



Skills and Strategies for Teaching Content Subjects through English at University / Habilitats i estratègies per impartir docència en anglès a la universitat (29/01/2013 - 08/02/2013)

INFORMACIÓ GENERAL

Títol activitat:	Skills and Strategies for Teaching Content Subjects through English at University / Habilitats i estratègies per impartir docència en anglès a la universitat - 12000013		
Tipus activitat:	Curs	Hores:	18
Impartit per:	ELEONORA ALEXANDRA VRACIU (Professora de la Universitat de Lleida)		
Sessions:	Dia	Hora	Aula
	29/01/2013	10:00 h - 13:00 h	109 de l'EET
	30/01/2013	10:00 h - 13:00 h	109 de l'EET
	01/02/2013	10:00 h - 13:00 h	109 de l'EET
	04/02/2013	10:00 h - 13:00 h	109 de l'EET
	06/02/2013	10:00 h - 13:00 h	109 de l'EET
	08/02/2013	10:00 h - 13:00 h	109 de l'EET

INFORMACIÓ DETALLADA

PRESENTACIÓ

Summary:

This course is intended to provide UPC lecturers who are non-native speakers of English with hands-on strategies and tools for an effective delivery of academic content in English. The participants will be able to work on those language skills involved in presenting cognitively demanding information in English and some of the strategies to overcome the language “barrier” and foster successful communication and learning in a foreign language. Individual micro-teaching sessions will provide participants with personalised feedback on their teaching practice.

DESTINATARIS

Target:

The course is addressed to UPC university lecturers, with some or no experience in teaching content subjects

through English. Given that the level of English needed to carry out academic tasks is considered to be above B2 (according to the Common European Framework), participants are assumed to have achieved an equivalent or superior level of proficiency before enrolling in this course.

OBJECTIUS

Objectives:

- To improve English oral skills in an academic setting with a focus on oral presentations and classroom interaction.
- To improve lecturing abilities in English, attending to aspects such as register, cohesion and coherence, clarity, use of visuals, intonation, etc.
- To acquire practical knowledge and strategies to create class activities that facilitate the learning of content through a foreign language and stimulate communication in a foreign language.

TEMARI

Syllabus:

1. 1. Teaching content subjects through English – overview of the challenges and opportunities
2. 2. Planning the lecture
 - 2.1. i. establishing content and communicative objectives
 - 2.2. ii. types of lecture macro-structures
 - 2.3. iii. information selection and organisation criteria
 - 2.4. iv. accounting for the audience (mixed proficiency groups, Erasmus students, large groups, etc.)
3. 3. Delivering the lecture
 - 3.1. formal vs. informal register
 - 3.2. signposting language and other cohesive devices in the lecture
 - 3.3. the language of visuals (describing graphs, flow charts, etc.)
 - 3.4. oral comprehension scaffolding strategies: giving definitions, paraphrasing, exemplifying, summarizing, etc.
 - 3.5. use of voice and intonation
 - 3.6. dealing with communication breakdowns
4. 4. Developing learning activities and tasks
 - 4.1. use of English for giving instructions and monitoring activities
 - 4.2. integrating reading, listening, speaking and writing skills in classroom activities
 - 4.3. scaffolding student oral and written expression in English
 - 4.4. strategies to minimise the use of the mother tongue in the classroom

METODOLOGIA

Methodology:

Class sessions will consist of lectures, group and class discussions, experimental practice based on materials provided by the trainer and participants' own materials.

The participants will be given the opportunity to practice their lecturing skills in English by means of a 3-slide presentation related to their own course matter.

BIBLIOGRAFIA

Bibliography:

<http://blogs.uab.cat/signaturesenangles/>

- Bellés, B. (2008). "El lenguaje de la clase magistral". En I. Fortanet (coord.), Hablar inglés en la Universidad. Docencia e Investigación. Oviedo: Septem Ediciones, 83-108
- Dafouz, E. (2007). "On Content and Language Integrated Learning in Higher Education: The Case of University Lectures". Revista española de lingüística aplicada, Vol. extra 1, 67-82
- Echevarría, J., Vogt, M., Short, D. J. (2007). Making content comprehensible for English learners. The SIOP Model. Boston: Pearson Education
- Feixas, M., E. Codó, D. Couso, M. Espinet and D. Masats (2007). "Ensenyament en anglès a la universitat, una experiència compartida". Experiències docents de la UAB en ciències socials i en ciències humanes, 137-148

CERTIFICACIÓ

La certificació a les persones participants estarà supeditada a la prèvia inscripció i acceptació pel mitjà establert (electrònicament a través del web) i a l'assistència a un mínim del 80% de les hores totals de l'activitat.

El personal docent i investigador de la UPC que participi a l'activitat, uns dies després de la finalització, disposarà de manera automàtica de la informació a DRAC.