers given by participants to the question: *“Do you feel stressed or anxious when you have to speak in English in an academic situation?”* pre-ProISP-EAP intervention

Participant	Excerpt from the answer given
1	<i>“Totally. I get 100% stressed, nervous, anxious.”</i>
2	<i>“Kind of. Yes, I get anxious.”</i>
3	<i>“I feel very anxious with the idea.”</i>
4	<i>“I would say 75% of me gets nervous and anxious.”</i>
5	<i>“Yes, I get super nervous.”</i>
6	<i>“I do, but not that much.”</i>
7	<i>“No, I fell neither stressed nor anxious.”</i>

Source: Pasin (2019)

Excerpts from the answers given by the seven partakers post-ProISP-EAP intervention are shown in Table 11.

Table 11 - Excerpts from the answers given by the partakers to the question: “Do you feel stressed or anxious when you have to speak in English in an academic situation?” post-ProISP-EAP intervention

Participant	Excerpt from the answer given
1	<i>“I feel more secure applying English.”</i>
2	<i>“I get less anxious now.”</i>
3	<i>“I feel less anxious with the idea.”</i>
4	<i>“Now 50% of me gets anxious and nervous.”</i>
5	<i>“I am a nervous kind of person, but now I feel much better.”</i>
6	<i>“I am not a stressed kind of guy, but I feel more comfortable with the language now.”</i>
7	<i>“No, I feel neither stressed nor anxious.”</i>

Source: Pasin (2019)

Firstly, the excerpts collected from EAP terminology issues disclose that six participants presented difficulties when pronouncing the terms related to their fields of study prior to ProISP-EAP intervention. Although one participant stated not having problems with terms, in general, pre-ProISP-EAP intervention, the answer given by the same student, after taking part in the LLP, discloses that, in fact, pronunciation was an issue to this participant as well. Therefore, all participants mentioned improvement with regards to the articulation of the terms and EAP-speaking skill in general.

Secondly, the excerpts collected from English skills difficulties, pre-ProISP-EAP intervention, show that four students reported having difficulties in speaking, in particular. Problems were, in those cases, related to language flow, lack of practice and fear of making mistakes. A total of two participants mentioned problems regarding the speaking-listening pair related to native speaking due to their high speed of speech. Another student stated having issues in writing, which was linked to sentence concatenation. Post-Pro-ISP-EAP intervention results show all participants associated skills improvement with language practice.

Thirdly, the excerpts collected prior to ProISP-EAP intervention on academic communicative events engagement reveal that five participants affirmed joining academic events, although three of them do it with reservations. Additionally, two students disclosed they do not take part in any academic situations in which they are requested to interact in English – emphasis should be given to the fact that one of them even avoids participating in such events.

As for the answers given post-ProISP-EAP intervention, five students mentioned progress in their spoken production and higher self-confidence in joining English-speaking academic events. One student affirmed maintaining high speaking performance, and, the

respondent who had mentioned avoiding those academic events prior to ProISP-EAP intervention, said that, post-ProISP-EAP intervention, he/she started considering the task due to self-confidence gained with the course. Therefore, six participants progressed their spoken production and gained more self-confidence to participate in English-speaking academic events after the intervention.

Finally, the excerpts collected from language stress and anxiety pre-ProISP-EAP intervention unfolded that six students felt stressed or anxious when dealing with English academically. All of them indicated improvement with regard to confidence and comfort when applying EAP, as well as lower anxiety and stress levels post-ProISP-EAP intervention.

3.3 PRE- AND POST-ProISP-EAP DIAGNOSTIC AND ACHIEVEMENT TESTS

As it has already been mentioned, the 3MT® model was used in the same format for both ProISP-EAP admission (pre-ProISP-EAP diagnostic test) and for the final evaluation of participants' English spoken production (post-ProISP-EAP achievement test): all students (control and intervention groups) were given three minutes to present, in spoken English, their ongoing Ph.D. research projects in a language appropriated to a specialized audience. Presentations were recorded on video by the researcher.

Test results of students allocated in the control group pre- and post-ProISP-EAP intervention are shown in Chart 7 for comparative analysis purposes.

Chart 7 – Test results of students allocated in the control group pre- and post-ProISP-EAP intervention

Student	Nationality Brazilian (Bra) Italian (Ita)	Pre-ProISP-EAP		Post- ProISP-EAP		Progress in EAP Spoken Production (*)
		Ap1	R	Ap1	R	
1	Bra	B2	B2	B2	B2	
2	Bra	B1	B1	B2	B2	*
3	Bra	A2	A1	A1	A1	
4	Bra	C1	C1	C1	C1	
5	Bra	B2	B1	B1	B2	
6	Bra	B2	B2	B2	B2	
7	Bra	C1	C1	C1	C1	
8	Bra	B1	B1	B1	B1	
9	Bra	B2	B2	C1	C1	*
10	Bra	A2	A2	B1	B1	*
11	Bra	C1	C1	C1	C1	
12	Bra	A2	A2	B1	B1	*
13	Bra	A2	B1	A2	B1	
14	Bra	B1	B1	B2	B2	*
15	Bra	A1	A1	A1	A1	
16	Bra	A1	A1	A1	A1	
17	Bra	A1	A2	A1	A2	
18	Bra	A2	A2	A2	A2	
19	Bra	A1	A1	-	-	
20	Bra	A2	A2	A2	A2	

A1, A2, B1, B2, C1, C2: descriptive levels/ Common European Framework for References of Languages (CEFR)

R: Researcher

Ap1: Appraiser 1

ProISP-EAP: Program for the Improvement of Spoken Production in English for Academic Purposes

Source: Pasin, 2018

A total of five students allocated in the control group showed progress of one level with regard to the adapted Global Scale. According to the answers given to post-ProISP-EAP questionnaire, this fact could be explained as these students had traveled to English-speaking countries for academic (four students) and personal (one student) reasons while Pro-ISP-EAP was being implemented.

As for intervention participants, Table 12 presents Production/ addressing audiences, Pragmatic/ Spoken fluency and Global Scale assessments pre- and post-ProSPI-EAP intervention provided by the four appraisers and the researcher.

Table 12 - Production, Pragmatic and Global Scale assessments of pre- and post- ProISP-EAP intervention group provided by the four appraisers and the researcher

Student	Appraiser															Final result	
	1			2			3			4			5 (Researcher)				
	Scale	Global	Production	Pragmatic	Global	Production	Pragmatic	Global	Production	Pragmatic	Global	Production	Pragmatic	Global	Production		Pragmatic
	Phase	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	A2	B1	A2- B1-	A2- B1+	A2 B1	B1- B1+	A2+ B1+	A2 B1	B1- B1	A2- B1-	A2- B1+	A2 B1	B1- B1	A2- B1-	A2- B1+	A2 B1	B1- B1
2	B1	B2	B2- B2+	B2- B2+	B2 B2	B2- B2+	B1+ B2-	B2 B1	B2- B1	B1+ B2+	B1+ B2+	B2 B1	B2- B1	B1+ B2+	B1+ B2+	B1 B1	B2 B2
3	A2	B1	B1- B1+	B1- B1+	B1 B1	A2+ B2-	A2+ B1-	A2 B1	A2+ B1-	A2+ B1+	A2+ B1+	A2 B1	A2+ B1+	A2+ B2-	A2+ B1+	A2 B1	A2 B1
4	B1	B2	B2- B2+	B2- B2+	B2 B2	B2+ B2+	B2- B2-	B2 B2	B2- B2-	B1+ B2-	B1+ B2+	B2 B1	B2- B1	B1+ B2+	B1+ B2+	B1 B2	B2 B2
5	B1	B2	B1- B1+	B1- B1+	B1 B1	B2- B1-	B2- B1+	B2 B1	B2- B1-	B2- B1+	B2- B1+	B2 B1	B2- B1+	B2- B1+	B2+ B1+	A2 B1	A2 B1
6	B1	B2	B1+ B2-	B1+ B2+	B1 B2	B1+ B2-	B1+ B2-	B2 B1	B2- B1+	B2- B1+	B2- B1+	B2 B1	B2- B1+	B2- B1+	B1+ B2+	B1 B2	B2 B2
7	B1	B2	B1- B1+	B1- B1+	B1 B1	B1- B1+	B1- B1+	B1 B1	B1- B1+	B1+ B2-	B1+ B2-	B1 B1	B2- B1+	B2- B1+	B1+ B2+	B1 B2	B2 B2

A1, A2, B1, B2, C1, C2: descriptive levels/ Common European Framework for References of Languages (CEFR)
 ProISP-EAP: Program for the Improvement of Spoken Production in English for Academic Purposes
 Source: Pasin (2018)

After adjusting the values of CEFR descriptive levels (A1 to C2) to fit grades in a numerical scale (1 to 10), the statistical analysis was performed. Table 13 shows the correspondence between the values.

Table 13 - CEFR descriptive levels and their decimal equivalences

Descriptive level	Decimal Equivalence
A1	1
A2-	2
A+	3
B1-	4
B1+	5
B2-	6
B2+	7
C1-	8
C1+	9
C2	10

Source: Pasin (2019)

Thus, the data collected from students allocated in the intervention group can be seen in Table 14. Student *t* test was applied to compare the grades in two points of time: pre- and post-ProISP-EAP intervention. Results indicate statistical significance showing $p < 0.001$ in the three tests performed (Production, Pragmatic and Global).

Table 14 - Descriptive statistics of the grades given by the four appraisers and the researcher pre- and post-ProISP-EAP intervention

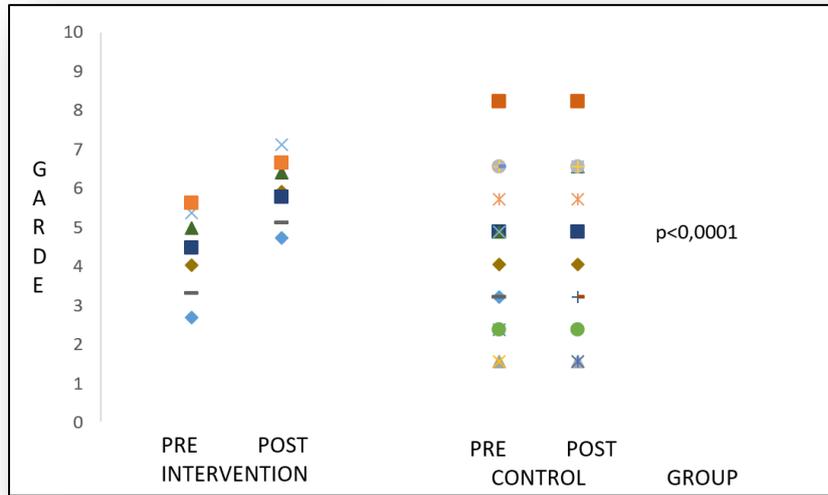
	Pre-ProISP-EAP intervention			Post-ProISP-EAP intervention		
	Production	Pragmatic	Global	Production	Pragmatic	Global
Mean	4.3	4.4	4.4	6.0	6.0	6.0
Standard Deviation	1.2	0.9	1.1	0.9	0.8	0.8
Minimum	2.5	2.9	2.7	4.5	4.7	4.7
Maximum	5.7	5.5	5.6	7.2	7.0	7.1

ProISP-EAP: Program for the Improvement of Spoken Production in English for Academic Purposes
Source: Pasin (2019)

As it had been already mentioned, students allocated in the control group were assessed by Ap1 and researcher using the Global scale, whose results showed a mean of 4.7 ± 2.3 (pre-ProISP-EAP intervention) and a mean of 5.0 ± 2.4 (post-ProISP-EAP intervention). Student *t* test comparison between both moments presented a $p = 0.05$.

