# CLILing at university: Insights from the lecturer training programme at the Universitat Politècnica de Catalunya

*Imma Torra, Araceli Adam, Alexandra Vraciu, Ian Stephens, Julie Foale*

## HEPCLIL - Universitat de Vic - 27/03/2014

UNIVERSITAT POLITÈCNICA DE CATALUNYA
BARCELONATECH

Institut de Ciències de l'Educació

*Campus d'Excel·lència Internacional*

UNIVERSITAT POLITÈCNICA DE CATALUNYA
BARCELONA**TECH**
Institut de Ciències de l'Educació

1. Institutional parameters

2. Sample workshop

3. Feedback

4. 2014 working lines

# 1. INSTITUTIONAL PARAMETERS

## 2008 - the starting point

Universitat Politècnica de Catalunya – BarcelonaTech (UPC):
**28,804** bachelor's, first- and second-cycle students
**2,431** teaching and research staff members
**23** schools in **8** Catalan cities

The international policy plan **2008-2015**:
from international relations to internationalisation

Degrees adapted to the EHEA: include the **3rd** language skill

Increasing the subjects taught in English

**UNIVERSITAT POLITÈCNICA DE CATALUNYA**
**BARCELONATECH**
Institut de Ciències de l'Educació

## Last updated 2014

**Teaching**

- Organising and improving teaching
- Teaching methodologies
- Communication
- Student orientation
- **English for teaching**
- Virtual campus (Atenea) and ICT for teaching
- Assessment
- Practice and Innovation in University Teaching (PIDU programme)

**Research and results transfer**

- Documentary search
- Statistics in research
- Writing projects and reports
- Software specific

**Others**

- Risk prevention
- Use of general software

**University extension**

- Attention to disability
- Gender equality
- Cooperation to development

**Direction and coordination**

- Directive skills
- e-Administration

UNIVERSITAT POLITÈCNICA DE CATALUNYA
BARCELONA**TECH**
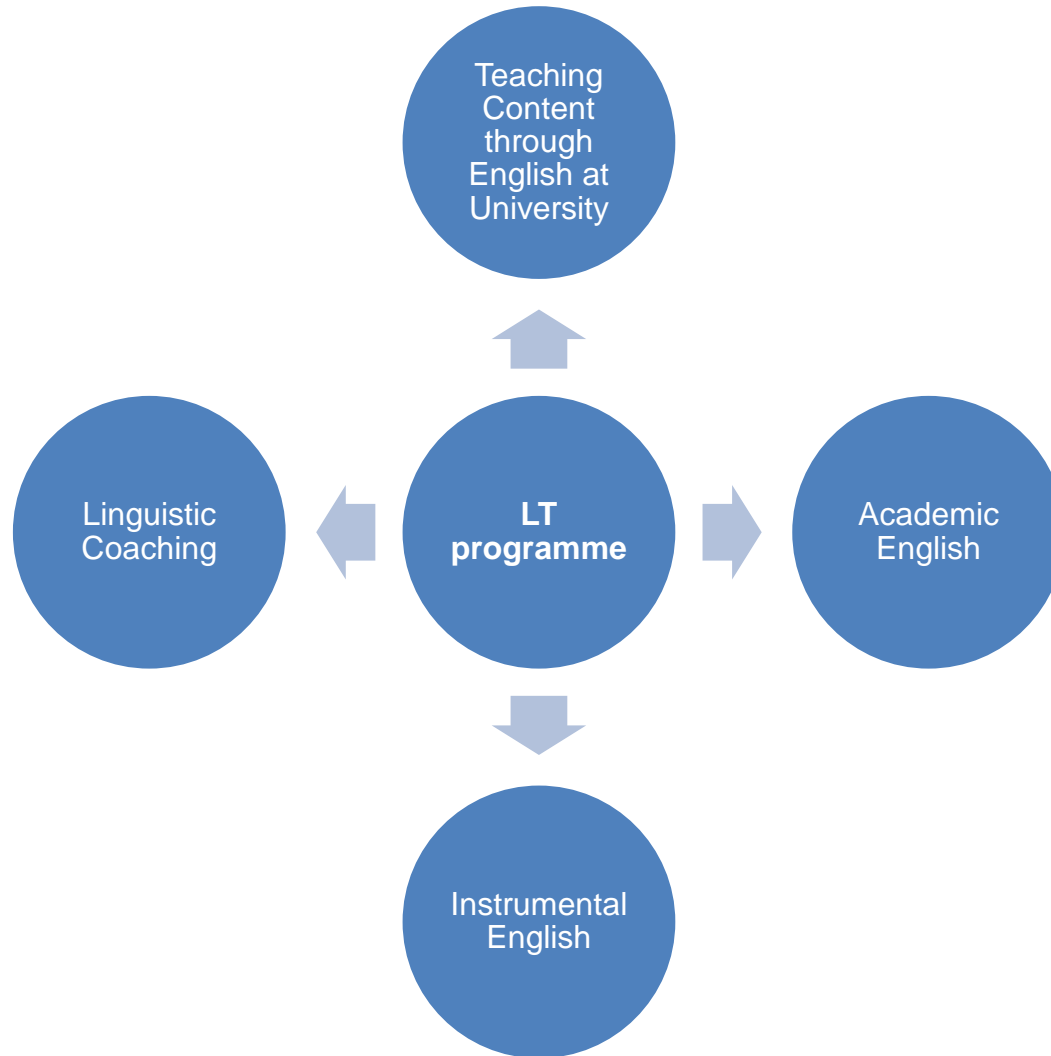
Institut de Ciències de l'Educació

