

Upgrading English-Medium Instruction: Strategies for a Language-Aware Approach to Content Teaching and Learning

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Summary

This course will provide UIC Barcelona lecturers with insight into the cognitive and linguistic demands of university instruction through a language different from the mother tongue and how we can enhance this experience by acknowledging the key role played by the linguistic form in the construction of knowledge in a given field. The course takes EMI planning and teaching to the next level by introducing a series of conceptual tools and practical strategies that will enable the content specialist to maximise both content and language learning opportunities in their classes.

Enrolment requirements

This course is addressed to UIC Barcelona lecturers who have some experience teaching their subject matter through English as a foreign language. Given that the level of English needed to carry out academic tasks is considered to be above B2 (according to the Common European Framework of Reference for Languages), participants are assumed to have achieved an equivalent or superior level of proficiency before enrolling in this course.

Objectives

1. Understand the symbiotic relation between language and cognition in EMI
2. Identify different receptive and productive scaffolds in order to improve foreign language comprehension and interaction in EMI
3. Chart the disciplinary literacy in different academic subjects: identify the core discourse genres and academic language functions
4. Carry out language-sensitive task design in EMI

Methodology

The sessions will involve hands-on practice, pair and group work and voluntary micro-teaching.

Resources

Airey, J. (2013). Disciplinary Literacy. In E. Lundqvist, L. Östman, & R. Säljö (Eds.), *Scientific literacy – teorischpraktik* (pp. 41-58): Gleerups.

Bernstein, B. (1999). Vertical and horizontal discourse: An essay. *British Journal of Sociology Education*, 20(2), 157-173.

Coyle, D., Halbach, A., Meyer, O., & Schuck, K. (2018). Knowledge ecology for conceptual growth: teachers as active agents in developing a pluriliteracies approach to teaching for learning (PTL). *International Journal of Bilingual Education and Bilingualism*, 21(3), 349-365.

Dafouz, E. (2017). English-medium Instruction in Multilingual University Settings: An Opportunity for Developing Language Awareness. In *The Routledge Handbook of Language Awareness* (pp. 170-185). Routledge.

Doiz, A., Lasagabaster, D., & Sierra, J. M. (Eds.). (2012). *English-medium instruction at universities: Global challenges. Multilingual matters.*

Kuteeva, M., & Airey, J. (2014). Disciplinary differences in the use of English in higher education: Reflections on recent language policy developments. *Higher Education*, 67(5), 533-549.

Meyer, O., & Coyle, D. (2017). Pluriliteracies Teaching for Learning: conceptualizing progression for deeper learning in literacies development. *European Journal of Applied Linguistics*, 5(2), 199-222.

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Formació específica per al PDI
Pla de foment de la recerca en anglès



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