Data retrieved from control and intervention groups were compared using Univariate Analysis of Variance. The statistical difference reached with $p < 0.0001$ indicated that the intervention has significantly increased participants' mean (Figure 28).

Figure 28 - Comparison between the mean grades of intervention and control groups



Source: Pasin (2019)

3.3.1 The individual assessments – intervention group

Participant 1

Production:		progressed at least one proficiency level according to all appraisers
Pragmatic:		progressed at least one proficiency level according to all appraisers
Global:		progressed one proficiency level according to all appraisers
Pre-ProISP-EAP:	A2	Spoken Production in EAP related to academic topics of most immediate personal relevance
Post-ProISP-EAP:	B1	Spoken Production in EAP of main points connecting texts related to academic topics which are familiar or of personal interest.

Participant 2

Production:		progressed at least one proficiency level according to all appraisers
Pragmatic:		progressed at least one proficiency level according to all appraisers

Global: progressed one proficiency level according to four of five appraisers

Pre-ProISP-EAP: B1 Spoken Production in EAP of main points connecting texts related to academic topics which are familiar or of personal interest.

Post-ProISP-EAP: B2 Spoken Production in EAP of main ideas on complex topics of his/her academic field showing a wide range of lexical options for academic purposes

Participant 3

Production: progressed at least one proficiency level according to all appraisers

Pragmatic: progressed at least one proficiency level according to all appraisers

Global: progressed one proficiency level according to four of five appraisers

Pre-ProISP-EAP: A2 Spoken Production in EAP related to academic topics of most immediate personal relevance

Post-ProISP-EAP: B1 Spoken Production in EAP of main points connecting texts related to academic topics which are familiar or of personal interest.

Participant 4

Production: progressed at least one proficiency level according to three of four appraisers

Pragmatic: progressed at least one proficiency level according to three of four appraisers

Global: progressed one proficiency level according to three of five appraisers

Pre-ProISP-EAP: B1 Spoken Production in EAP of main points connecting texts related to academic topics which are familiar or of personal interest.

Post-ProISP-EAP: B2 Spoken Production in EAP of main ideas on complex topics of his/her academic field showing a wide range of lexical options for academic purposes

Participant 5

Production: progressed at least one proficiency level according to all appraisers

Pragmatic:		progressed at least one proficiency level according to all appraisers
Global:		progressed one proficiency level according to four of five appraisers
Pre-ProISP-EAP:	B1	Spoken Production in EAP of main points connecting texts related to academic topics which are familiar or of personal interest.
Post-ProISP-EAP:	B2	Spoken Production in EAP of main ideas on complex topics of his/her academic field showing a wide range of lexical options for academic purposes

Participant 6

Production:		progressed at least one proficiency level according to all appraisers
Pragmatic:		progressed at least one proficiency level according to all appraisers
Global:		progressed one proficiency level according to all appraisers
Pre-ProISP-EAP:	B1	Spoken Production in EAP of main points connecting texts related to academic topics which are familiar or of personal interest.
Post-ProISP-EAP:	B2	Spoken Production in EAP of main ideas on complex topics of his/her academic field showing a wide range of lexical options for academic purposes

Participant 7

Production:		progressed at least one proficiency level according to all appraisers
Pragmatic:		progressed at least one proficiency level according to all appraisers
Global:		progressed one proficiency level according to three of five appraisers
Pre-ProISP-EAP:	B1	Spoken Production in EAP of main points connecting texts related to academic topics which are familiar or of personal interest.

Post-ProISP-EAP: **B2** Spoken Production in EAP of main ideas on complex topics of his/her academic field showing a wide range of lexical options for academic purposes

3.4 FINAL ANALYSIS

3.4.1 Results from the questionnaires

The answers given by participants post-ProISP-EAP intervention (qualitative analysis) reveal that:

- 100% improved pronunciation of terms representative of their fields of study;
- 100% improved EAP-speaking skill;
- 100% associated English skills improvement with practice;
- 85.7% progressed their spoken production and gained more self-confidence to participate in English-speaking academic events after the intervention;
- 85.7% improved confidence and feel more comfortable to apply EAP;
- 85.7% decreased language anxiety and stress levels.

3.4.2 Results from the tests

After the values of CEFR descriptive levels (A1 to C2), given by appraisers and researcher to each student, were adjusted to fit grades in a numerical scale (1 to 10), the statistical analysis performed (quantitative analysis) pointed to the improvement of the spoken production in EAP of all participants in the intervention group after taking part in the ProISP-EAP as they progressed one proficiency level up the adapted Global Scale (CEFR).

The following section, *Discussion*, offers an interpretative analysis of the data collected allied to a pedagogical vision, shedding light on their probable implications.

Discussion

4 DISCUSSION

In the introductory section of the present study, the justifications for its implementation were disclosed. The threefold justification given is based on the implication that the knowledge society leans on the foundation of educational and research excellence, reinforcing the commitment of HEIs to establish an agenda based on the formation of global-ready students, including the development of intercultural and global skills, among which communication by means of a vehicular language plays a pivotal role as it allows HEIs' members to navigate international academic settings.

Based on these premises, the present study was supported by: i) the legitimacy of English as the main vehicular language of the international academic community; ii) the impact of the poor command of English of graduate students, who are NNSE, on their international academic achievements; and iii) the promotion and dissemination of English in non-native English-speaking academic settings as a mean to improve graduate students' spoken production in EAP.

From an experimental and qualitative perspective, then, the study, *Graduate students in times of international challenges: Improving spoken production in English applied to health-related areas*, addressed the issues arising from the threefold justification above by suggesting an active and straightforward pedagogical 30-hour LLP intended to the improvement of spoken production in EAP of NNSE medical and health-related graduate students as an attempt to contribute spoken production to widen their participation in an ever-growing global academic community.

This program was named ProISP-EAP (Program for the Improvement of Spoken Production in English for Academic Purposes) and it was planned underpinned by Bachman's CLA model, basing communicative competence on the relationship between "having the capacity of saying something appropriately in a communicative act and understanding (the knowledge of the language) what exactly is intended (the function of the language) by that utterance". In simple terms, the communicative language ability lies on "both knowledge of, or competence, and the capacity for implementing it, or executing that competence in appropriate, contextualized communicative language use" (BACHMAN, 1990, p. 84).

To implement an action-oriented approach into ProISP-EAP classrooms, several implications were considered, in particular seeing learners as *social agents*, which implies involving them in the learning process possibly with descriptors as a means of communication.

It also implies recognizing the social nature of language learning and language use, the interaction between the social and the individual in the process of learning. Seeing learners as language users suggests the extensive use of the target language – *learning to use the language rather than just learning about the language* (CoE, 2018: 27). Therefore, ProISP-EAP participants were supposed to acknowledge how EAP should be applied and improve the ability to activate that knowledge to achieve academic communicative goals in academic contexts.

The ProISP-EAP teaching process was intentionally focused on guiding participants to reach meaningful communication in order to respond positively to the combination of *meaningful learning* and *significant learning* to achieve *effective teaching*, based on a humanist and encouraging teaching-learning environment, created by: i) the caring warmth and excitement the teacher shares; ii) the exchanging of meaning and feelings by learners and teachers; and iii) the joining of knowledge and emotional sensitivities. In the ProISP-EAP, students were seen as social agents, who have tasks to accomplish in given circumstances, in a specific environment and within a particular field of action, but who also have specific needs and personal barriers, in terms of a second language learning, to overcome.

As individuals may have different needs, ProISP-EAP classrooms activities were carefully customized and designed, based on real-life tasks and performances, participants' authentic communication and information sharing necessities within their academic community.

Those needs and barriers were disclosed prior to the intervention (through the interviews, questionnaires and tests) and revealed the points which should be discussed hereafter. Not only needs and barriers students faced, but the effectiveness of this pilot project should also be analyzed by answering the research question proposed: *to what extent does an active and straightforward pedagogical 30-hour LLP aimed at the improvement of spoken production in EAP applied to NNSE medical and health-related graduate students promote progress in participants' spoken language proficiency?*, despite some limitations, which included the restricted number of participants, the restricted quantity of course-hours and *Blendedall* app interferences regarding the API.

The limited number of participants, which may have reflected the positive results, was due to the tailored-made nature of this LLP and to ethical issues involved in inviting individuals to pilot projects as the one presented in this study. The restricted quantity of course-hours might have been seen as an obstacle at first, but it was worked around by the blended nature of ProISP-EAP, which included many extra-class activities, ensuring the

researcher/ teacher that students continued practicing the language even outside the classroom. As for *Blendedall* app interurrences regarding the API, students had few difficulties in reaching a good punctuation when recording homophones⁵⁹, in particular; however, this problem was minimized with in-class exercises and recordings using students' mobile phones, so that the teacher could identify pronunciation issues.

Despite the limitations mentioned, data collected and analyzed in the previous section disclosed that participants' spoken production in EAP was improved following ProISP-EAP application to health-related areas as participants progressed one proficiency level up the adapted Global Scale (CEFR). Hereafter, the intention is to offer an interpretative analysis of the data collected through the three methodologies applied in the study: interviews, questionnaires and tests, allied to a pedagogical vision, shedding light on their probable implications with the guiding help of previous literature.

4.1 ON THE INTERVIEWS

It is regarded of uppermost importance the characterization of a study's participants so that the investigator can have a better understanding of how and why he/ she arrives at certain results and try to interpret them. "Effectiveness in a course design is related to the understanding of who the students are, what they want and need to learn, as well as the determination of how learning is going to be measured" (BROWN, 1995, 2016; FINK, 2013; HUHTA et al, 2013).

ProISP-EAP participants were researchers who belonged to very distinct health-related areas, ranging from the first to the last academic semester in their doctoral processes. They were five Brazilians and two Italians who understood the importance of intercultural awareness and English proficiency to collaborate and share knowledge within the global academic community.

They promptly responded to the invitation letter and the phone calls made inviting them to participate in the study and showed great enthusiasm and a high level of motivation the first time we met, at the interviews, bearing in mind the importance of learner motivation in the learning process" (HUTCHINSON and WATERS, 1987).

From the individual interviews, it was clear that each one of them wanted to know more about the language, they all wanted, in particular, to speak English better and wished to

⁵⁹ *Homophones* are pairs of words that sound the same, but have distinctly different meanings and different spellings.

feel less pressured whenever they needed to speak English in academic settings. As young adults, they arrived with a rich range of experiences (HARMER, 2007, p. 84) including not so good English learning experiences.

In the course of the interviews, it was possible to notice, in most of them, some kind of disappointment with regards to their English proficiency self-perception, given that they had already been studying for some time, in expressions such as: *“I have already finished all the intermediate level, but I think I am an upper basic student”*; *“I think I keep on being a lower intermediate”*; *“I think I am still a basic/intermediate (...) I got 32/120 at the TOEFL test”*.

These considerations reinforced the idea of customizing their learning experiences, such as the tailoring provided by blended learning, as student-centered environments tend to be more motivating for students (CHRISTENSEN, HORN, and JOHNSON, 2010 p. 34).

They also recognized having issues with the language. Brazilians and Italians. Speaking and pronouncing terms representative of their field of study, in particular. It was not quite a surprise the fact Brazilians and Italians happened to have a certain common ground in regard to speaking and pronouncing some words, given that we share the same Latin root.