**General aim:** facilitate English-medium instruction at top quality standards

**Characteristics**: short training courses in English (6 to 18 hours), small groups, interactive approach, experienced trainers, follow-up by ICE and Faculty

**Requirements**: B2 English level, requests channelled through the Faculties

UNIVERSITAT POLITÈCNICA DE CATALUNYA
BARCELONATECH
Institut de Ciències de l'Educació
Campus d'Excel·lència Internacional

# Training Courses: core structure

Teaching Content through English at University

Linguistic Coaching

**LT programme**

Academic English

Instrumental English

# Trainers involved

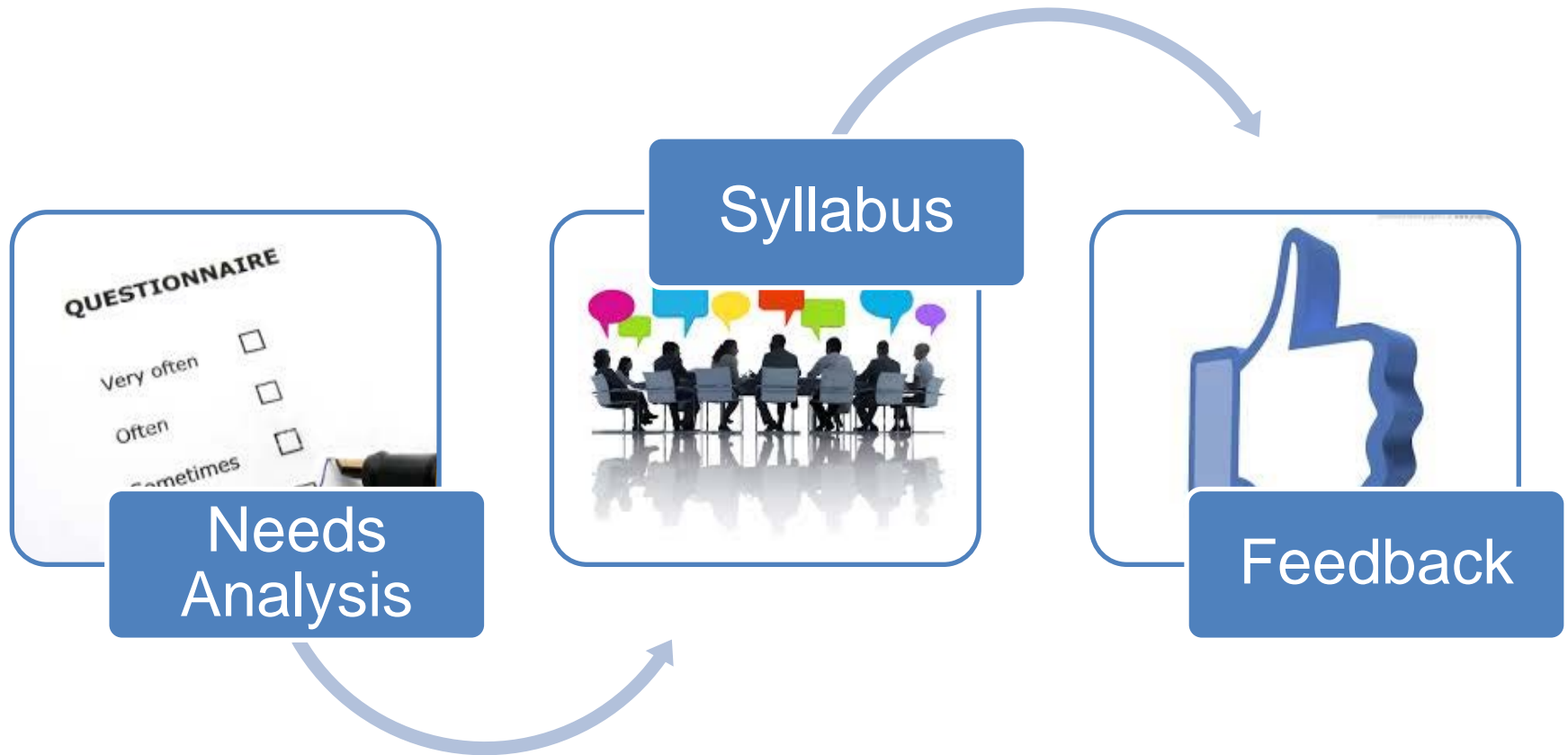| Origin of trainers involved | Involved in the programme | Interviewed |
|---|---|---|
| Own UPC lecturers and trainers | 6 | |
| Lecturers from UAB | 2 | |
| Lecturers from UB | 1 | |
| Lecturers from UdL | 2 | |
| Freelance trainers (former university lecturers) | 3 | |
| Trainers from external English language teaching providers | 30 | |
| Other profiles interviewed:<br>- Other UPC lecturers<br>- Private language schools depending on universities<br>- Teacher trainers of the Catalan Ministry of Education<br>- Freelance with no experience as university lecturers | | 15 |
| TOTAL | 44 | 15 |

