



DEVELOPING A PEDAGOGIC TOOLBOX FOR CLIL/EMI; TEACHING AND LEARNING IN AN ADDITIONAL LANGUAGE

UNIVERSITIES:

Université libre de Bruxelles

in partnership with:

Stockholm University and
Universidad Autónoma de Madrid

DATE:

1st workshop - 9th May 2022

▶ **12.00-14.00 CET**

2nd workshop - 16th May 2022

▶ **10.00-12.00 CET**

3rd workshop - 23rd May 2022

▶ **10.00-12.00 CET**

LANGUAGE: English

TARGET GROUP:

Teachers who are delivering an academic course in English (or another language that is not the dominant language of their institution).

Students in applied linguistics, education, teachers only teaching through the dominant language of their institution.

Maximum number of participants: 30

ONLINE PLATFORMS:

Zoom, Teams

FACILITATORS:

Nell FOSTER

Kelsey HULL

Joe SIEGEL

David POVEDA

M. Dolores RAMÍREZ-VERDUGO

Nathalie MICHAUD

Matt BOYSON

BRIEF DESCRIPTION:

The overall course is divided into three separate workshops to be delivered over the course of several weeks. These form a coherent sequence, but participants could also simply join those in which they are interested. The first two workshops are comprised of two parts and the final workshop is an interactive session, drawing together theory and practice. Each module will involve a number of supplementary follow-up tasks: *reading, reflective activities, feedback and commentary.*

The three modules have the following global aims:

- ▲ To introduce participants to the theory and principles of CLIL/EMI instruction;
- ▲ To explore research into the practice of CLIL/EMI instruction;
- ▲ To equip participants with evidence-based tools and techniques to use in their own teaching;
- ▲ To share experiences, knowledge, and skills across the group.

Workshop 1: Implementing CLIL/EMI: from theory to practice

Part A: M. Dolores Ramírez-Verdugo, UAM

- ▲ The objectives of the first part of this session are to create a space to explore the theoretical foundations behind CLIL/EMI teaching by identifying the main components of the CLIL framework: Cognition, Competence, Content, Communication, and Culture. We will apply principles, techniques, and strategies to adapt learning tasks, identify good quality standards, and assess related materials and teaching practices in CLIL/EMI.

Part B: Kelsey Hull, Nell Foster, ULB

- ▲ The second part of this section aims to talk about the realities, up and downs, of teaching in English. We will also look at the L2 learner from a scientific, pedagogical perspective and learn techniques for encouraging student interaction and increasing participation in a low-stress way.

Workshop 2: Facilitating Comprehension in CLIL/EMI

Part A: Joe Siegel, SU

- ▲ This part of the workshop examines comprehension in CLIL/EMI classes and lectures with a specific focus on teachers as generators of output and students as decoders of input. After a review of key terms and concepts that facilitate comprehension of speech, a selection of relevant research will be introduced with the intent to raise attendee awareness of various obstacles that students face when listening in CLIL/EMI classes. A range of strategies will also be presented, and attendees will be invited to join in small group activities aimed at adjusting teacher output with the goal of making teaching more accessible to students.

[*Registration link*](#)

WP7 TEACHING EXCELLENCE, INNOVATIVE PEDAGOGIES



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MEET THE FACILITATORS

Part B: David Poveda, UAM

- ▲ This part of the workshop will showcase the implementation of an EMI first year university course and discuss from a hands-on, first-person perspective how the course has developed over the years. The transformations build on a design and experimental approach to teaching, and I will illustrate how different digital resources and media are introduced in the course. These adaptations have been especially significant in the past few years given the forced move to online and hybrid teaching due to the pandemic, yet the focus will be on “tinkering” and transforming/adapting digital media and course design to local circumstances.

Workshop 3: Microteaching for EMI

Nathalie Michaud, Matthew Boyson, UAM

- ▲ The aim of this session is to provide participants with a starting point for organising their own microteaching sessions. We will look at the benefits of microteaching for EMI before moving on to the preparation for microteaching through lesson planning and peer observation. This will be followed by a video of a real microteaching session for which participants will be invited to undertake the role of peer observation before giving feedback.

FOCUS ON INNOVATIVE PEDAGOGIES

Skill/methodology/context-based pedagogical innovation > Transversal

AVAILABLE RESOURCES

Will be provided at the sessions.

Nell FOSTER

Pedagogical advisor and language teacher at the Université libre de Bruxelles and runs The TEA Project, a service supporting university teachers who are delivering their courses in English. She has worked in schools in France, Sri Lanka and Belgium as a teacher, co-ordinator, teacher trainer, and Deputy Head.