Excerpts taken from their speeches during the interviews indicated that most of participants’ difficulties when speaking in EAP were related to nervousness, anxiety and uncertainty, given that students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language (HORWITZ, HORWITZ and COPE, 1986; WOODROW, 2006).

Given that most of them mentioned navigating in English-speaking academic settings was a concern, the opportunity to improve their spoken production offered by both universities (PUCRS and UNITO) was pointed out as their driving force to participate in the ProISP-EAP.

The individual interviews were the first sign those students needed some guidance in:

- EAP terminology;
- English speaking skills for academic communicative events;
- Language stress and anxiety.

Therefore, ProISP-EAP teaching was carefully customized based on students’ individual EAP needs, also addressing the issues related to language stress and anxiety by responding positively to the combination of *meaningful learning* and *significant learning* to achieve *effective teaching* as it has already been mentioned.

It is believed the aspects above contribute to the learning process; students feel more appreciated and at ease to perform speaking tasks, as previous literature has already addressed anxiety can affect communication strategies students employ in language classes (HORWITZ, HORWITZ and COPE, 1986; WOODROW, 2006).

4.2 ON THE QUESTIONNAIRES

The questionnaires corroborated interviews findings. Most participants stated having difficulties when of pronouncing the terms related to their fields of study prior to ProISP-EAP intervention. Participants also reported having difficulties in general speaking. Problems were, in those cases, related to language flow, fear of making mistakes and lack of practice: most participants stated that they engaged academic communicative events with reservations pre-ProISP-EAP intervention.

Those observations indicated that an active language program was needed once they needed to put English to practice fearlessly the most possible; therefore, MALL tools were also incorporated to the LLP to provide the participants with extra-class opportunities to train their oral production in English.

As for qualitative results obtained after the intervention, all participants mentioned improvement with regards to the articulation of the terms and English speaking in general post-ProISP-EAP intervention, in particular, due to class design and management, as well as technology use.

Post-Pro-ISP-EAP intervention results showed all participants associated skills improvement with language practice. Harmer states the value of repetition, as each new encounter with a word or phrase helps to fix it in the students' memory (2007, p. 346). It is said "practice is the key in language learning".

Post-ProISP-EAP intervention, most of the participants mentioned having progressed in spoken production and feeling more self-confident in joining English-speaking academic events. It was also very gratifying to hear from all participants they felt more comfortable with the language as a whole post-ProISP-EAP intervention.

As a conclusion, comparing data between pre- and post-ProISP-EAP-implementation, it is feasible to say that the LLP optimized students' speaking skills, terminology use in EAP and enhanced their self-confidence when joining English-speaking academic events.

4.3 ON THE TESTS

Both pre-ProISP-EAP diagnostic and post-ProISP-EAP achievement tests were central to this hands-on action-oriented approach to language teaching as the video recordings fitted for diagnosing and achievement purposes, providing the researcher with direct, in-depth and contextualized evidence pre- and post-ProISP-EAP intervention.

As a test task, the recordings favored the three principles on which CLT is based upon (RICHARDS, 2006, p. 3, RICHARDS and RODGERS, 2006, l. 2080):

- Communication Principle: activities that involve real communication promote learning;
- Task Principle: activities in which language is used for carrying out meaningful tasks promote learning;
- Meaningfulness Principle: language that is meaningful to the learner supports the learning process.

Corroborating Weigle and Malone's words, "it is crucial to ensure that academic test tasks are academic in nature" (2016, p. 609), and what Feak postulates, "students would also find value from a course focused on speaking in research contexts" (2016, p. 497), ProISP-EAP participants mentioned the test task fitted for academic purposes.

It is also worth noting that appraisers analyzed the following aspects of test takers' spoken production in EAP thoroughly:

- Communicative Language Activities: students' academic speeches, including clarity, pertinence, and terminology use in their discourse;
- Communicative Language Competences: students' spoken fluency, including formulation, spontaneity, *tempo*, false starts, pauses and *cul-de-sacs*, interruptions, and hesitation when they speak.

In order to establish a quantitative perspective, the descriptive levels (A1 to C2) of the CEFR scales used by the appraisers and the researcher to assess students' English proficiency were adjusted to fit grades in a numerical scale (1 to 10), enabling the application of Student *t* test to compare the grades in two points of time: pre- and post-ProISP-EAP intervention. The

results confirmed a statistical significance with $p < 0.001$ in all tests performed (Production, Pragmatic and Global).

In addition, students in the control group were assessed through the Global scale, whose results showed a pre-ProISP-EAP mean of 4.7 ± 2.3 and post-ProISP-EAP mean of 5.0 ± 2.4 , comparing those results to the pre- and post-ProISP-EAP mean of the intervention group, it is possible to affirm that intervention participants started off with a lower mean than those of control group and ended the program with a higher mean.

As a conclusion, comparing data between pre- and post-ProISP-EAP-implementation, it is feasible to say that the LLP optimized students' speaking skills, terminology use in EAP and enhanced their self-confidence when presenting their Ph.D. research projects in a language appropriate to a specialized audience. Therefore, participants' spoken production in EAP was improved following ProISP-EAP intervention as participants progressed one proficiency level up the adapted Global Scale (CEFR).

Final Considerations

5 FINAL CONSIDERATIONS

The present study, *Graduate students in times of international challenges: Improving spoken production in English applied to health-related areas*, aimed to cope with the international challenges NNSE medical and health-related graduate students have to face in the ever-growing global academic community, by suggesting an active and straightforward pedagogical 30-hour LLP (ProISP-EAP), as an attempt to contribute spoken production in EAP to widen Brazilians and Italians' participation as global-ready members of such ever-growing global academic community.

The study also aimed to address the need of adopting essentially active methodologies aimed at the rupture of conservative, recurrent and uncritical pedagogical practices (PASIN and DELGADO, 2017). Endorsing Crow (2014), as the pace and complexity of our global society increases exponentially, there is an urgent need to realign the design and infrastructure of education with the needs of those our educational systems are intended to serve.

As it is believed students are tired of the “one size fits all” classrooms, ProISP-EAP was developed underpinned by some concepts which are crucial for a successful and effective classroom: learning should be meaningful and it should to be effective.

The presence of an effective teacher in class is also noteworthy. Teachers should have a clear understanding of who their students are, as well as their needs, contexts and goals, in a humanist and encouraging teaching-learning environment.

The idea of offering a 30-hour language course may not be encouraging at first, once it is known languages need practice, and practice needs time; however, it is a starting point, considering that blended-natured LLPs offer a wide range of extra-class opportunities to train the language: therefore, ProISP-EAP wishes to be an option for academics, in particular, who have to cope with so many academic tasks in the little time they have at disposal.

It is also uncertain if all partakers will progress one proficiency level up by the end of ProISP-EAP in the future; however, tailor-made language interventions tend to provide students with qualitative improvement once teachers are committed to the task, and students are engaged, motivated and fearless. In the end of the day, it is also about love, responsibility and care.

ProISP-EAP was also developed as an attempt to contribute to the language learning area, as a pedagogical option. It could be available as a discipline at universities or private language courses in the future – understanding that its current format is not meant to be scalable,

as a tailor-made course, it should be limited to a restricted number of participants with the intention to provide these students with best results. The intention was to implement a course that comprised all aspects favoring the teaching-learning pair: a customized class developed based on stakeholders' needs, guided by blended learning, and all technology contained in it, aimed at the accomplishment of real-life tasks.

5.1 FUTURE PERSPECTIVES

Given that, according to the data collected and analyzed, participants' spoken production in EAP was improved post-ProISP-EAP, the program could be replicated positively in different fields, with academics who belong to different knowledge areas, as the pedagogic model proposed is adaptable, and language permeates it all.

As for my future as an educator, I intend to continue teaching and researching in the field of Languages mainly, and, most of all, helping people to reach their goals through meaningful language teaching.

References

REFERENCES

- ALTBACH, Philip. G. Globalization and the university: Myths and realities in an unequal world. In: *The NEA 2005 almanac of higher education*. National Education Association (Ed.). Washington, DC: National Education Association, p. 63-74, 2004,
- ALTBACH, Philip. G. The imperial tongue: English as the dominating academic language. *Economic and political Weekly*, p. 3608-3611, 2007.
- ALTBACH, Philip. G.; KNIGHT, J. The internationalization of higher education: Motivations and realities. *Journal of studies in international education*, v. 11, n. 3-4, p. 290-305, 2007.
- ALTBACH, Philip G.; REISBERG, L.; RUMBLEY, L. *Trends in global higher education: Tracking an academic revolution: A report prepared for the UNESCO 2009 world conference on higher education*. UNESCO, 2009.
- ALTBACH, Philip G.; SALMI, J. (Eds.). *The road to academic excellence: the making world-class research universities*. Washington DC: World Bank Publications, 2011.
- ALTBACH, Philip G. Perspectives on internationalizing higher education. *International Higher Education*, n. 27, 2002.
- ANTHONY, L. AntConc: A learner and classroom friendly, multi-platform corpus analysis toolkit. *Proceedings of IWLeL*, p. 7-13, 2004.
- ANTHONY, L. AntConc (Version 3.4.4) [Computer Software]. Tokyo, Japan: Waseda University. Retrieved from <http://www.laurenceanthony.net/software>.
- ARRUDA, R. Brazil's Newest Attempt at Internationalization: The Capes-PrInt is a new attempt at internationalization that comes with a smaller budget than Science Without Borders, but with more strategic goals. Retrieved from: <https://www.insidehighered.com/blogs/world-view/brazil%E2%80%99s-newest-attempt-internationalization>.
- BACHMAN, Lyle F. *Fundamental considerations in language testing*. Oxford University Press, 1990.
- BACHMAN, Lyle F. Ongoing challenges in language assessment. *The companion to language assessment*, v. 3, p. 1586-1604, 2013.
- BATISTA DE ALBUQUERQUE, F. Produto 1: *Programa Ciência sem Fronteiras*. Ministério da Educação, 2013.

BAZELEY, P. Issues in mixing qualitative and quantitative approaches to research. Proceeding of International Conference. *Qualitative Research in Marketing and Management*, v. 1, 2002.

BENNETT, Milton. J. Intercultural communication: A current perspective. In Milton J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings*. Yarmouth, ME: Intercultural Press, n. 1, p. 1-34, 1998.

BERTERO, Carlos O. et al. Os desafios da produção de conhecimento em administração no Brasil. 2013. Retrieved from: <https://bibliotecadigital.fgv.br/dspace/bitstream/handle/10438/20796/S1679-39512013000100012.pdf>

BJÖRKMAN, B. *English as an Academic Lingua Franca: An Investigation of Form and Communicative Effectiveness* In: Jenkins, J. & Baker, W. (Eds.). (2013). *Developments in English as a Lingua Franca [DELFL]*. [Kindle version]. Available from <http://www.amazon.com.br/>, 2013.

BONK, Curtis. J.; GRAHAM, Charles. R. *The handbook of blended learning environments: Global perspectives, local designs*. San Francisco: Jossey-Bass/Pfeiffer. p. 5, 2006.

BOUHNİK, D.; DESHEN, M. WhatsApp goes to school: Mobile instant messaging between teachers and students. *Journal of Information Technology Education: Research*, v. 13, n. 1, p. 217-231, 2014.

BRANDENBURG, U.; DE WIT, H. "The End of Internationalization". *International Higher Education*. Center for International Higher Education, Boston College, n. 62, 2011.

BROWN, J. D. *The elements of language curriculum: A systematic approach to program development*. Boston: Heinle and Heinle, 1995.

