



## Integrating Content and Language at the ULB

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# Overview

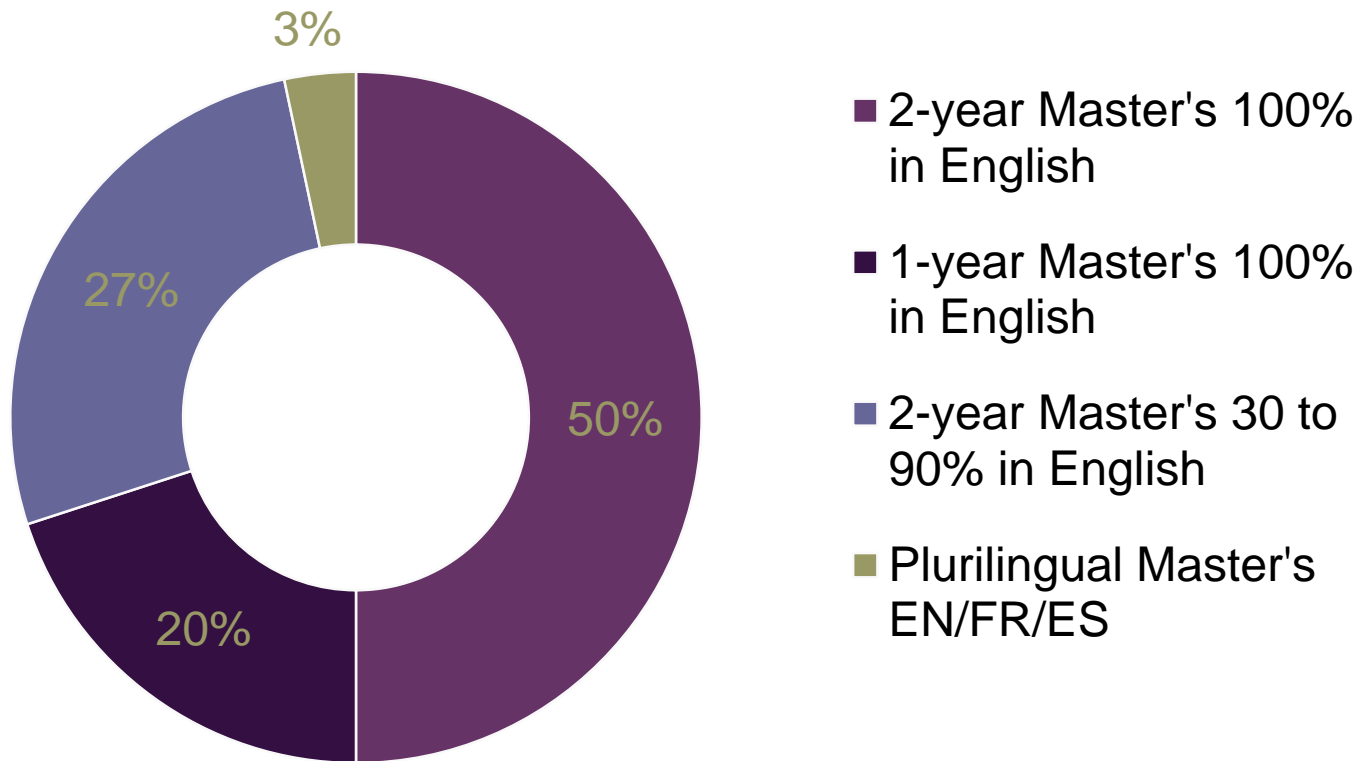
- + ULB Context: Historical Overview and Figures
- EMI vs. CLIL and ICLHE
- CLIL Support at the ULB: Who and How?
- Collaboration Content and Language Teachers