# Main general figures

| | |
|---|---|
| **Main characteristics of the programme** | |
| Duration of the programme (2008-2014), in years | 6 |
| Total amount of activities developed: mainly courses (average 17h) and some workshops or seminars (average 4h) | 85 |
| **Participation** | |
| Number of certificates issued (after successful conclusion of the activities) | 729 |
| High average of participation (successful conclusion over inscription) | 76% |
| Number of individual people that have successfully concluded the activities (19,41% of UPC teaching and research staff members) | 472 |
| UPC teaching and research staff members | 2431 |

# 2. SAMPLE WORKSHOP:

## SKILLS AND STRATEGIES FOR TEACHING CONTENT SUBJECTS THROUGH ENGLISH AT UNIVERSITY

Needs Analysis

Syllabus

Feedback

UNIVERSITAT POLITÈCNICA DE CATALUNYA
BARCELONATECH
Institut de Ciències de l'Educació

## We asked teachers about…

- **What was easy**
- **What was difficult**
- **What they wanted to achieve**

UNIVERSITAT POLITÈCNICA DE CATALUNYA
BARCELONATECH
Institut de Ciències de l'Educació
Campus d'Excel·lència Internacional

# Needs Analysis Results

Teachers who had never taught this type of subjects before answered that it's all about speaking **GOOD ENGLISH.**