BROWN, J. D. (2016). *Introducing Needs Analysis and English for Specific Purposes*. London and New York: Routledge, 2016.

BRUMFIT, C. *Individual Freedom in Language Teaching*. Oxford: Oxford University Press, 2001.

CABRAL, S.; LAZZARINI, S. G. Internacionalizar é preciso, produzir por produzir não é preciso. *Organizações & Sociedade*, v. 18, n. 58, p. 541-542, 2011.

CAMBRIDGE, U. of. Using the CEFR: Principles of Good Practice, (October), 2011. Retrieved from: <http://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf>

CAMPBELL, D.T, FISKE, D. W. Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological bulletin*, v. 56, n. 2, p. 81-105, 1959.

CANALE, M.; SWAIN, M. Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, v. 1, n. 1, p. 1-47, 1980.

COORDENAÇÃO DE APERFEIÇOAMENTO DE PESSOAL DE NÍVEL SUPERIOR [CAPES]. (n.d.). Retrieved from <http://www.capes.gov.br/>

CHAIMOVICH, H. Brasil, ciência, tecnologia: alguns dilemas e desafios. *Estudos avançados*. São Paulo, v. 14, n. 40, p. 134-143, set./ dez., 2000.

CHRISTENSEN, C.; HORN, M.; JOHNSON, C. *Disrupting Class*: How disruptive innovation will change the way the world learn. (2 ed.). New York, NY: McGraw-Hill, 2010.

COUNCIL OF EUROPE. (CoE). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press, 2001

COUNCIL OF EUROPE. (CoE). *Common European framework of reference for languages: Learning, teaching, assessment*. Companion volume with new descriptors. Cambridge: Cambridge University Press, 2018.

CROW, M. *What is the role of universities in global development?* *The World Bank*, Oct., 2014.

CRYSTAL, David. *English as a Global Language* (2 ed.). Cambridge: Cambridge University Press, 2003.

DE MIRANDA, J. A.; STALLIVIERI, L. Para uma política pública de internacionalização para o ensino superior no Brasil. *Avaliação: Revista da Avaliação da Educação Superior*, v. 22, n.3, p. 589-613, 2017.

DE WIT, H. *Strategies for the Internationalization of Higher Education. A Comparative Study of Australia, Canada, Europe, and the United States of America*. Amsterdam: European Association of International Education (EAIE), 1995.

DE WIT, H. Rationales for Internationalisation of Higher Education. Polytechnic Institute of Viseu. Retrieved from <http://www.ipv.pt/millennium/wit11.htm>

DE WIT, H. (2011, July). Globalisation and Internationalisation of Higher Education (introduction to online monograph). *Revista de Universidad y Sociedad del Conocimiento (RUSC) - Universitat Oberta de Catalunya*. v. 8 n. 2, p. 241-248. Retrieved from <http://rusc.uoc.edu/ojs/index.php/rusc/article/view/v8n2-dewit/v8n2-dewit-eng>

DE WIT, H. *Reconsidering the concept of internationalization*. *International Higher Education*, n. 70, p. 6-7, 2013.

DENZIN, N. K. *The Research Act* (2 ed.). New York, NY: McGraw-Hill, 1978.

DUDLEY-EVANS, T.; ST. JOHN, M.J. *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press, 1998.

DRUCKER, P. *The Age of Discontinuity: Guidelines to our changing society*. New York, NY: Harper & Row, 1969.

ELDER, C.; DAVIES, A. Assessing English as a lingua franca. *Annual review of applied linguistics*, v. 26, p. 282-304, 2006.

FEAK, C. B. EAP support for post-graduate students. In: *The Routledge handbook of English for academic purposes*. Routledge, 2016. Kindle Edition.

FINK, L. Dee. A self-directed guide to designing courses for significant learning. *University of Oklahoma*, v. 27, n. 11, 2003.

FINK, L. Dee. *Creating significant learning experiences: An integrated approach to designing college courses*. John Wiley & Sons, 2013.

FLICK, U. Triangulation revisited: strategy of validation or alternative? *Journal for the Theory of Social Behavior*, v. 22, n. 2, p. 175-197, 1992.

FREIRE Jr., J.C. Brazil's Science Without Borders programme deserves more credit. Retrieved from: <https://www.timeshighereducation.com/blog/brazils-science-without-borders-programme-deserves-more-credit>

FRIEDMAN, T. L. *The World Is Flat: A Brief History of the Twenty-first Century* [Kindle version] Available from <http://www.amazon.com.br/>, 2007.

GRADDOL, D. *The Future of English*. London: British Council, 1997.

GRADDOL, D. (2006). *English Next*. British Council, 2006.

GRAZIOSI, A. La nuova questione della lingua in Italia. In Graziosi, A.; Beccaria, G.L. (Eds). *Lingua Madre: Italiano e inglese nel mondo globale*. Bologna: Il Mulino, 2015.

GRIECO, J. A. *Fostering cross-border learning and engagement through study abroad scholarships: Lessons from Brazil's Science Without Borders Program*. University of Toronto, Canada, 2015, Doctoral dissertation.

GUION, L. A. *Triangulation: Establishing the validity of qualitative studies*. University of Florida: Extension. Institute of Food and Agricultural Sciences, 2002.

HARMER, J. *The Practice of English Language Teaching* (4 ed.). Harlow: Pearson/Longman, 2007.

HINKEL, E. Current perspectives on teaching the four skills. *Tesol Quarterly*, v. 40, n. 1, p. 109-131, 2006.

HOLLIDAY, A. *Understanding Intercultural Communication*. Abingdon: Routledge, 2013

HOLLIDAY, A. Culture, communication, context and power. In Jackson, J. (Ed.). *The Routledge Handbook of Language and Intercultural Communication*. Abingdon: Routledge, p. 37-51, 2014.

HORN, M. *Ensino híbrido é o único jeito de transformar a educação*. Interview given to Patricia Gomes. Retrieved from: <http://porvir.org/ensino-hibrido-e-unico-jeito-de-transformar-educacao/>.

HORN, Michael B.; STAKER, H. *Blended: Usando a inovação disruptiva para aprimorar a educação*. (Maria Cristina Gularte Monteiro, Transl.). Porto Alegre: Penso, 2015.

HORWITZ, Elaine K.; HORWITZ, Michael B.; COPE, Joann. Foreign language classroom anxiety. *The Modern language journal*, v. 70, n. 2, p. 125-132, 1986.

HUDZIK, John K. *Comprehensive internationalization: From concept to action*. Retrieved from: http://www.nafsa.org/Find_Resources/Internationalizing_Higher_Education/Comprehensive_Internationalization/

HUDZIK, John K. *Comprehensive Internationalization: Institutional Pathways to Success*. New York, NY: Routledge, 2015.

HUDZIK, John K. Comprehensive internationalisation requires long-term commitment and continuous progress. *Diari Digital de la Universitat Rovira I Virgili*. Tarragona, Retrieved from: <http://diaridigital.urv.cat/en/entrevistes/comprehensive-internationalisation-requires-long-term-commitment-and-continuous-progress/>

HUDZIK, John K.; MCCARTHY, Joanne S. Leading comprehensive internationalization: Strategies and tactics for action. *NAFSA, Association of International Educators*, 2012.

HUHTA, M. et al. *Needs analysis for language course design: A holistic approach to ESP*. Cambridge University Press, 2013.

HUTCHINSON, T. & WATERS, A. *English for Specific Purposes: a learning-centred approach*. Cambridge: Cambridge University Press, 1987. Kindle Edition.

HYLAND, K. *Academic Discourse*. English in a Global Context. London: Continuum, 2009

HYLAND, K.; HAMP-LYONS, L. EAP: Issues and directions. *Journal of English for academic purposes*, v. 1, n. 1, p. 1-12, 2002.

HYLAND, K. & SHAW, P. (Eds.). *The Routledge Handbook of English for Academic Purposes*. *Routledge Handbooks in Applied Linguistics*, 2006, [Kindle version] Available from <http://www.amazon.com.br/>

HYMES, D. H. On communicative competence. In J.B. Pride & J. Holmes (Eds.), *Sociolinguistics*. London: Penguin, p. 269-293, 1972.

JACKSON, J. (Ed.). *The Routledge Handbook of Language and Intercultural Communication* In: *Routledge Handbooks in Applied Linguistics*. Abingdon: Routledge, 2014.

JOHNSON, K. *Communicative Syllabus Design and Methodology*. Oxford: Pergamon, 1982.

JONGBLOED, B.; ENDERS, J.; SALERNO, C. Higher education and its communities: Interconnections, interdependencies and a research agenda. *Higher Education*, v. 56, n. 3, p. 303-324, 2008.

JORDAN, R. R. *English for Academic Purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press, 1997.

JORDAN, R.R. The growth of EAP in Britain. *Journal of English for Academic Purposes*, v. 1, n. 1, p. 69-78, 2002.

Retrieved from http://uefap.com/baleap/quotes/jordan_jeap.pdf

KACHRU, Braj B. Standards, codification and sociolinguistic realism: the English language in the outer circle. In R. Quirk and H.G. Widdowson (Eds.). *English in the World: Teaching and Learning the Languages and Literatures*. Cambridge: Cambridge University Press, 1985.

KNIGHT, J. Internationalization of Higher Education: A Conceptual Framework. In Knight, J.; De Wit, H. (Eds.). *Internationalization of Higher Education in the Asia Pacific Countries*. Amsterdam: European Association of International Education (EAIE), p. 5-19, 1997.

KNIGHT, J.; De Wit, H. (Eds.). Internationalisation of Higher Education. In: *Quality and Internationalisation in Higher Education*. Paris, France: OECD, 1999.

KNIGHT, J. *Higher Education in Turmoil: The Changing World of Internationalization*. Rotterdam, The Netherlands: Sense Publishers, 2008.

KRIEGER, Maria da G.; FINATTO, Maria J. B. *Introdução à terminologia: teoria e prática*. Editora Contexto, 2004.

KUKULSKA-HULME, A.; NORRIS, L.; DONOHUE, J. *Mobile pedagogy for English language teaching: a guide for teachers*. London: British Council, 2015.

LÉVY, P. *A inteligência coletiva: por uma antropologia do ciberespaço*. (Luiz Paulo Rouanet, Transl.). São Paulo, SP: Ed. Loyola. (Original work published 1997), 2015.

LEWIN, R. Introduction: The quest for global citizenship through study abroad. In: *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship*, p. xiii-xxii, 2009.

LYNCH, T. Questions of Presentation: Evaluating Success in EAP Seminar Skills Classes. *Edinburgh Working Papers in Applied Linguistics*, v. 9, p. 52-62, 1998.

MARGINSON, S.; van der Wende, M. Globalisation and Higher Education. In: OECD Education Working Papers, n. 8, OECD Publishing, Paris. Retrieved from: <http://dx.doi.org/10.1787/173831738240>.

MARINGE, F.; Foskett, N. (Eds.). *Globalization and Internationalization in Higher Education*. London: Continuum, 2010.

MARINGE, F.; Foskett, N. Introduction: Globalization and Universities. In Maringe, F. & Foskett, N. (Eds.), *Globalization and Internationalization in Higher Education*. London: Continuum, 2010.

MCCARTHY, M.; O'KEEFFE, A. 2. Research in the Teaching of Speaking. *Annual Review of Applied Linguistics*, v. 24, p. 26-43, 2004.

MCKAY, S. *Teaching English as an International Language*. Oxford: Oxford University Press, 2002.