# + ULB Context: Historical Overview

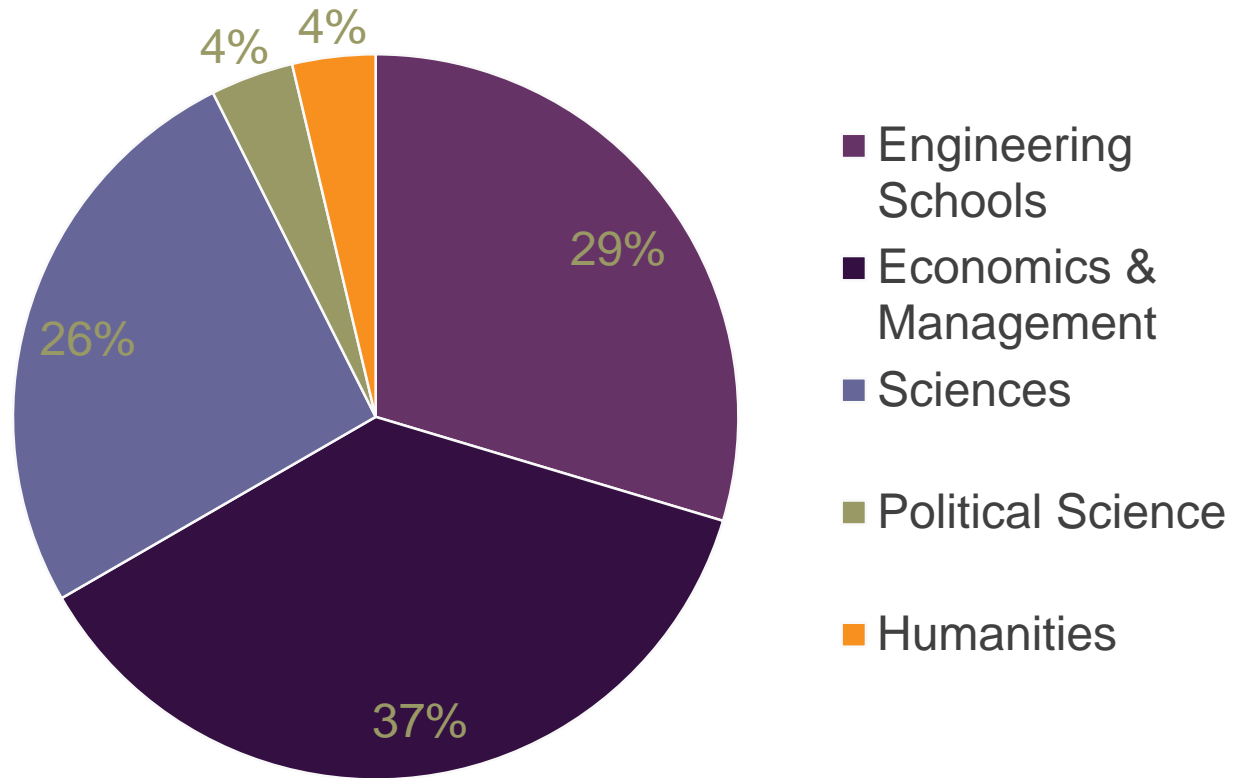


# + ULB context: Figures

## L2-Medium Master's Programmes at the ULB 2013-2014 (currently 29 Master's programmes)



# + English-Taught Master's Programmes at the ULB According to Discipline



# + Teacher and Student Language Profile

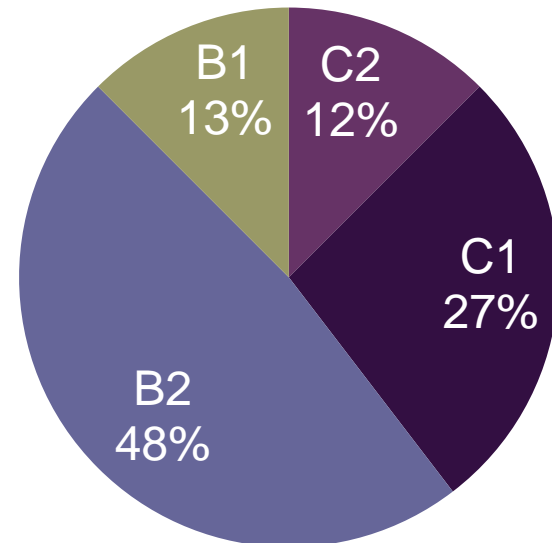


## NNS Students

- 8 to 12 ECTS of ESP & EAP over Bachelor cycle across faculties
  - Target: **B2 minimum/C1** at end of Bachelor cycle
  - **30%** under target level

## NNS Teachers



- Language competence of the academic staff of the Brussels Engineering School



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# + EMI versus CLIL

EMI	CLIL
English Medium Instruction Subject teaching <b>IN</b> English	Content & Language Integrated Learning Subject teaching <b>THROUGH</b> English
	 Dual focus: Content and language
	 Good practice in teaching in a foreign language
	<ul style="list-style-type: none"><li>▪ Active and collaborative learning</li><li>▪ Student-centred learning</li><li>▪ Interactive teaching techniques</li></ul>





## **EMI**

Teaching in English



## **CLIL**

Teaching through English

Primary and Secondary Education

Bottom-up Approach



## **ICLHE**

Integrating Content and Language

Tertiary Education

Top-down Approach

# Overview

- + ULB Context: Historical Overview and Figures  
EMI vs. CLIL and ICLHE

CLIL Support at the ULB: Who and How?

