

Jornades d'innovació a les aules universitàries i de secundària: el repte de fer docència en anglès

31 de maig i 1 de juny de 2018

Resums de les ponències:

31 maig

9.45 - 11.00

Ponència: 'Teaching in the international classroom - opportunities and challenges for teachers'

Jennifer Valcke (Karolinska Institutet, Estocolm, Suècia)

This workshop aims to provide guidelines and recommendations on the teaching of academic disciplines through the medium of English. It will consider the methodological and pedagogical implications posed by teaching university courses in English, by sharing insights into well-grounded research on English-Medium Instruction (EMI), on Content and Language Integrated Learning (CLIL), as well as on the internationalisation of the curriculum. In addition, participants will come away with various interactive techniques and activities for increased student participation. The workshop will show, through practical examples and classroom, how to place students in a communicative context, thus enabling them to develop knowledge of the content alongside language.

Participants will gain insights into:

- CLIL methodology
- The context of the international classroom
- The Role of English (and language) in learning
- Didactic approaches for placing students in a communicative context
- Making sure the students develop comprehension of content as well as the required language skills
- Managing different classroom situations in the international classroom

16.00 - 17.15

Ponència/Taller: 'Using and creating digital materials in a CLIL context'

Elena Martín (UNED, Espanya)

This session attempts to highlight the potential of ICT (Information and Communication Technology) in the use and design of materials for Content and Language Integrated Learning (CLIL), covering all skills, both receptive and productive. Teachers will be shown how to assess available materials and also how to create their own resources, following a hands-on approach.

9.30 – 11.00

Ponència: 'Teaching complex content through a foreign language: from the point of view of cognitive science'

Teresa Ting (Universitat de Calabria, Itàlia)

As increasingly more ministries and universities are urging teachers to “teach in a foreign language”, in particular “English”, English medium instruction (EMI) is becoming an inescapable fad in tertiary classrooms worldwide. This seminar will look at EMI from the point of view of how the brain processes information, or not. If the learning of complex content is already challenging in L1, the use of a foreign language becomes a call for change in classroom methodology. We will examine a few online interactive learning tasks and discuss classroom strategies, which ensure that content education is not sacrificed for the sake of “learning” a foreign language.

15.15 - 16.30

Ponència: 'Bilingual Education: Practical didactic guidelines and classroom management strategies'

Domingo Ángel Ruiz (Vicedirector, Centre del Professorat de Jaén, Espanya)

For the last two decades, European educational systems have been challenged by new perspectives intended to bridge the gap between government regulations and actual empirical results as regards L2 teaching and learning. These perspectives have been inspired by different recommendations fostered by the European Framework of Reference for Languages and the European Language Portfolio. Both documents have promoted new ways to implement linguistic policies. In this context, Spain has adopted far-reaching measures mainly aimed at increasing L2 exposure as well as improving the quality of language teaching.

According to this new situation, the Educational Administration in Andalusia has pioneered a new linguistic plan primarily based on three main measures: (1) earlier access to L2 and L3 learning; (2) increase of L2 exposure; and (3) adoption of an integrated process-oriented approach to language teaching under the CLIL umbrella. The adoption of CLIL has largely proved to be a successful approach to language learning, but only if appropriately implemented; in the case of operational deficit, we take the risk of contributing to a new failure in implementing efficient language learning policies in our region- so far one of the last bandwagons of Europe in L2 learning.

In this sense, by means of this training session we will try to offer a description of an effective approach to CLIL through a large number of key didactic guidelines and practical classroom management strategies offering a methodologically concerned reference for those teachers involved in bilingual schools at different educative levels. The experimentation stage with these strategies has resulted in an immediate increase in motivation, efficiency and, hence, a coherent improvement of the quality standards of the learning process. It has also made clear for us that excellence in L2 acquisition in our education system is possible and feasible whenever the association between language and content is rightly managed.