MORENO, A. I.; VERMEULEN, A. Profiling a MALL App for English Oral Practice A Case Study. *Journal of Universal Computer Science*, v. 21, n. 10, p. 1339-1361, 2015.

MORIN, E. *The Seven Complex Lessons in Education for the Future*. UNESCO Publishing: Paris, 1999.

MORIN, E. *Introdução ao Pensamento Complexo* (4 ed.). (Translated by Eliane Lisboa). Porto Alegre, RS: Sulina, 2011 (Original work published 2007)

NATION, I. S. P.; NEWTON, J. *Teaching ESL/EFL listening and speaking. ESL & Applied linguistics professional series*. Routledge Taylor & Francis Group, 2009.

NOGUCHI, J. A genre analysis and mini-corpora approach to support professional writing by nonnative English speakers. *英語コーパス研究*, n. 11, p. 101-110, 2004.

NON-NATIVE SPEAKER. Meaning. Retrieved from: <https://www.merriam-webster.com/dictionary/non-native>.

NOVAK, J. *Learning, creating, and using knowledge: Concept maps as Facilitative tools in schools and corporation*. (2 Ed.). Routledge, 2010.

OGHIGIAN, K.; CHUJO, K. An effective way to use corpus exercises to learn grammar basics in English. *Language Education in Asia*, v. 1, n. 1, p. 200-214, 2010.

PARK, Y. A pedagogical framework for mobile learning: Categorizing educational applications of mobile technologies into four types. *The International Review of Research in Open and Distributed Learning*, v. 12, n. 2, p. 78-102, 2011.

PASIN, D. M.; DELGADO, H. O. K. O ensino híbrido como modalidade de interação ativa e reflexão crítica: relato de uma experiência docente no Brasil/Blended learning as a modality of active interaction and critical reflection: a teaching experience report in Brazil. *Texto Livre: Linguagem e Tecnologia*, v. 10, n. 2, p. 87-105, 2017.

PENNYCOOK, A. *The cultural politics of English as an international language*. Routledge, 2017.

PERROTT, E. *Effective teaching: A practical guide to improving your teaching*. Routledge, 2014.

PICCARDO E. et al. Pathways through Assessing, Learning and Teaching in the CEFR. Strasbourg: Council of Europe.
Retrieved from: <http://www.ecml.at/tabid/277/PublicationID/64/Default.aspx>

PICCARDO, E. *From communicative to action-oriented: A research pathway*. Curriculum Services, Canada, 2014.

PRICE, J. E. Study skills – with special reference to seminars strategies and one aspect of academic writing. In: S. Holden (Ed.) *English for Specific Purposes*. London: MEP, 1977.

RAJAGOPALAN, K. The concept of ‘World English’ and its implications for ELT. *ELT journal*, v. 58, n. 2, p. 111-117, 2004.

RICHARDS, Jack C. *Communicative language teaching today*. SEAMEO Regional Language Centre, 2005.

RICHARDS, J. C.; RODGERS, T. S. *Approaches and Methods in Language Teaching* [Kindle version] 2006. Available from <http://www.amazon.com.br/>

ROBERTSON, R. *Glocalization: time-space and homogeneity-heterogeneity*. In *Global Modernities*. Featherstone, M., Scott, L. & Robertson, R. (Eds.). London: Sage, p. 25-44, 1995.

ROBINSON, Pauline C. *ESP today: A practitioner's guide*. Hemel Hempstead: Prentice Hall, 1991.

ROBLES, C; BHANDARI, R. *Higher Education and Student Mobility: A Capacity Building Pilot Study in Brazil*.

Retrieved from: <http://www.capes.gov.br/images/stories/download/diversos/23112017-Higher-Education-and-Student-Mobility-Brazil-Pilot-2.pdf>

SÁ, Creso M. The Rise and Fall of Brazil’s Science Without Borders. *International Higher Education*, n. 85, p. 17-18, 2016.

SAVOIR-FAIRE. Meaning.

Retrieved from: <https://www.merriam-webster.com/dictionary/savoir%20faire>.

SCARCELLA, Robin. *Academic English: A conceptual framework*. 2003.

SCIMAGO. SJR — SCImago Journal & Country Rank.

Retrieved from: <http://www.scimagojr.com>.

SEIDLHOFER, B. A concept of international English and related issues: From 'real English' to 'realistic English'?

Retrieved from: www.coe.int/t/dg4/linguistic/source/SeidlhoferEN.pdf.

SINCLAIR, J. (Ed.). *How to Use Corpora in Language Teaching*. Amsterdam: John Benjamins Publishing Company, 2004.

SMITH, L. E. *Readings in English as an international language*. Pergamon, 1983.

STALLIVIERI, L.; BIAVA, L. Publicação acadêmica internacional como estratégia de internacionalização das instituições de ensino superior. *Revista de Educação do COGEIME*, v. 26, n. 50, p. 125-138, 2017.

Retrieved from:

<https://www.redemetodista.edu.br/revistas/revistascogeime/index.php/COGEIME/article/view/696>.

TAKAHASHI, A. *Self-perception of English Ability*: Is it related to proficiency and/or class performance?, 2009.

TRAXLER, J. Research Essay: Mobile Learning. *International Journal of Mobile and Blended Learning*. v. 3, n. 2, p. 57-67, 2011.

TIMES HIGHER EDUCATION [THE]. *World University Rankings*. Retrieved from <https://www.timeshighereducation.com/world-university-rankings/2018/world-ranking/>.

TRIM, J. L.; BAILLY, S.; de L'EUROPE, C. *Common European framework of reference for languages: learning, teaching, assessment: A guide for users*. Council of Europe, 2001.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION [UNESCO]. (n.d.). Retrieved from: <https://en.unesco.org/about-us/introducing-unesco>.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION [UNESCO]. World Conference on Higher Education in the Twenty-first Century: Vision and Action. Retrieved from: <http://unesdoc.unesco.org/images/0011/001163/116345e.pdf>.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION [UNESCO]. (2005). World Report. Towards Knowledge Societies. Retrieved from: <http://unesdoc.unesco.org/images/0014/001418/141843e.pdf>

UNIVERSITY OF QUEENSLAND. Three Minute Thesis 3MT ® [Online]. Retrieved from: <https://www.uq.edu.au/grad-school/three-minute-thesis>.

WEIGLE, Sara. C.; MALONE, Margaret. E. Assessment of English for academic purposes. In: *The Routledge handbook of English for academic purposes*. Routledge, 2016. Kindle Edition.

WOODROW, Lindy. Anxiety and speaking English as a second language. *RELC Journal*, v. 37, n. 3, p. 308-328, 2006.

Appendices

APPENDICES

APPENDIX A - Invitation letter to participate in the ProISP-EAP sent to 94 graduate students in Medicine and Health Sciences at PUCRS

APPENDIX B - Consent Form/ Brazil

APPENDIX C - Consent Form/ Italy

APPENDIX D - Pre-ProISP-EAP Questionnaire/ Brazil

APPENDIX E - Pre-ProISP-EAP Questionnaire/ Italy

APPENDIX F - Post-ProISP-EAP Questionnaire/ Brazil

APPENDIX G - Post-ProISP-EAP Questionnaire/ Italy

APPENDIX H - Appraisal sheet model

APPENDIX A - Invitation letter to participate in the ProISP-EAP sent to 94 graduate students in Medicine and Health Sciences at PUCRS

Prezados Pós-Graduandos,

Encaminhamos e-mail abaixo para conhecimento e participação.

Atenciosamente.



Bruna Caldas Remedio
Secretário II
Programa de Pós-Graduação em Medicina e Ciências da Saúde - PUCRS

Av. Ipiranga, 6681 - Prédio 60 - sala 317
CEP: 90610-000 - Porto Alegre - RS
Fone: 3320.3318
www.pucrs.br/medicina

APPENDIX B - Consent Form/ Brazil

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

TEMA DA PESQUISA: O DOUTORANDO EM TEMPOS DE INTERNACIONALIZAÇÃO: aprimorando a interação verbal acadêmica em língua inglesa na área da saúde.

Pesquisador Responsável: Profa. Dra. Bartira Ercília Pinheiro da Costa

Professora pesquisadora aplicadora do programa: Débora Montenegro Pasin

Nome do(a) participante convidado(a): _____

SOBRE A PESQUISA: Você está sendo convidado(a) a participar de um programa de aprimoramento da interação verbal em língua inglesa para fins acadêmicos (EAP) que contará com dois modelos de aplicação e uma ferramenta virtual:

- 10 (dez) encontros de 1h30min (uma hora e trinta minutos) cada em formato aula/ individual (pesquisadora + participante);
- 10 (dez) encontros de 1h30min (uma hora e trinta minutos) cada em formato aula/ grupo (pesquisadora + três alunos + dois professores convidados/ sendo um da área das Letras e outro da área da Saúde para verificação da pertinência linguística e terminológica);
- Dispositivo para treinamento virtual (*website mobile*).

SOBRE O ESCOPO DA PESQUISA: A pesquisa pretende investigar o nível de interação verbal em língua inglesa dos doutorandos do Programa de Pós-Graduação em Medicina e Ciências da Saúde para, então, promover o aprimoramento da interação verbal em língua inglesa para fins acadêmicos específicos dos mesmos.

SOBRE AS ATIVIDADES: Uma vez tendo aceito o convite a participar da pesquisa, você irá participar das seguintes atividades:

1) Etapas pré-programa de aprimoramento:

- a) Preenchimento (escrito) de questionário que visa descrever que tipo de usuário da língua inglesa você é;
- b) Gravação (em vídeo) individual de 02 a 05 minutos (dois a cinco minutos) de miniapresentação verbal, em inglês, na qual você falará sobre o tema da pesquisa que você vem desenvolvendo no doutorado;
- c) Sorteio do grupo intervenção, que será composto por três alunos (cuja avaliação seja de estrato B1 de acordo com o CEFR/ Quadro Europeu Comum de Referência para Línguas);
- d) Elaboração de *corpora* de aprendiz e de estudo para cada um dos três participantes a partir do conteúdo extraído da miniapresentação e da entrevista individual (lembrando que o corpus é uma coletânea dos termos frequentes e relevantes pertinentes à área de atuação de cada participante);
- e) Elaboração de *website mobile* para inserção dos termos compilados e suas pronúncias (padrão-ouro na língua inglesa americana);
- f) Estabelecimento de cronograma para os encontros (individuais e em grupo).

2) Etapas no decorrer do programa de aprimoramento:

- a) Todos os encontros serão gravados em vídeo para que a pesquisadora possa transcrever os mesmos e, assim, possa avaliar a evolução (ou não) dos sujeitos;

- b) A intervenção acontecerá nas instalações da Faculdade de Medicina em horários e dias fixos, agendados previamente ao início do projeto e acordado com os participantes;
- c) Os encontros acontecerão duas vezes por semana: um dia de encontro individual e um dia de encontro em grupo. Se você precisar cancelar uma aula individual, deverá fazê-lo com 24h de antecedência à mesma mediante contato com a pesquisadora aplicadora do programa;
- d) Além dos encontros presenciais, cada participante contará uma ferramenta de treinamento: um dispositivo para celular (*website mobile*), ao qual você terá acesso aos termos necessários à sua pesquisa, em inglês, a qualquer hora do dia, quantas vezes desejar. Esse dispositivo permitirá que você ouça a pronúncia de referência dos termos e a sua própria, pois o dispositivo contará com uma função que comparará ambas as pronúncias e avaliará, em percentual, a proximidade entre elas – sendo necessário que você atinja, no mínimo, 80% de acurácia em um termo para passar à prática do termo seguinte.