Collaboration Content and Language Teachers

# + Support at the ULB

2 CLIL  
Advisers

4 ESP teachers  
Voluntary basis

For teachers

- Guidelines
- Factsheets

For students

- Guidelines
- Toolkit

CLIL Website

<http://clil.ulb.ac.be>



# Guidelines

## For teachers

**GUIDELINES FOR TEACHERS**

This brochure is intended for any teacher / teaching assistant involved in teaching content in a foreign language at the Université Libre de Bruxelles, in order to:

- Consider the competences necessary for teaching in a foreign language (L2)
- Develop the appropriate teaching methodology and support adapted to teaching in L2
- Identify and explore the adaptations needed to implement L2-medium instruction in lectures, practicals, laboratories and personal work
- Raise awareness of Second Language Acquisition (SLA) and appropriate teaching methodology
- Consider the modes of transmission and types of interaction best suited to L2-medium instruction

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**What type of support is available to teachers?**

Teacher training courses will be available throughout the academic year via the Cellule *Etra*-TICE.

Classroom observation with pedagogical and linguistic feedback is available upon request.

Support website for teachers, assistants and students:  
<http://www.cill.ulb.ac.be/>

For further information, please contact:

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W: <http://www.cill.ulb.ac.be/>

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**TEACHING AT UNIVERSITY IN A FOREIGN LANGUAGE**

GUIDELINES FOR TEACHERS

**CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)**

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## For students

**Content and Language Integrated Learning**

*In a CLIL context, the learner is gaining new knowledge about academic subjects at the same time as encountering, using and learning the foreign language.*

When embarking on a CLIL course, you need to consider that learning in a language that you do not master may pose a number of challenges. To make a smooth transition from learning in L1 to learning in L2, you should consider the following:

- L2 competence
- Adaptation period
- Note-taking
- L1 or L2?
- Communicative approach to learning
- Linguistic resources
- Revision and assessment

**L2 competence**  
The minimum level needed to be able to follow university courses in L2 is B2 on the CEFR scales.

**Adaptation period**  
It is normal to undergo an adaptation period when switching from learning in L1 to learning in L2 - typically this period will last between 2 to 8 weeks. To facilitate this transition, you should read and speak in L2 as much as possible inside the classroom, as well as outside the classroom.

**Note-taking**  
You should take your notes in L2 straight away and prepare your classes in advance so that you are familiar with any new vocabulary and key words.

**L1 or L2?**  
You can use either L1 or L2 during classroom interaction. Should you ask a question in L1, your teacher should reformulate it in L2 and answer in L2. Additionally, you should not hesitate to ask vocabulary questions.

**Communicative approach to learning**  
You should use L2 whenever possible, especially when your teacher provides you with this opportunity.

**Linguistic resources**  
Many linguistic resources exist: dictionaries, terminology databases, pronunciation dictionaries, etc. Ask your teacher or check out the CLIL support website for some.

**Revision and assessment**  
Revision and exam preparation should be carried out in L2. This will probably take you longer than in L1 and will require you to study accordingly. In order to reduce your stress levels at the thought of taking exams in L2, you should ~~use~~ use L2 as much as possible inside the classroom, as well as outside the classroom.

**Help! My English is not that good!**

If you are having trouble in English, you can always get extra language support. This includes:

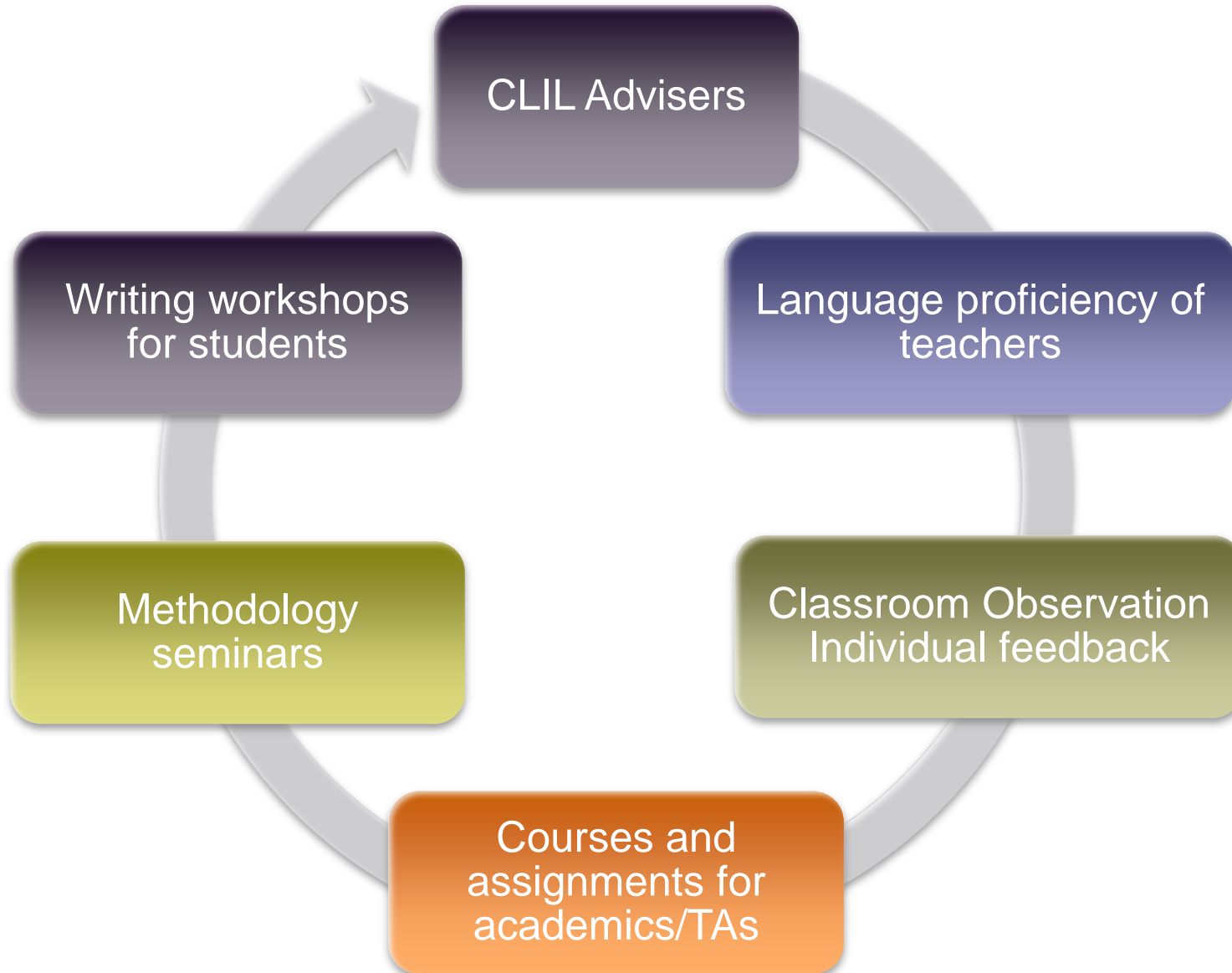
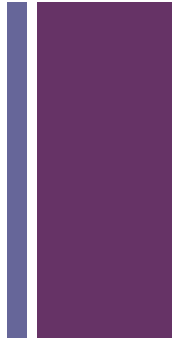
**Fondation 9:** provides ULB students with remedial language courses throughout the academic year and during holiday periods. For more information: <http://www.f9langages.eu/ulb/>

**Conversation tables:** are organized by the CIDLV once a week throughout the academic year. For more information: <http://www.cts.ulb.ac.be>

*"For me, studying in another language was a real challenge at first, but I am now able to use another language for my future career. That's a real added bonus."*

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# + The Support Project: Our Model



# + Classroom Observation and Individual Feedback



Language feedback	Pedagogical feedback
Evaluation of BICS and CALP	Integrating content and language
Pronunciation	Creating a rich L2 learning environment
Intonation	Making input comprehensible
Syntax and grammar	Using teacher-talk efficiently
Lexis	Promoting extended student output
Material support	Attending to diverse learner needs
Interaction	Providing feedback to students

# + Courses for Academics



## Teaching In English: A Course for Academics

B1/B2 level CEFR

48 hours

12 participants

- Develop effective communication skills in academic settings
- Develop interactive classroom activities and strategies

## Conversation Tables for Academics

C1/C2 level CEFR

48 hours

12 participants

- Improve fluency and accuracy in formal English (pronunciation and intonation)
- Build confidence in spoken academic English



# Classroom Activities: Scaffolding Language and Methodology



Topic Specific Readings or Video Clips of Academic Lectures

- Key teaching issues (Teacher experience and needs)

Communicative Tasks

- Producing accurate language and correct structures
- Structured listening and response activities

Individual, small and large group discussion

- Exchange viewpoints and debate
- Interaction with NS and NNS



# + Course Assignments

## PLAD = Micro teaching

- Feedback on linguistic and pedagogical abilities
- Topics: Teaching techniques

## TANDEMS or REFLECTIVE AUDIO JOURNAL

- 1 ULB teacher + 1 UCA (Cadiz, Spain)
- 6 Skype meetings/recordings on teaching challenges
- Report about partner/yourself in a logbook
- Supervision by language teachers
- Meeting in Brussels in September 2014

## SHADOW TALK

- Select a presenter (e.g. Ted Talks)
- Record intonation, pace, rhythmic pattern
- Imitate the speaker and improve delivery and pronunciation

# + What Teachers Think



- “Getting support for teaching techniques at the same time as tips to improve my pronunciation is essential; it is so precious!”
- “What I like the best is when I come to class is that I do not have to prepare anything. I can just sit and listen and learn.”
- “I love that we have a space where we can discuss issues related to our practice. I’ve never had this before.”
- “I used to think that I was doing student-centered teaching, but I now realize that I had no idea of how to do that.”
- “I have learned a lot of practice and techniques and feel quite excited about using them. It is giving motivation.”