She is also currently a PhD researcher in linguistics at Ghent University and the University of the Western Cape, South Africa; her research focuses on the social and pedagogical dynamics of linguistically diverse classrooms and how home languages can be used to support learning and well-being. Her interests centre on translanguaging as practice and pedagogy, functional multilingual learning and the impact of language ideologies on teaching practices.

Kelsey HULL

Kelsey has been working in language teaching for 15 years. She has been an English teacher and teacher training in Azerbaijan, South Korea, and Belgium. She is currently an ESP language teacher and course developer as well as a CLIL/EMI pedagogical advisor at the Université libre de Bruxelles.

She holds an MSc in Social and Cultural Anthropology and a Delta (Cambridge Diploma in Teaching English to Speakers of Other Languages). She is particularly interested in more autonomous forms of learning, the influences on/of student motivation, and blended learning approaches.

Joe SIEGEL

I am a lecturer/reader in the Department of English with specialization in language teaching at Stockholm University. Much of my teaching is on teacher education programs for student-teachers on primary school, middle school, secondary school tracks. My main research interests are listening comprehension in EMI, notetaking, and EMI lecturer output.

I have completed several studies on these various aspects, such as comparing reported student learning with EMI lecturer intended learning. I am also involved in seminars through university pedagogy centers that aim to help those who teach in English at university raise their awareness of their students' varying L2 English proficiency levels and their own L2 English use when teaching.



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MEET THE FACILITATORS

David **POVEDA**

I am a developmental and educational psychologist and social anthropologist by training, and I am interested in classroom interaction and creative approaches to teaching and learning. I have been part of critical sociolinguistic research projects focused on bilingual CLIL-type education in Spanish primary and secondary schools in Spain.

I have also participated in UAM's EMI training scheme and have been teaching an undergraduate required course in English from our Psychology degree for several years.

M. Dolores **RAMÍREZ-VERDUGO**

I work as a professor of English Applied Linguistics and Teacher Education at the Department of Modern Languages and Pedagogy, Area of English Philology, Faculty of Teacher Training and Education, UAM. I have been teaching a Master Course in Bilingualism, Bilingual Education and CLIL for the last four years and collaborated in a Master Course on Bilingual Education in New York. I coordinate the UAM-TeLL Research Group (Technology Enhanced Content and Language Integrated Learning in Bilingual Education and Multi/Intercultural Settings).

Some of my recent publications in this field are *Interdisciplinary Approaches toward Enhancing Teacher Education* (2021) or *Bilingual Education from Learners' Perspectives* (2020). From 2006 to 2009, I coordinated UAM-Pro-CLIL (Providing guidelines for CLIL implementation in Primary and Pre-Primary Education, Ref. 129239-CP-1-2006-1-CY-Comenius-C21).

In 2009 I was awarded the funded project *European CLIL Resource Centre for Web2.0 Education: Early-to-Long-life Languages Learning* by the European Commission of Education and Culture. In 2017 I coordinated the project called *International Cooperation on Technology Enhanced Content and Language Integrated learning in Bilingual Education and Multicultural Settings: A Research UAM-USA Network on Research and Innovation, Good Practices and Development*.

I have been a visiting scholar at the Research Centre for English and Applied Linguistics, University of Cambridge (2005); Universidad del Valle de Orizaba, Veracruz, México (2006); York College-City of New York (2012); Graduate Center- CUNY (2012); Mercy College-New York - English Department (2012); the University of Umea, Sweden (2013); Centre for Applied Language Studies, University of Jyväskylä, Finland (2014); University Technology Sydney, Australia (2017), StoryCenter, San Francisco, US (2019), among other universities and research centers.

Nathalie **MICHAUD**

I have been teaching English as a foreign language for over 20 years. Since I joined the Language Service at Universidad Autónoma de Madrid in 2006, I have been involved in several projects, ranging from the development of official linguistic competence assessment test to EMI training and tutoring.

Over the years, I have also designed and taught several ESP courses tailored to the needs of the university community. I became coordinator of studies in 2016 and since May 2021, I am the director of the Language Service.

Matt **BOYSON**

I am an English language teacher and test developer in the Language Service at the UAM, and a materials writer for external organisations. I am also a trainer and tutor on the university's EMI course for lecturer's who wish to teach in English. In addition, I work as an adjunct lecturer in the English Philology department where I teach on the degree in translation and interpretation, giving classes on British and American civilisation.

Finally, I also run short courses within the university's in-house lecturer training programme.

My main area of interest is in the practicalities of teaching and how these can improve the student learning experience.