2.1 Sobre os encontros:

Os encontros individuais e em grupo acontecerão em formato de entrevista e minipresentação das teses. Cada participante do grupo intervenção treinará, em língua inglesa, no decorrer da intervenção:

- Pertinência da terminologia referente à temática de estudo no doutorado;
- Pronúncia padrão-ouro dos termos;
- Velocidade da fala;
- Minimização de interrupções no decorrer da fala;
- Expressão corporal no decorrer da fala.

2.2 Sobre as avaliações:

Três avaliações, em língua inglesa, serão feitas no decorrer da intervenção: i) ao início; ii) na metade; e iii) ao final da pesquisa (no último encontro) quanto à(s):

- Terminologia;
- Pronúncia;
- Velocidade;
- Interrupções – como hesitação e gagueira.
- Expressão corporal.

2.3 Sobre os instrumentos de avaliação:

Dois instrumentos serão utilizados nas avaliações:

- ***CEFR – Common European Framework of Reference for Languages***

O CEFR define parâmetros estabelecidos internacionalmente que descrevem qualitativamente as habilidades linguísticas de um falante de língua inglesa como língua estrangeira. O instrumento conta com seis estratos: A1, A2, B1, B2, C1, C2, que caracterizam as competências do falante.

- ***The Competent Speaker Speech Evaluation Form / da NCA (National Communication Association from USA)***

O *Competent Speaker Speech Evaluation* é um manual de avaliação da competência oral desenvolvido pela Associação Nacional de Comunicação dos Estados Unidos. O instrumento consiste em oito competências, quatro dos quais dizem respeito à preparação e quatro para a fala em si. Para cada uma das oito competências, critérios específicos para a avaliação são fornecidos em três níveis de desempenho: excelente, satisfatória e insatisfatória.

3) Etapas pós-programa de aprimoramento:

- a) Todas as gravações feitas serão transcritas para que pontos de estagnação e de aprimoramento na fala sejam observados. Tais pontos serão comparados aos resultados obtidos nos dois instrumentos de avaliação mencionados no item 2.3, para que possamos analisar (baseados em estratégia de triangulação) se houve (ou não) aprimoramento com o método desenvolvido no decorrer da intervenção;
- b) Ao final da intervenção, todos os doutorandos (grupo intervenção e grupo controle) responderão a questionário para levantamento de dados e repetirão a mesma minipresentação verbal, em língua inglesa, tal como no início do estudo;
- c) Como sinal de êxito do programa desenvolvido pela presente pesquisa, espera-se um resultado individual mínimo \geq B2, de acordo com os estratos de categorização do Quadro Europeu Comum de Referência para Línguas (CEFR) e nível de desempenho satisfatório das competências descritas nos oito quesitos que compõem o The Competent Speaker Speech Evaluation;
- d) Os resultados das avaliações dos doutorandos estarão disponíveis num prazo de \approx 60 (sessenta) dias após o término do programa de aprimoramento. Questionamos se você gostaria de ser comunicado(a) sobre os resultados do estudo. É necessário que você faça a opção escrevendo:
SIM ou NÃO: _____ QUERO SABER DO RESULTADO DA PESQUISA.
- e) Os dados levantados por intermédio dos questionários aplicados pré e pós-intervenção, bem como da intervenção em si, serão analisados pelos pesquisadores.

CONSIDERAÇÕES FINAIS:

Liberdade: A sua participação na pesquisa é totalmente voluntária e você pode desistir a qualquer momento sem a necessidade de explicar o motivo e sem risco de ser penalizado.

Comprometimento: É de extrema importância que, uma vez comprometido(a) com a pesquisa, você tente não faltar nem desmarcar aulas, pois a sequência é essencial para o alcance de resultados positivos.

Confidencialidade: Todos os registros serão mantidos em sigilo no decorrer do estudo, após a conclusão, serão usados como fonte de documentação desta pesquisa para literatura e/ou estudos gerados por ela (seu nome será sempre preservado). É necessário que você faça a opção autorizando o armazenamento para emprego futuro: _____ AUTORIZO (Favor escrever SIM ou NÃO).

Riscos e benefícios: A pesquisa não oferece riscos de qualquer natureza. Os benefícios dizem respeito ao aprimoramento da interação verbal em língua inglesa, fundamental para os membros da comunidade acadêmico-científica contemporânea.

Eu, _____, fui convidado(a) a participar desta presente pesquisa sendo devidamente informado(a) pela pesquisadora DÉBORA MONTENEGRO PASIN dos objetivos e das justificativas desta pesquisa de forma clara e detalhada. Recebi informações sobre cada passo que estarei envolvido(a). Todas as minhas dúvidas foram respondidas com clareza. Estou ciente de que as informações por mim fornecidas serão mantidas em segredo e usadas conforme opção acima. Fui informado(a) que meu deslocamento será o único custo que terei de arcar relacionado à pesquisa. Como participante, caso eu tenha perguntas sobre esta pesquisa, posso chamar a pesquisadora pelos seguintes telefones (51) 99298.3495, ou 3013.5599 até às 18h de segunda a sexta-feira.

Esta pesquisa tem aprovação do Comitê de Ética em Pesquisa (CEP) da PUCRS, sito na Av. Ipiranga, 6681, prédio 40, sala 505, CEP 90619-900, cujo horário de atendimento é das

8h00min às 12h00min e das 13h30min às 17h00min, de segunda a sexta, telefone: (51) 3320.3345.

Sob as condições acima mencionadas, concordo em participar do presente estudo. Declaro que recebi via assinada do presente Termo de Consentimento Livre e Esclarecido, aprovando-o e assinando-o após lê-lo atentamente.

Porto Alegre, ____ de _____ de _____.

Participante
Pesquisadora

APPENDIX C - Consent Form/ Italy

Consenso Libero e Informato

TEMA DELLA RICERCA: LO STUDENTE DI POST-LAUREA AI TEMPI DELL' INTERNAZIONALIZZAZIONE: migliorando l'interazione verbale accademica in lingua inglese nel settore della salute.

Ricercatrice Responsabile: Prof.ssa Dr.ssa Bartira Ercília Pinheiro da Costa
 Prof.ssa Ricercatrice responsabile per l'applicazione del programma: Prof.ssa Débora Montenegro Pasin

Nome del partecipante invitato: _____

SULLA RICERCA: Sei invitato a partecipare a un programma di perfezionamento dell'interazione verbale in lingua inglese per scopi accademici (EAP) che sarà caratterizzato da due modelli applicativi e uno strumento virtuale:

- 7h30min/ classe, in *format* lezione privata *face to face* (ricercatrice + partecipante);
- 7h30min/ classe, in *format* lezione privata via Skype (ricercatrice + partecipante);
- Dispositivo per la pratica virtuale (*website mobile*).

SULLO SCOPO DELLA RICERCA: La ricerca si propone di indagare il livello d'interazione verbale in lingua inglese degli studenti di Post-Laurea – sia in Medicina, Scienze della Salute, Scienze Cliniche e Biologiche (e) o Scienze Motorie – per promuovere il miglioramento dell'interazione verbale in lingua inglese per scopi accademici specifici.

SULLE ATTIVITÀ: Dopo aver accettato l'invito a partecipare al sondaggio, ti saranno proposte le seguenti attività:

1) Tappe del pre-programma di perfezionamento:

- a) Compilazione del questionario (scritto), il cui scopo è di descrivere che tipo di utente in lingua inglese sei;
- b) Registrazione di un video di non più di 05 minuti (cinque minuti) di una breve presentazione verbale, in inglese, in cui parlerai del tema della ricerca che stai sviluppando nel tuo corso di master/dottorato;
- c) Controllo del livello (lingua inglese) degli studenti che faranno parte del gruppo d'intervento (secondo il QCER – Quadro Comune Europeo di Riferimento per la conoscenza delle lingue – e la scala di valutazione verbale in inglese per scopi accademici);
- d) Elaborazione di un *corpora* di apprendenti e di studio per ciascuno dei partecipanti dal contenuto estratto dalla mini-presentazione e dall'intervista individuale (ricordando che il *corpus* è una raccolta dei termini frequenti e rilevanti pertinenti all'area di azione di ciascun partecipante);
- e) Elaborazione di un sito *website mobile* per l'inserimento dei termini compilati e le loro pronunce (*gold standard* in inglese americano);
- f) Elaborazione di un cronogramma per gli incontri.

2) Tappe nel percorso del programma di miglioramento

- a) Gli incontri saranno registrati in video in modo che la ricercatrice possa trascriverli e, quindi, valutare l'evoluzione (o meno) dei soggetti;
- b) Le lezioni private *face-to-face* si svolgeranno presso la SUIISM (Scuola Universitaria Interfacoltà in Scienze Motorie) in orari e giorni prestabiliti, fissati prima dell'inizio del progetto e concordato con i partecipanti; in caso di necessità di annullare una lezione individuale devi farlo 24 ore in anticipo contattando la ricercatrice responsabile per l'applicazione del programma;
- d) Oltre alle lezioni *face to face*, ogni partecipante avrà uno strumento di allenamento: un dispositivo mobile (*website mobile*), con cui avrai accesso ai termini utili alla ricerca, in inglese, in qualsiasi momento della giornata, ogni volta che si desidera. Questo dispositivo permetterà di ascoltare la pronuncia di riferimento dei termini e paragonare alla propria pronuncia, giacché il dispositivo ha una funzione che confronta le due pronunce e ne valuta, in percentuale, la prossimità tra loro: è necessario raggiungere almeno 60% di prossimità nella pronuncia di un termine per procedere alla pratica del termine successivo.

2.1 Sulle lezioni:

Le lezioni saranno in *format* di un'intervista e di una mini-presentazione della tesi. Ogni partecipante si allena, in inglese, nel corso dell'intervento in:

- Rilevanza della terminologia che si riferisce all'argomento di studio;
- Controllo della velocità, volume e tono nel parlare;
- Miglioramento della pronuncia in lingua inglese (pronuncia *gold standard* dei termini);
- Minimizzazione degli errori grammaticali;
- Minimizzazione delle interruzioni e dell'esitazione durante il discorso.

2.2 Sulle valutazioni:

Durante l'intervento saranno effettuate due valutazioni della performance verbale in inglese, che saranno: i) all'inizio; e ii) alla fine della ricerca (nell'ultimo incontro) riguardante:

- Terminologia Medica;
- Velocità nel parlare;
- Volume del discorso;
- Tono del discorso;
- Pronuncia;
- Struttura frasale;
- Interruzioni durante il discorso;
- Esitazione durante il discorso.

2.3 Sugli strumenti di valutazione:

Due strumenti costituiranno la base per le valutazioni:

- **CEFR – Common European Framework of Reference for Languages**

(QCER – Quadro Comune Europeo di Riferimento per la conoscenza delle lingue)

Il CEFR (QCER) definisce parametri stabiliti a livello internazionale che descrivono qualitativamente le abilità linguistiche di chi studia una lingua straniera. Lo strumento ha sei livelli di competenza: A1, A2, B1, B2, C1, C2, che caratterizzano le abilità linguistiche.

- **Scala di Valutazione della Competenza Verbale in Inglese per Scopi Accademici**

Basata sul manuale *The Competent Speaker Speech Evaluation*, che valuta la competenza

verbale elaborato dall'Associazione Nazionale di Comunicazione degli Stati Uniti (National Communication Association, NCA), questa scala valutativa consiste di otto domande che toccano il discorso stesso. Per ciascun di questi otto elementi, criteri valutativi specifici relativi alla performance verbale del partecipante sono forniti tramite voti con punteggio continuo di 0,0 (voto più basso) a 10,0 (voto più alto).