# + Methodology Seminars

4 seminars per term

- Teaching in English: Guidelines and Perspectives
- Inside the Classroom: Making your Lectures Interactive
- Assessing in English
- Improving your Presentation Skills and Oral Expression in English: Practical Tips

Scaffolding content: Flashcards

- Tips: for speaking, for lecturing, ...
- Language: starting a lesson, handing out material (BICS), ...
- Checklist: for lecturing, for giving instructions, ...

# + CLIL Challenge for Next Year



Course  
Design

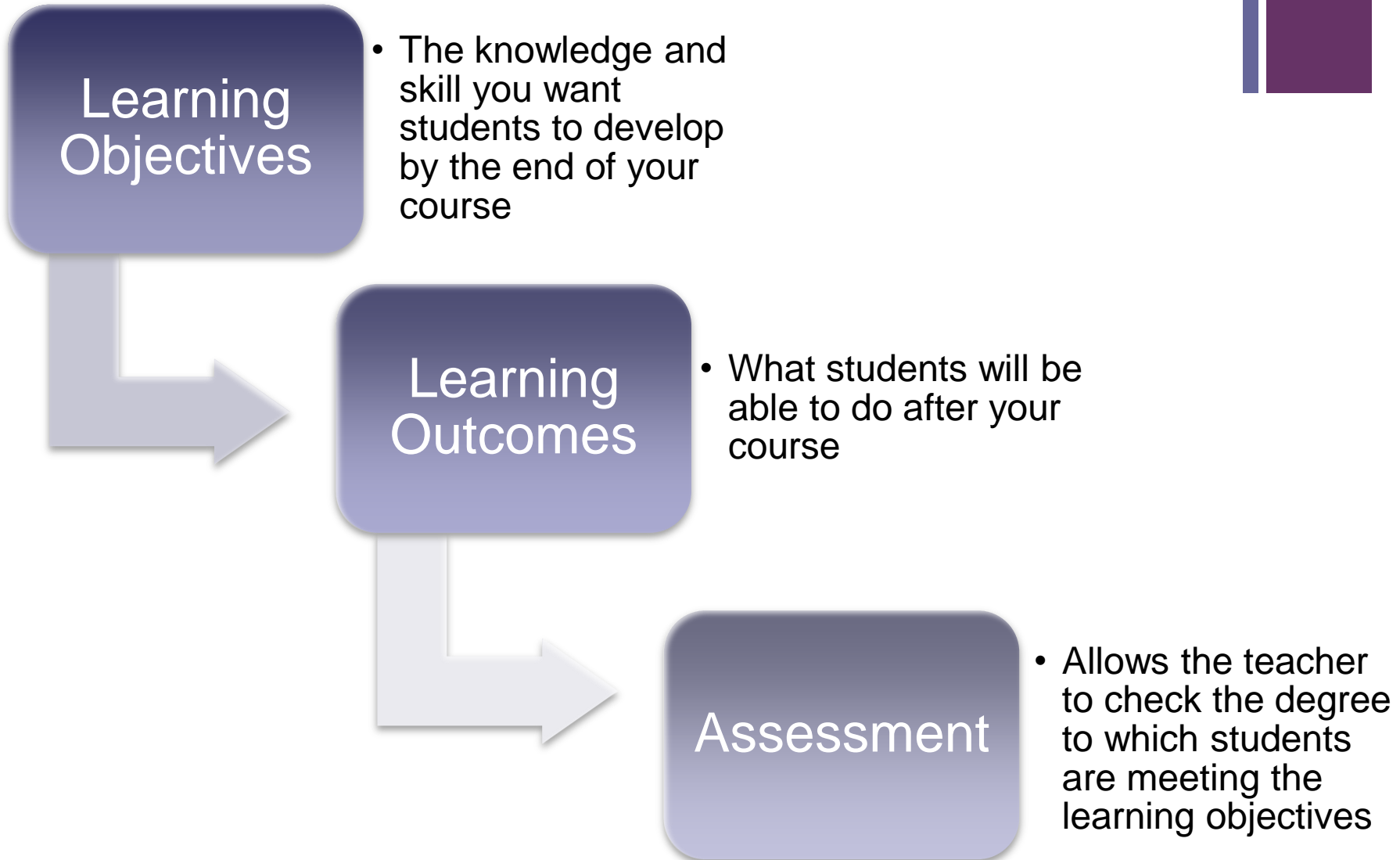


CLIL  
lesson plan



Go for it!