It is an INDIVIDUAL CHALLENGE

## Experienced teachers answered

- **What was easy**

  - Specialism vocabulary
  - Material preparation
  - Content delivery
  - Bibliography

- **What was difficult**

- **What they wanted**
  **to achieve**

UNIVERSITAT POLITÈCNICA DE CATALUNYA
BARCELONA**TECH**
Institut de Ciències de l'Educació

## Experienced teachers answered

- **What was easy**

  - Specialism vocabulary
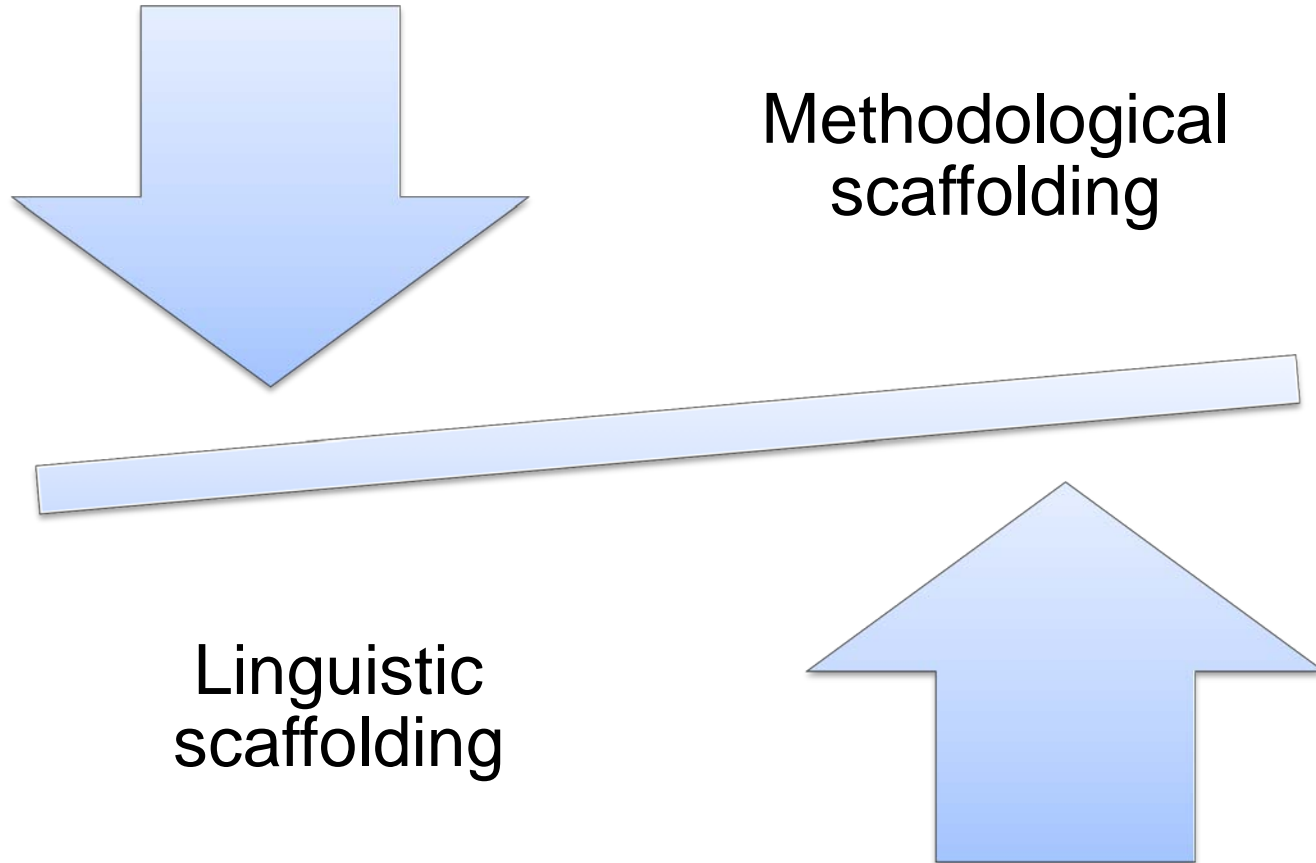  - Material preparation
  - Content delivery
  - Bibliography

