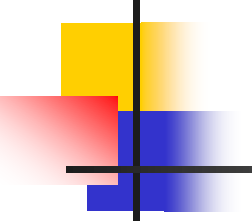




Teaching in English for University Faculty

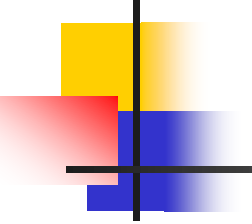
Inmaculada Fortanet-Gómez
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Universitat Jaume I
Castelló (Spain)



What should be included in a CLIL teacher training course?

- Communication and specific language use
- Pedagogy and didactics
- Multilingualism and multiculturalism

(Kurtán, 2003)



How should a training course be taught?

- Pre-service or in-service
- Task-based, problem-solving methodology with students' active participation



How should a training course be taught?

- Learning based on reflection and experience sharing
- Teacher trainer becomes a conductor
- Interesting activity: oral presentations



Teaching situations at Universitat Jaume I

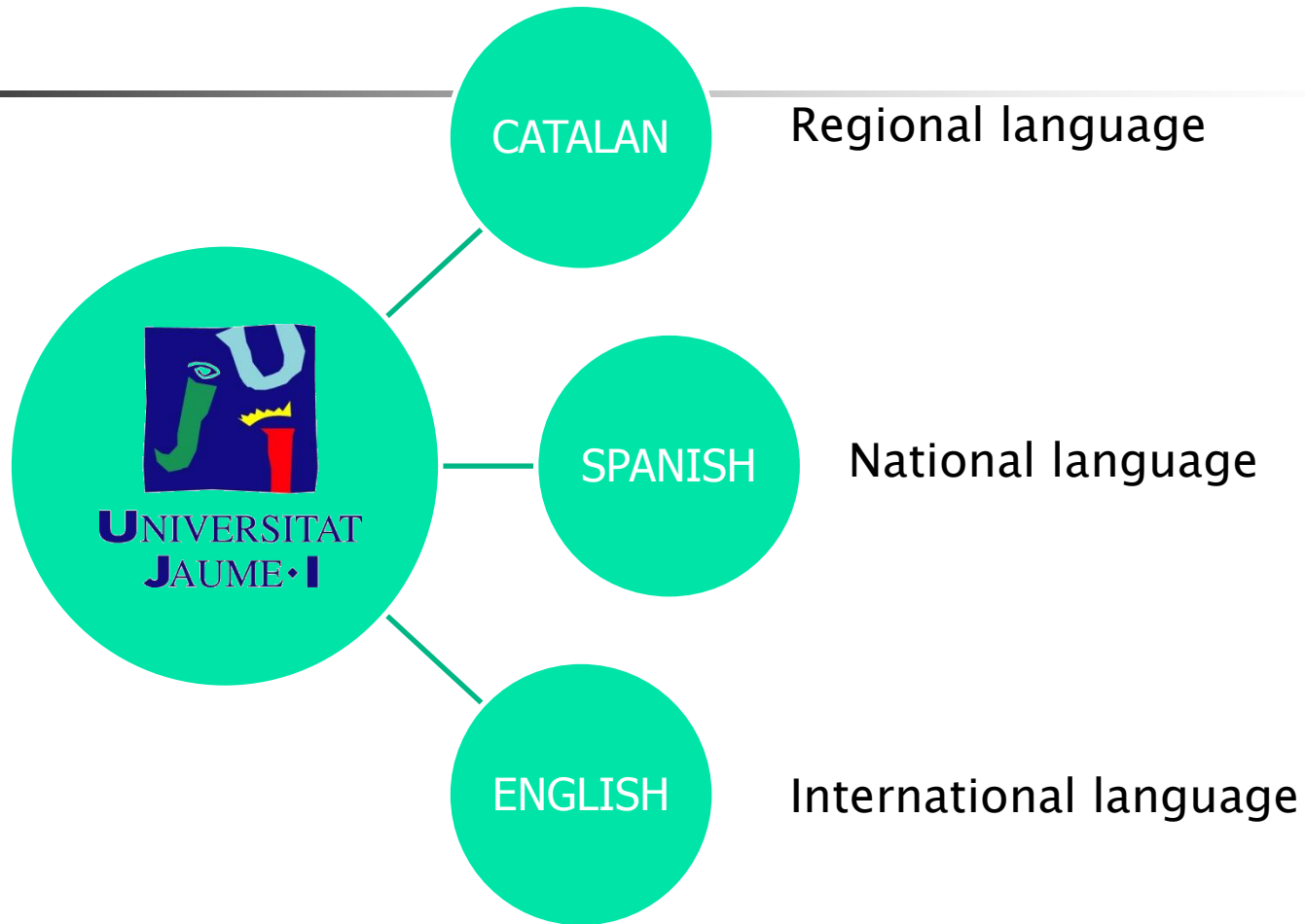
- a) Undergraduate courses with a growing number of immigrant students
- b) Undergraduate courses with exchange students