# + CLIL Challenge: Course Design



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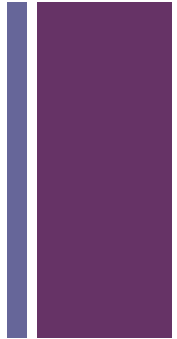
# + Collaboration Content and Language Teachers



- Writing workshop to help students write answers to exam questions (Economics and Law)
- Co-preparation of workshop:
  - Language to write and structure
  - Exam questions: 5 MCQ and 1 open question
- Collaboration during workshop: Language and content
- Major change in role of language teachers
  - Facilitator
  - In charge of pedagogical framework
- Scaffolding writing: Before, during and after workshop



Student Toolkit  
Language teacher



MCQ questions  
Content teacher



Cheeseburger structure  
Paragraph structure



Groups of 8 students  
Collaborative Writing



Corrective Feedback  
Content and Language



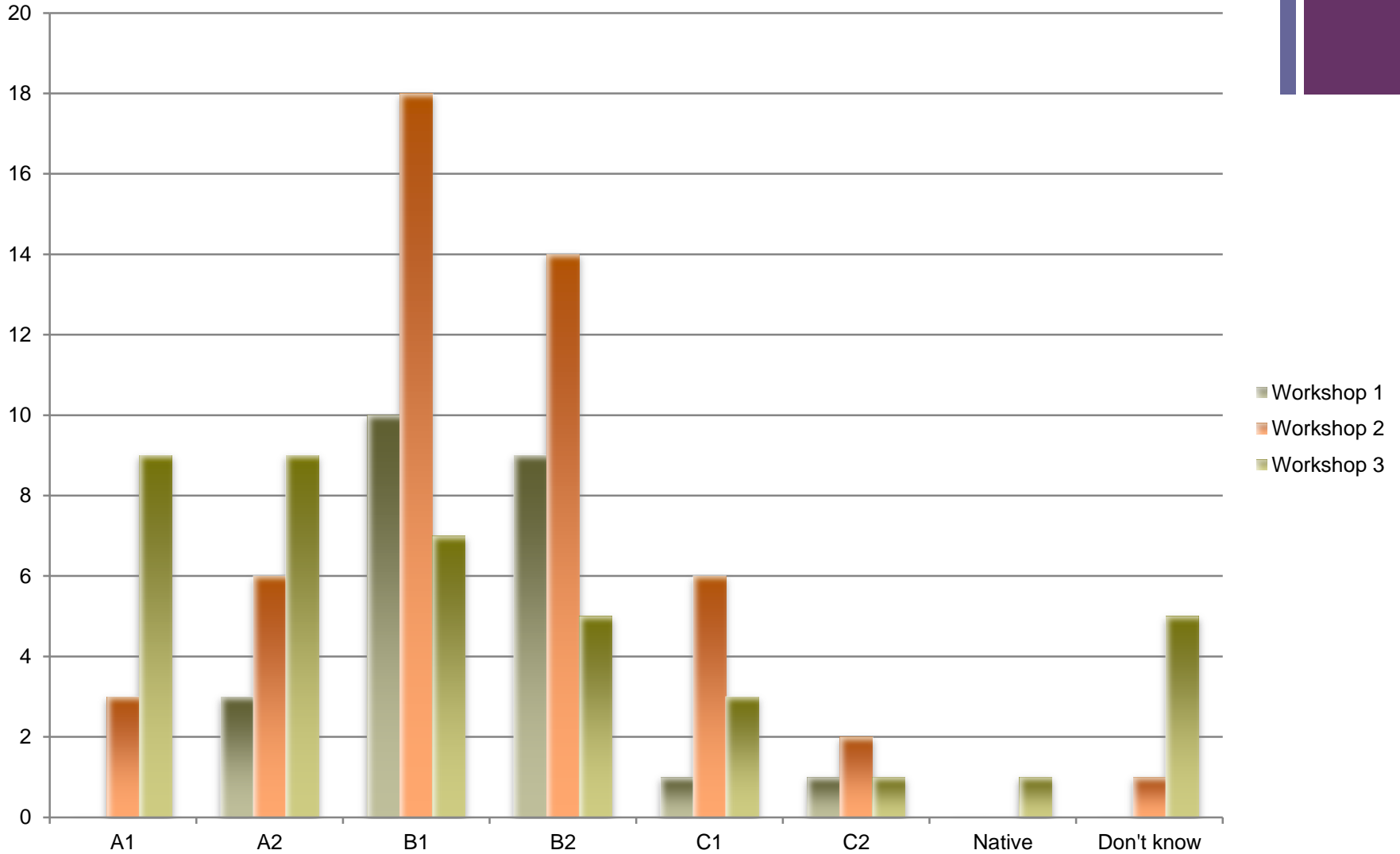


# + Our workshop

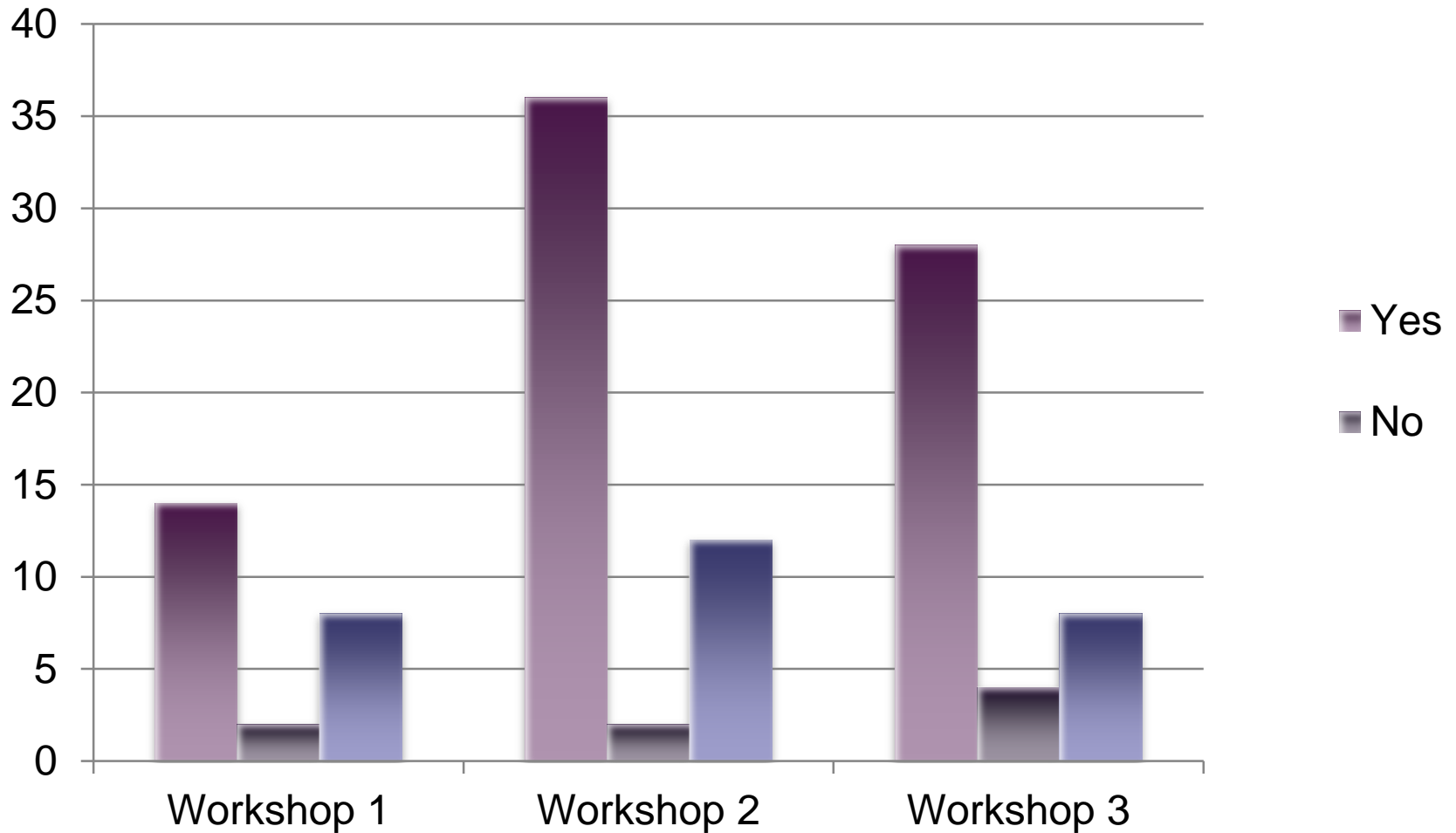
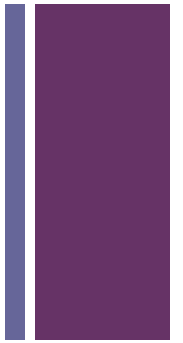