3) Tappe del post-programma di perfezionamento:

- a) Tutte le registrazioni effettuate saranno trascritte in modo che siano osservati punti di stagnazione e di miglioramento del linguaggio. Tali punti saranno confrontati con i risultati ottenuti nei due strumenti di valutazione (2.3) in modo da poter analizzare (sulla base della strategia di triangolazione) se ci sia stato (o no) miglioramento con il metodo sviluppato durante l'intervento;
- b) Alla fine dell'intervento, tutti gli studenti risponderanno a un questionario per raccolta dati e ripeteranno la stessa mini-presentazione verbale in inglese, come all'inizio dello studio;
- c) Come segno di successo del programma sviluppato dalla presente ricerca, si spera che lo studente abbia superato un livello di competenza linguistica in base agli strati di classificazione del QCER e punteggio superiore a quello ottenuto all'inizio del programma;
- d) I risultati delle valutazioni degli studenti saranno disponibili entro ≈ 60 (sessanta) giorni dopo il completamento del programma di miglioramento. Vogliamo sapere se ti piacerebbe essere informato sui risultati dello studio. Devi fare la scelta digitando: SÌ o NO: _____ VOGLIO CONOSCERE IL RISULTATO DELLA RICERCA.
- e) I dati raccolti attraverso i questionari applicati pre e post-intervento, così come l'intervento per sé, saranno analizzati dai ricercatori.

CONSIDERAZIONI FINALI:

Libertà: La tua partecipazione alla ricerca è interamente volontaria e puoi desistere da partecipare in qualsiasi momento senza dover spiegare la ragione e senza rischi di essere penalizzato.

Impegno: È molto importante che una volta che t'impegni con la ricerca eviti di perdere o mancare alle lezioni perché la frequenza è essenziale per ottenere risultati positivi.

Riservatezza: Tutti i registri saranno tenuti confidenziali durante il periodo di studio; al termine saranno utilizzati come fonte di documentazione per questa ricerca, per la letteratura (e) o per altri studi generati dalla stessa (i tuoi dati personali resteranno protetti). Per manifestare il tuo consenso o dissenso riguardante l'archiviazione dei dati per l'impiego futuro devi scegliere l'opzione: _____ AUTORIZZO (Si prega di scrivere SÌ o NO).

Rischi e benefici: La ricerca non offre rischio di nessun tipo. I vantaggi sono legati al miglioramento dell'interazione verbale in inglese, fondamentale per i membri della comunità accademica e scientifica contemporanea.

Il sottoscritto, _____, è stato invitato a partecipare a questa ricerca. E' stato debitamente informato dalla ricercatrice DÉBORA MONTENEGRO PASIN sugli obiettivi e sulle giustificazioni di questo studio in modo chiaro e dettagliato. Ha ricevuto informazioni su ogni passo in cui sarà coinvolto. Tutti i dubbi sono stati chiariti. È stato informato che le informazioni fornite dallo stesso saranno tenute segrete e usate come sopra indicato. È stato informato che il percorso per arrivare alla SUISM sarà l'unico costo che dovrà sostenere per la partecipare alla ricerca.

Come partecipante, in caso di dubbi su questa ricerca, può chiamare la ricercatrice al seguente numero +39. 3398776572 (fino alle 18:00 dal lunedì al venerdì).

Questa ricerca è approvata dal Comitato Etico della Ricerca (CEP) di PUCRS, situato a Av.

Ipiranga, 6681, edificio 40, sala 505, CEP 90619-900; Le ore di funzionamento sono dalle 8:00 alle 12:00 e dalle 13:30 alle 17:00, dal lunedì al venerdì, al telefono: (51) 3320-3345.

Nelle condizioni sopra indicate, accetto di partecipare a questo studio. Dichiaro di aver ricevuto questo termine di consenso libero e informato, approvandolo e firmandolo dopo averlo letto attentamente.

Torino, _____

Partecipante

Ricercatrice

APPENDIX D - Pre-ProISP-EAP Questionnaire/ Brazil

QUESTIONÁRIO PRÉ:**Nome do Participante:****Data:**

- Nível doutorado atual;
- Qual sua área de estudos?
- Sobre o que é sua tese?
- Tem problemas quanto à terminologia, em inglês, da sua tese?
- Disponibilidade para a prática da língua inglesa (horas por semana);
- Dentre as quatro habilidades essenciais da língua inglesa, qual a mais difícil pra você?
- Nível alcançado no inglês até então (curso de língua, aula particular, entre outros);
- Nível que julga ter;
- Quantas vezes teve que fazer teste de proficiência (Graduação, Pós-Graduação – em inglês ou outra língua?);
- Como você classificaria seu nível de entendimento de uma palestra em inglês? (em %);
- Vivência em outro país (língua, tempo, há quanto tempo...);
- Seu doutorado será sanduíche? Em país de língua inglesa? Se não, por algum motivo relacionado à proficiência linguística? Qual?
- Você participa de situações acadêmicas nas quais necessita interagir em inglês?
- Interação verbal em inglês é uma preocupação para você?
- Você se sente nervoso quando necessita falar em inglês numa situação acadêmica? (em %);
- Se fosse disponibilizado um programa de aprimoramento da interação verbal em inglês hoje, com duração de 1 semestre, você participaria?

APPENDIX E - Pre-ProISP-EAP Questionnaire/ Italy

Questionario di Pre-intervento del Programma**Nome del Partecipante:****Data:****QUESTIONARIO PRE:**

- Semestre (oppure anno) del master/dottorato in corso;
-
- Qual è il tuo campo di studio?
-
- Sul quale argomento tratta tua dissertazione/tesi?
-
- Hai problemi sulla terminologia, in lingua inglese, nella tua dissertazione/tesi?
-
- La tua disponibilità per praticare l'inglese (ore settimanali):
-
- Tra le quattro abilità fondamentali della lingua inglese qual è la più difficile per te?
-
- Qual è il tuo livello di studi raggiunto in inglese fino a questo momento (corso di lingua, lezioni private, ecc.)?
-
- Secondo te, qual è il tuo livello qualitativo d'inglese?
-
- Quante volte hai dovuto fare test di competenza linguistica (per la Laurea, Post-Laurea - in inglese o un'altra lingua)?
-
- Secondo te, qual è il tuo livello di comprensione di una conferenza in lingua inglese? (in %);
-
- Hai avuto esperienza di vita in un altro paese (lingua, quantità di ore, per quanto tempo)?
-
- Il tuo dottorato è/sarà del tipo *Split Ph.D.*? In paese di lingua inglese? In caso negativo, non hai scelto paese di lingua inglese per qualche motivo legato alla conoscenza della lingua? Quale?
-
- Ci sono momenti della tua esperienza accademica in cui deve interagire in inglese?
-
- Interagire verbalmente in inglese è un problema per te?
-
- Quanto ti senti nervoso quando è necessario parlare inglese in una situazione accademica? (in %);
-
- Se ti fosse offerto un programma di aggiornamento in interazione verbale in lingua inglese oggi, avresti interesse a partecipare?

APPENDIX F - Post-ProISP-EAP Questionnaire/ Brazil

QUESTIONÁRIO PÓS:**Nome do Participante:****Data:**

- Nível doutorado atual;
- O que você fez em relação ao inglês nos últimos 6 meses (programa de aprimoramento na PUCRS, intercâmbio, curso, aulas, leitura de artigo científico...)?
- Nível alcançado no inglês neste período/ últimos 6 meses (programa de aprimoramento, curso de língua, aula particular, etc.)
- Nível que julga ter;
- Dentre as quatro habilidades essenciais da língua inglesa, qual a mais difícil pra você?
- Interação verbal em inglês é uma preocupação para você?
- Participou de situações acadêmicas nas quais necessitava interagir em inglês durante esse período/ últimos 6 meses? Que tipo de interação? Apresentação oral? Pôster? Reunião? Especifique.
- Como se sentiu ao interagir em língua inglesa: seguro ou inseguro? Por quê?
- Se não participou do programa de aprimoramento: por quê? E participaria se houvesse uma segunda edição?

APPENDIX G - Post-ProISP-EAP Questionnaire/ Italy

Questionario di Post-intervento del Programma**Nome del Partecipante:****Data:****QUESTIONARIO POST:**

- Semestre (oppure anno) del master/dottorato in corso;
-
- Che cosa hai fatto riguardo all'aggiornamento dell'inglese negli ultimi 3-4 mesi (programma di miglioramento (PUCRS), scambio, corsi, letture di articoli scientifici)?
-
- Livello raggiunto in lingua inglese negli ultimi 3-4 mesi (programma di miglioramento, corso di lingua, lezioni private, ecc.);
-
- Secondo te, qual è il tuo livello qualitativo d'inglese?
-
- Tra le quattro abilità fondamentali della lingua inglese qual è la più difficile per te?
-
- Interagire verbalmente in inglese è un problema per te?
-

APPENDIX H - Appraisal sheet model

Table XXX: The appraisal sheet used to assess participants pre- and post-implementation of PROSPI-EAP.

SUBJECT	SCALE	REFERENCE LEVEL ¹	GROUNDING ON	GLOBAL SCALE LEVEL
Participant's number	PRODUCTION Addressing audiences	PRE		
		POST		
Participant's number	PRAGMATIC Spoken fluency	PRE		
		POST		

PROSPI-EAP (Program for Spoken Production Improvement in English for Academic Purposes)

¹ A1 for beginners up to C2 for those who have mastered a language.

Annexes

ANNEXES

- ANNEX A - Common European Framework of Reference for Languages (CEFR) – Common Reference Levels: Global Scale
- ANNEX B - Common European Framework of Reference for Languages (CEFR) – Common Reference Levels/ Communicative Language Activities: Production/ addressing audiences scale
- ANNEX C - Common European Framework of Reference for Languages (CEFR) – Common Reference Levels/ Communicative Language Competences: Pragmatic/ spoken fluency scale
- ANNEX D - Approval from the Research Ethics Committee of PUCRS
- ANNEX E - Split Ph.D. Final Report – Foreign Supervisor: Prof. Massimiliano Gollin
- ANNEX F - Split Ph.D. Final Report – Advisor: Prof. Bartira Ercília Pinheiro da Costa
- ANNEX G - Split Ph.D. certificate from PUCRS
- ANNEX H - Ph.D. article submission – INTERNATIONAL JOURNAL OF MEDICAL EDUCATION (IJME)

ANNEX A - Common European Framework of Reference for Languages (CEFR) - Common Reference Levels: Global Scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

ANNEX B - Common European Framework of Reference for Languages (CEFR) – Common Reference Levels/ Communicative Language Activities: Production/ addressing audiences scale

ADDRESSING AUDIENCES		PROSIGN
C2	<p>Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.</p> <p>Can handle difficult and even hostile questioning.</p>	
C1	<p>Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.</p> <p>Can structure a longer presentation appropriately in order to help the audience follow the sequence of ideas and understand the overall argumentation.</p> <p>Can speculate or hypothesise in presenting a complex subject, comparing and evaluating alternative proposals and arguments.</p> <p>Can handle interjections well, responding spontaneously and almost effortlessly.</p>	
B2	<p>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</p> <p>Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.</p> <p>Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.</p> <p>Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.</p>	
B1	<p>Can give a prepared presentation on a familiar topic within his/her field, outlining similarities and differences (e.g. between products, countries/regions, plans).</p> <p>Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</p> <p>Can take follow up questions, but may have to ask for repetition if the speech was rapid.</p>	
A2	<p>Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.</p> <p>Can cope with a limited number of straightforward follow up questions.</p> <p>Can give a short, rehearsed, basic presentation on a familiar subject.</p> <p>Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.</p>	
A1	Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.	
Pre-A1	<i>No descriptors available</i>	

ANNEX C - Common European Framework of Reference for Languages (CEFR) – Common Reference Levels/ Communicative Language Competences: Pragmatic/ spoken fluency scale

SPOKEN FLUENCY		PROSIGN
C2	Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation.	
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	
B2	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	
	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.	
B1	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help.	
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	
A2	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	
A1	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	
Pre-A1	Can manage very short, isolated, rehearsed, utterances using gesture and signalled requests for help when necessary.	