Teaching situations at Universitat Jaume I

- d) Graduate courses taught in Spanish with an increasing number of foreign students
- e) Graduate courses taught in English
- f) Need of some teachers to teach in English in foreign universities

Multilingualism at Universitat Jaume I





UJI rules for elaboration of new curricula

- New curricula can include a foreign language (LSP) preferably as a basic subject (1st-2nd year and 6 cr.)
- It is compulsory to include a minimum of 5% of total credits taught in a foreign language



The course

- **ORGANISATION**

University Language Service and Unit for Teaching Support

- **AUDIENCE**

Faculty from any department at UJI with some teaching experience



The course

- **DURATION**

- 40-50 hours (Friday 15-17h)

- **STAGE OF IMPLEMENTATION**

- Three editions. Now offered every two years.

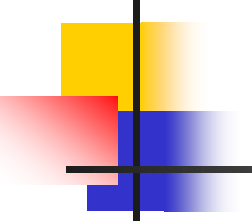
- **EDUCATIONAL LEVEL**

- It is an advanced specific course. Test for those who cannot provide official accreditation.



Methodology

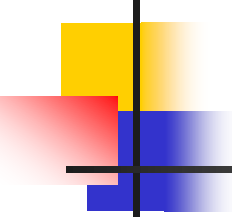
- Introduction by teacher (audio-video materials)
- Guided discussion in English (teacher's assessment)
- Oral presentations (project and/or mini-lecture): videorecorded and later analysed, peer and teacher's assessment



What should be included in a CLIL teacher training course?

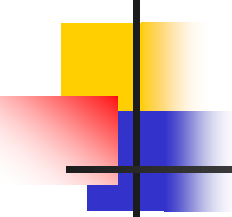
- Communication and specific language use
- Pedagogy and didactics
- Multilingualism and multiculturalism

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Contents related to communication and specific purpose language use

- Characteristics of spoken language in lectures
- Organizational elements
- Definitions, descriptions and processes



Contents related to communication and specific purpose language use

- Examples, analogies, comparisons and tangents
- Evaluative language and concluding a lecture
- Small talk



Contents related to pedagogy and didactics

- Material and human resources needed to teach in English
- Creating and adapting materials
- Interaction with the students
- Assessment and evaluation



Contents related to multilingualism and multiculturalism

- Talking for an audience
- Types of classroom events
- Different lecture cultures
- Teaching methodologies: cultural and disciplinary differences



Materials

- *Hablar inglés en la universidad. Docencia e investigación.* (Fortanet et al, 2008)
- *Online activities for academic English* (Ruiz-Madrid & Querol-Julián 2008) (available on the Internet)
- *Learn to Listen, Listen to Learn* (Lebauer, 2000)
- *Giving academic presentations* (Reinhart, 2002)
- *Academic Listening Strategies. A Guide to Understanding Lectures* (Salehzadeh, 2006)



Main learning outcomes

- To design feasible subject projects for the introduction of English as the medium of instruction;
- To be able to use the appropriate academic discourse in English in the classroom;



Main learning outcomes

- To be able to interact with students in office hours and informal interaction;
- To create and adapt suitable materials for a certain audience;



Main learning outcomes

- To gain self-confidence in teaching in English, especially when speaking in English in a classroom;
- To be able to use techniques of peer and self-assessment of teaching in English;



Main learning outcomes

- To use appropriate evaluation and assessment for bilingual education;
- To learn about the cultural differences in university teaching in different international settings.



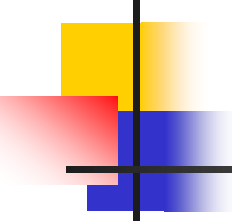
Conclusions

- Foreign languages-English as a requirement by many European universities
- Implementation of CLIL = Need for teacher training



Conclusions

- Pre-service and in-service
- Importance and specific characteristics of in-service courses
- Need for global projects and institutional support for CLIL at university level



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