# Participants' English Level

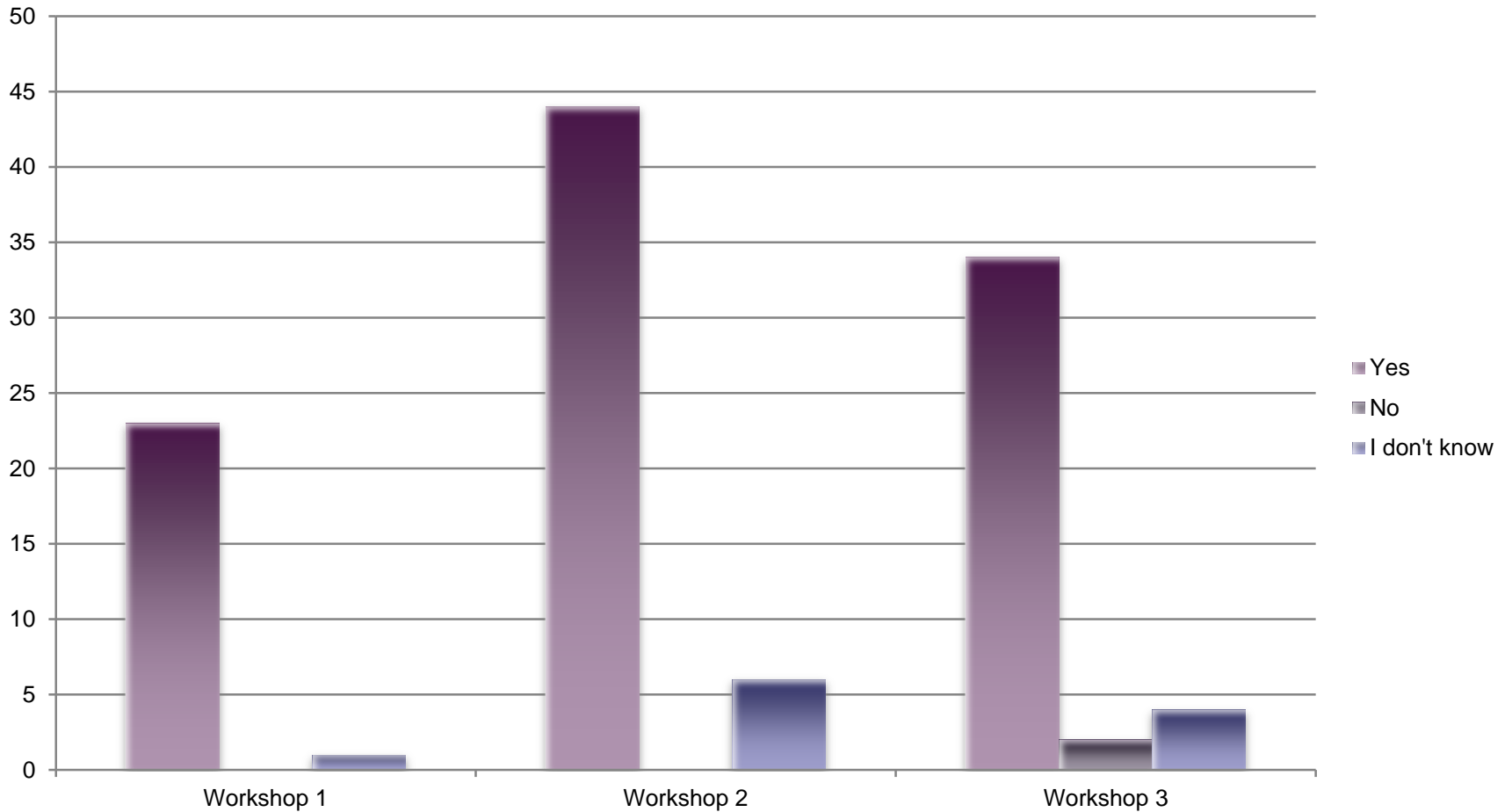
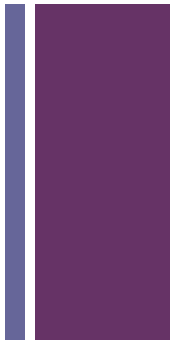


# + Scaffolding Usefulness





# More Workshops in the Future



# + Next ICLHE Conference



02 > 04  
SEPTEMBER

# BRUSSELS



Integrating Content and Language in Higher Education 2015 At the Crossroads Between Innovation and Practice



**Université libre de Bruxelles // Belgium**  
Brussels, 02/09 > 04/09 - 2015



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