English teacher training courses at university: an EMI/CLIL case

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Go with the Flow: Coherence and Cohesion in EAP discourse

University of St Andrews, 25th February 2017

Content Language Integrated Learning (CLIL)

"a dual-focussed educational approach in which an additional language is used for the learning and teaching of both content and language" (Maljers et al., 2007: 8)

CLIL or EMI?

CLIL

- Learning content and the English language at the same time, both are priorities with clearly specified goals.

- Methodology: Accommodated to teach (and evaluate) language and content.

- Full collaboration between content and language specialists.

CLIL or EMI?

EMI

- Content -which is given through/ in English- is the priority. Some incidental language learning is expected due to exposure.

- Little accommodation in terms of methodology , only to guarantee compehension and understanding of contents.

- Scarce o no collaboaration between content and English language specialists.

(Dearden, J. (2015); Aguilar , M. (2015))

Plurilingualism

OBJECTIVE:

The plurilingual approach emphasises the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), an individual **does not** keep these languages and cultures **in strictly separated mental compartments**, but rather builds up a **communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact**.

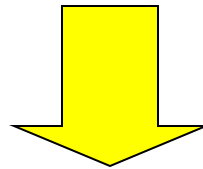*(Common European Framework of Reference for Languages-CEFR)*

Ex: Approach followed at University of Luxembourg

The CLIL/EMI context
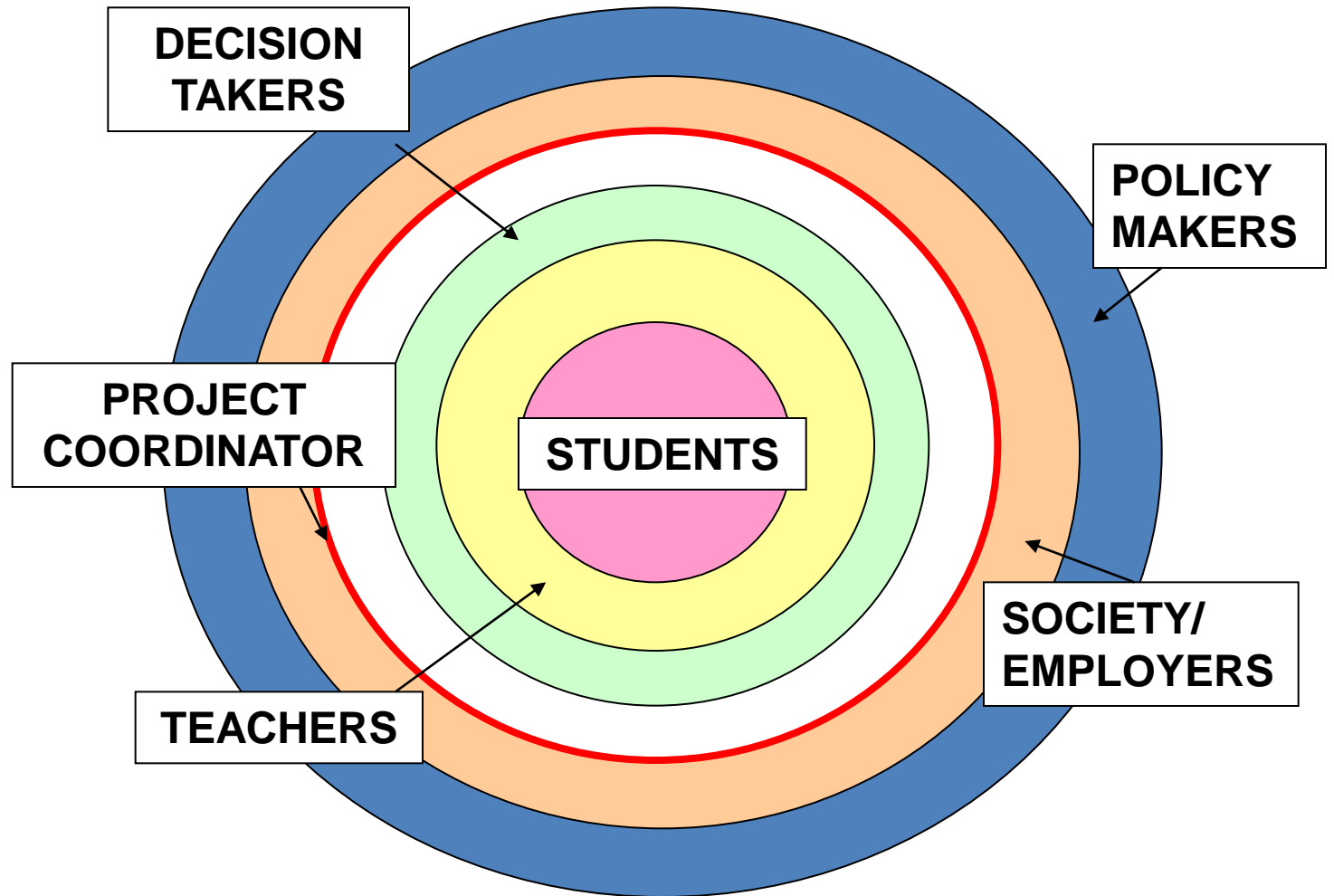
LEVELS OF PARTICIPATION IN A CLIL PROJECT