ANNEX D - Approval from the Research Ethics Committee of PUCRS

PONTIFÍCIA UNIVERSIDADE
CATÓLICA DO RIO GRANDE
DO SUL - PUC/RS



PARECER CONSUBSTANCIADO DO CEP

DADOS DO PROJETO DE PESQUISA

Título da Pesquisa: O doutorado em tempos de internacionalização: aprimorando a interação verbal acadêmica em língua inglesa na área da saúde

Pesquisador: Bartira Ercília Pinheiro da Costa

Área Temática:

Versão: 2

CAAE: 52276715.3.0000.5336

Instituição Proponente: UNIAO BRASILEIRA DE EDUCACAO E ASSISTENCIA

Patrocinador Principal: Financiamento Próprio

DADOS DO PARECER

Número do Parecer: 1.438.408

Apresentação do Projeto:

O presente projeto está direcionado aos aspectos acadêmico-científicos da internacionalização e visa investigar e promover o aprimoramento da interação verbal em língua inglesa para fins acadêmicos de doutorandos em Ciências da Saúde. Assim, esses alunos estarão mais bem qualificados a socializar seus achados, defender suas teses e participar de programas de mobilidade e demais projetos acadêmicos internacionais. Este experimento linguístico está embasado na Abordagem Funcionalista de ensino da Língua Inglesa para Fins Acadêmicos (English for Academic Purposes) com aplicação de técnicas metodológicas de triangulação para os processos de ensino e de aprendizagem, incluindo blended learning, análise de necessidades e análise linguística baseada na Linguística de Corpus, que visa depreender a linguagem médico científica representativa das teses em desenvolvimento para incorporá-la ao conteúdo disciplinar a ser ministrado. Através dessa estrutura teórico-metodológica, propor-se-á uma didática voltada à internacionalização.

Objetivo da Pesquisa:

Objetivo Primário:

O presente projeto pretende investigar e promover o aprimoramento da interação verbal em língua inglesa para fins acadêmicos específicos de doutorandos pertencentes à área da saúde.

Endereço: Av. Ipiranga, 6681, prédio 40, sala 505
Bairro: Partenon **CEP:** 90.619-900
UF: RS **Município:** PORTO ALEGRE
Telefone: (51)3320-3345 **Fax:** (51)3320-3345 **E-mail:** cep@puors.br

PONTIFÍCIA UNIVERSIDADE
CATÓLICA DO RIO GRANDE
DO SUL - PUC/RS



Continuação do Parecer: 1.438.408

Objetivo Secundário:

Em doutorandos de Programa de Pós-Graduação (PPG) em Ciências da Saúde pretende-se:

- Descrever características da amostra (questionário pré-intervenção);
- Diagnosticar nível de interação verbal/ língua inglesa (pré-teste);
- Selecionar participantes randomizados;
- Identificar necessidades específicas dos participantes quanto à sua temática de atuação acadêmicocientífica (tese);
- Criar instrumentos: Corpus de Estudo e Website Mobile;
- Diagnosticar nível de interação verbal/ língua inglesa (pós-teste);
- Comparar resultados pré e pós-teste;
- Descrever características da amostra (questionário pós-intervenção);
- Verificar correlação entre os dados pré e pós da amostra e do desfecho

Avaliação dos Riscos e Benefícios:

A pesquisa não oferece riscos de qualquer natureza. Os benefícios dizem respeito ao aprimoramento da interação verbal em língua inglesa, fundamental para os membros da comunidade acadêmico-científica contemporânea.

Comentários e Considerações sobre a Pesquisa:

Trata-se de um experimento lingüístico randomizado embasado na Abordagem Funcionalista de ensino da Língua Inglesa para Fins Acadêmicos (English for Academic 39 Purposes) com aplicação de técnicas metodológicas de triangulação para os processos de ensino e de aprendizagem, incluindo blended learning, análise de necessidades e análise lingüística baseada na Lingüística de Corpus.

Para o grupo intervenção, serão selecionados (randomizadamente) três alunos doutorandos de PPG em Ciências da Saúde, acompanhados por dois professores voluntários, sendo um oriundo das Letras e outro das Ciências da Saúde para constante observação e validação do processo metodológico.

Considerações sobre os Termos de apresentação obrigatória:

Foram apresentados todos os termos de apresentação obrigatória.

Recomendações:

Nada a considerar.

Endereço: Av. Ipiranga, 6681, prédio 40, sala 505
 Bairro: Partenon CEP: 90.619-900
 UF: RS Município: PORTO ALEGRE
 Telefone: (51)3320-3345 Fax: (51)3320-3345 E-mail: oep@puors.br

ANNEX E - Split Ph.D. Final Report – Foreign Supervisor: Prof. Massimiliano Gollin



UNIVERSITA
DEGLI STUDI
DI TORINO

Spett. le Ministério da Educação – MEC
Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - CAPES

Torino, 31 dicembre 2017.

Con la presente dichiaro che la dottoranda Débora Montenegro Pasin, passaporto N° FS 974787, ha condotto con esito favorevole la sua ricerca sotto la mia supervisione dal 01/09/2017 al 31/12/2017 presso il laboratorio di ricerca *Adapted Training and Performance – Research Group*, SUIISM, Università degli Studi di Torino, Italia, eseguendo il programma linguistico base del suo progetto di tesi dal titolo: “O PÓS-GRADUANDO EM TEMPOS DE INTERNACIONALIZAÇÃO: APRIMORANDO A INTERAÇÃO VERBAL ACADÊMICA EM LÍNGUA INGLESA NA ÁREA DA SAÚDE” (“LO STUDENTE DI POST-LAUREA AI TEMPI DELL’INTERNAZIONALIZZAZIONE: MIGLIORANDO L’INTERAZIONE VERBALE ACCADEMICA IN LINGUA INGLESE NEL SETTORE DELLA SALUTE”).

Confermo, inoltre, che la studentessa ha svolto con successo tutte le attività previste per il periodo del suo stage internazionale di dottorato presso la nostra università.

Cordiali saluti.

Massimiliano Gollin, PhD

Massimiliano Gollin, PhD Researcher, University of Turin
Department of Clinical and Biological Sciences,
Motor Science Research Center,
Adapted Training and Performance - Research group
SUIISM, University of Turin
P.za Bernini 12
10143 Torino, Italy Phone +390117764708 fax: +39011748251

ANNEX F - Split Ph.D. Final Report – Advisor: Prof. Bartira Ercília Pinheiro da Costa



Ao Ministério da Educação – MEC
Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - CAPES

Porto Alegre, 01 de fevereiro de 2018.

Pela presente, declaro que a doutoranda Débora Montenegro Pasin, passaporte Nº FS 974787, realizou com êxito sua pesquisa no período de 01/09/2017 a 31/12/2017 no laboratório de pesquisa *Adapted Training and Performance – Research Group*, SUIISM, na Università degli Studi di Torino (UNITO), Itália, sob a orientação do Prof. Massimiliano Gollin, executando o programa linguístico base do seu projeto de tese intitulado: “*O PÓS-GRADUANDO EM TEMPOS DE INTERNACIONALIZAÇÃO: APRIMORANDO A INTERAÇÃO VERBAL ACADÊMICA EM LÍNGUA INGLESA NA ÁREA DA SAÚDE*” (“*LO STUDENTE DI POST-LAUREA AI TEMPI DELL’ INTERNAZIONALIZZAZIONE: MIGLIORANDO L’INTERAZIONE VERBALE ACCADEMICA IN LINGUA INGLESE NEL SETTORE DELLA SALUTE*”).

Confirmo, também, que a aluna concluiu com sucesso todas as atividades previstas para o período do seu doutorado-sanduiche na Itália.

Atenciosamente.

A handwritten signature in blue ink that reads 'Bartira E. Pinheiro da Costa'.

Professora-Orientadora
Bartira E Pinheiro da Costa
Profa. Adjunta da Escola de Medicina
bart@pucrs.br
<http://lattes.cnpq.br/3553707735604418>
ORCID 0000-0001-8015-3952 | Researcher ID E-4183-2013

ANNEX G - Split Ph.D. certificate from PUCRS



Pontifícia Universidade Católica do Rio Grande do Sul
ESCOLA DE MEDICINA
PÓS-GRADUAÇÃO EM MEDICINA E CIÊNCIAS DA SAÚDE

DECLARAÇÃO

Declaramos que **Débora Montenegro Pasin**, matrícula nº **15190919-9**, esteve, no período de 09/2017 a 12/2017, realizando doutorado sanduíche na *Università Degli Studi di Torino* através do Programa Institucional de Bolsas de Doutorado Sanduíche no Exterior (PDSE/CAPES). Em janeiro de 2018 retornou ao Programa de Pós-Graduação em Medicina e Ciências da Saúde, desta Universidade.

Porto Alegre, 31 de janeiro de 2018.

Prof. Dr. Alexandre Vontobel Padoin
Coordenador do Programa de Pós-Graduação
em Medicina e Ciências da Saúde

Prof. Dr. Alexandre Vontobel Padoin
Coordenador do Programa de Pós-Graduação
em Medicina e Ciências da Saúde

PUCRS | ESCOLA DE
MEDICINA

Av. Ipiranga, 6681 – Predio 60 – Hospital São Lucas | CEP 90610-000 | Porto Alegre, RS – Brasil
Fone: (51) 3320-3318 - Fax: (51) 3320-3316 | E-mail: medicina-pg@pucrs.br | www.pucrs.br/medicina

ANNEX H - Ph.D. article submission – INTERNATIONAL JOURNAL OF MEDICAL EDUCATION (IJME)

IJME

Manuscript confirmation - 1111085990
editorial@ijme.net
Para: georgina.pasin@acad.pucrs.br,
Responder A: editorial@ijme.net

Caixa de Entrada - ...ra.pasin@acad.pucrs.br 14:59



Thank you for submitting your manuscript to IJME. A summary of your submission is provided below:

Manuscript Reference: 1111085990

Title: Graduate Students and Internationalization: improving spoken production in English applied to health-related areas

Submitted: February 28, 2019

Your manuscript will now be sent to one of our editors for an initial scrutiny and finally passed on to our reviewers. Please do not hesitate to contact us with any questions or concerns which you may have, quoting the manuscript reference number where appropriate. Don't forget you can always check the status of your manuscript at <https://www.ijme.net/manuscript/>

Regards,
IJME

IJME [Archive](#) [Editorial Board](#) [Submit Manuscript](#) [Author Guidelines](#) [Review Policy](#)

DONE!

Manuscript successfully submitted!
Thank you for your submission. The manuscript will shortly be reviewed by one of our editors to assess its suitability for external peer-review. We aim to make our primary internal decision within 48 hours of submission. The corresponding author can check the status of the manuscript at any time in their account.