- **What was difficult**

  - Interaction with students
  - Unplanned communication
  - Preserving teacher idiosyncrasy

- **What they wanted to achieve**

UNIVERSITAT POLITÈCNICA DE CATALUNYA
BARCELONA**TECH**
Institut de Ciències de l'Educació

## Experienced teachers answered

- **What was easy**

  - Specialism vocabulary
  - Material preparation
  - Content delivery
  - Bibliography

- **What was difficult**

  - Interaction with students
  - Unplanned communication
  - Preserving teacher idiosyncrasy

- **What they wanted to achieve**

  - Secure student content intake
  - Increase student participation
  - Get students to use English
  - Create a motivating learning environment

UNIVERSITAT POLITÈCNICA DE CATALUNYA
BARCELONATECH
Institut de Ciències de l'Educació

Methodological scaffolding

Linguistic scaffolding

UNIVERSITAT POLITÈCNICA DE CATALUNYA
BARCELONATECH
Institut de Ciències de l'Educació

- *"Lecturers are experts in their subject not in English"*

- *"In EFL contexts, we lecture through English → the language is a filter for content and communication"*

- *"English affects all the dimensions of the lecture, not just the slides"*

- *"A lecture in English is not a conference presentation"*

# Course Syllabus

**Introduction**

- Opportunities and challenges of EMI
- Rationale
- Context
- Language requirements

**Linguistic Scaffolding**

- Academic language functions
- Signposting language
- English for classroom management
- Word stress and intonation
- Resources for scaffolding student linguistic needs

**Methodological Scaffolding**

- Task design
- Integrating language skills
- Using authentic resources
- L1 use
- Scaffolding student oral/written production
- Micro-teaching

# CLILing at university?

Multilingual environment

Academic English proficiency

Learner-centered syllabus

Cognitive and linguistic scaffolding

Effective and affective learning

It's all about **TEAM WORK**!

# 3. FEEDBACK

# Trainees' Feedback

| Average all years (Maximum mark is 5) | |
|---|---|
| Academic value of the activities | 4,41 |
| The trainers | 4,74 |
| Organisation of the activities | 4,21 |

**+**

Small groups

Trainers

**+**

Dynamism of classes

Useful personal help

*1. More work is needed to increase lecturers' awareness of the **methodological shift** involved in English-medium instruction*

*2. **Participant diversity** helps (esp. the mix between expert /non-expert lecturers)*

*3. Participants don't enjoy theoretical classes – they want **hands-on practice***

*4. It is important to explain why English-medium instruction is necessary in a **foreign language context** like Catalonia*

# 4. 2014 WORKING LINES

# Our way for 2014

| CLIL SPECIFIC | |
|---|---|
| Teaching content through English at University: key aspects and scaffolding practice | 15 |
| LANGUAGE AND METHODOLOGY | |
| Improving Skills and Strategies for Teaching Content Subjects through English at University | 15 |
| Advanced Teaching and Speaking Skills in a University context | 15 |
| Hands-on on Teaching in English, microteaching and language feedback | 15 |
| Integrating English into engineering courses: Towards interactive teaching | 18 |
| LANGUAGE FOR SPECIFIC PURPOSES | |
| Language for Specific Purposes, Grammar review, Oral Skills and Pronunciation | 12 |
| RESOURCES | |
| Resources for Teaching in English | 12 |
| On-line Resources for Teaching Subjects in English | 4 |
| WRITING | |
| Academic Writing, an introduction | 10 |
| Scientific Writing Skills | 10 |
| Writing in the Disciplines | 5 |

# Thank you very much for your attention

Contact:

Araceli Adam [araceli.adam@upc.edu](mailto:araceli.adam@upc.edu)

Alex Vraciu [eleonoraalexandra.vraciu@uab.cat](mailto:eleonoraalexandra.vraciu@uab.cat)