ATTITUDES OF LECTURES
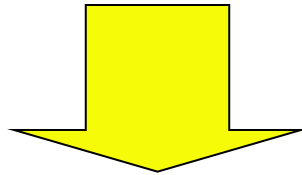## (multidisciplinary context)
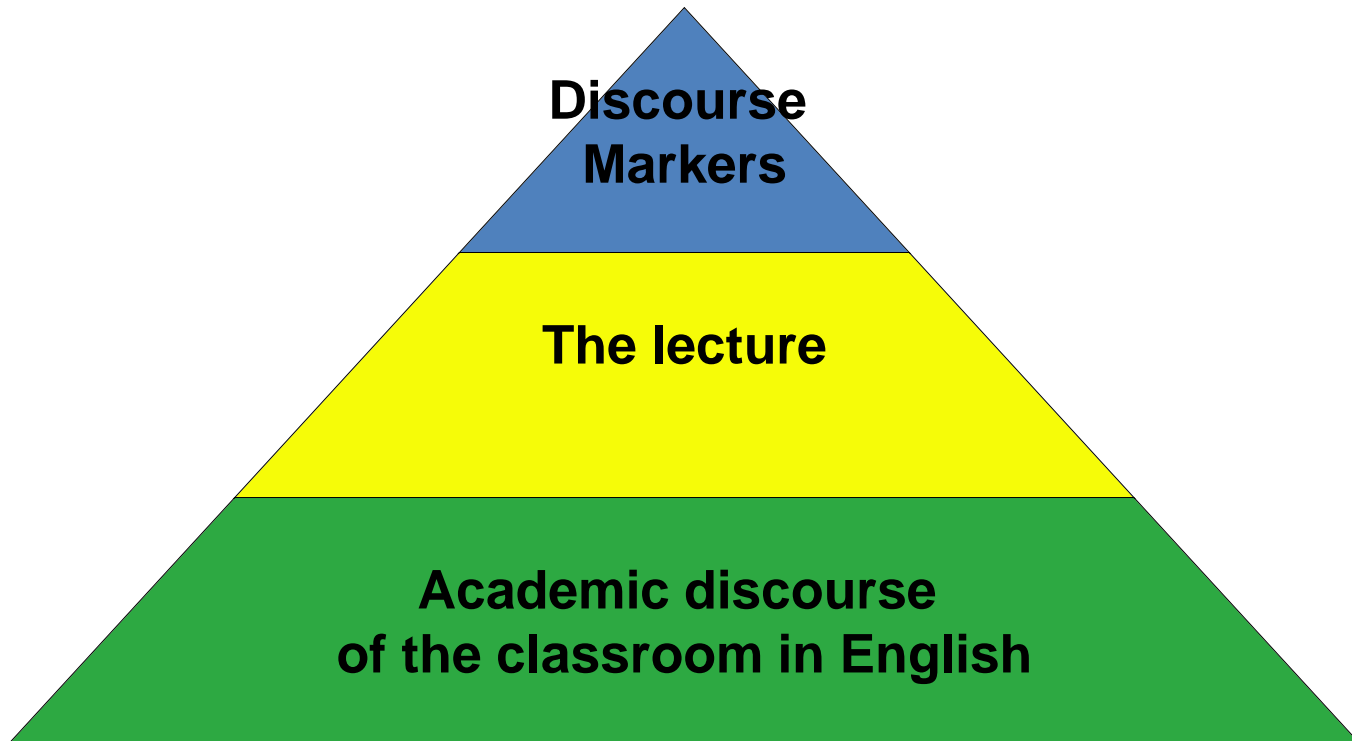
CLIL

**REFLECTION ON
LANGUAGE ISSUES**

NEED FOR TEACHER TRAINING

TEACHER TRAINING

Awareness raising about
the discourse of the genres
used in their disciplines

FOCUS

- [INDEX](#)

- [Lecturing styles](#)

DISCUSSION SHEETS

- [Lecture organizational patterns](#)

- [Discourse markers](#)

- [Classroom events](#)

- [MICASE corpus](#)

REFLECTIONS on…

- ✓ Further research to be carried out on spoken academic discourse analysis through contrastive linguistics (ex.: English/Spanish)

- ✓ Influence of the CLIL approach on the methodology used in different disciplines;

- ✓ Effectiveness of CLIL for foreign/second language learning in higher education;

- ✓ Needs analysis and effectiveness of teacher training courses in the short and long term.
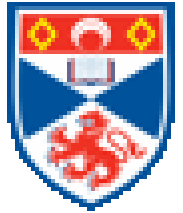
THANKS FOR YOUR ATTENTION

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Peñíscola at night.

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