



**Coaching per a professorat universitari que imparteix docència en anglès (Campus de Castelldefels)**  
**(28/09/2018 - 30/11/2018)**

**INFORMACIÓ GENERAL**

<b>Títol activitat:</b>	Coaching per a professorat universitari que imparteix docència en anglès (Campus de Castelldefels) - 12000018		
<b>Tipus activitat:</b>	Curs	<b>Hores:</b>	21
<b>Impartit per:</b>	CLAUDIA BARAHONA FUENTES ( Departament de Teoria i Història de l'Arquitectura i Tècniques de Comunicació ) ELISABET ARNO MACIA ( Dpt. de Teoria i Història de l'Arquitectura i Tècniques de Comunicació )		
<b>Sessions:</b>	<b>Dia</b>	<b>Hora</b>	<b>Aula</b>
	28/09/2018	09:00 h - 11:00 h	D4-A27, Escola Superior d'Agricultura Barcelona (ESAB), Campus Castelldefels
	05/10/2018	09:00 h - 11:00 h	D4-A27, Escola Superior d'Agricultura Barcelona (ESAB), Campus Castelldefels
	19/10/2018	09:00 h - 11:00 h	D4-A27, Escola Superior d'Agricultura Barcelona (ESAB), Campus Castelldefels
	26/10/2018	09:00 h - 11:00 h	D4-A27, Escola Superior d'Agricultura Barcelona (ESAB), Campus Castelldefels
	09/11/2018	09:00 h - 11:00 h	D4-A27, Escola Superior d'Agricultura Barcelona (ESAB), Campus Castelldefels
	16/11/2018	09:00 h - 11:00 h	D4-A27, Escola Superior d'Agricultura Barcelona (ESAB), Campus Castelldefels
	23/11/2018	09:00 h - 11:00 h	D4-A27, Escola Superior d'Agricultura Barcelona (ESAB), Campus Castelldefels

**INFORMACIÓ DETALLADA**

**PRESENTACIÓ**

SUMMARY / ABSTRACT

This course is intended for university lecturers who are either teaching their courses in English or intend to do so in the future. The main aim of this activity is to help lecturers who are non-native speakers of English to deliver their content courses in English to both local and international students.

The activity consists of some general sessions devoted to introducing the main challenges posed by English-medium Instruction (EMI). In particular, the course focuses on pronunciation, signalling expressions, lexis and functions among others. Participants will be provided with materials and resources in order to develop their English speaking skills and strategies for effective communication in lectures and are expected to actively participate in a variety of skill-based activities in English. At the end of the course participants should deliver a mini-lecture (10 minutes) that they will have prepared in advance. Trainers will provide in session coaching focusing on various aspects of discourse and will discuss the mini-lectures with the rest of the participants.

#### NOVETAT:

El curs incorpora hores de treball no presencials, per preparació de les mini-lectures i feedback general de les formadores per ATENEA. El curs també inclou una hora de coaching individual per Skype amb cadascun dels participants on s'incidirà en qüestions de llengua, comunicació i metodologia derivades de la mini-lecture de cada participant, es resoldran dubtes i es donaran pautes per una docència en anglès més efectiva. El calendari d'aquest coaching personalitzat s'acordarà amb la formadora a l'inici del curs.

### **DESTINATARIS**

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#### TARGET

Non-native lecturers at UPC with above B2 level in English who are already teaching in English or plan to do so in the near future. Participants should be aware that one course cannot provide lecturers with the necessary proficiency and skills to impart lectures in English and it is therefore assumed that participants wishing to take part in this course have already achieved a suitable level. Note that it is usually considered that the level of English needed to carry out academic tasks is around C1 (according to the Common European Framework).

### **OBJECTIUS**

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#### OBJECTIVES

- To practice communication skills, especially speaking and listening in English in an academic setting, focusing on functional language and classroom interaction.
- To raise participants' awareness of their strengths and weaknesses in English for the purpose of improving their ability and confidence to give lectures in English to a multilingual classroom.
- To help participants be able to work autonomously on improving in their areas of need through locating digital resources available for independent study.
- To identify and address areas of weakness in lecturers' English and provide practical coaching to help with improvement in these areas.

## **PLA DE TREBALL**

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### COURSE OUTLINE / TIMETABLE

- Sessions 1 to 5: all participants together.
- Sessions 6 and 7: mini-lectures and coaching/discussion (2 lecturers). Depending on the number of participants, in these sessions participants could be divided into two groups with each group attending half the session.
- On-line general feedback (Atenea).
- On-line individual interaction (Skype).

## **TEMARI**

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### CONTENTS / SYLLABUS

- General sessions to address main challenges in EMI (lecturing style, signalling expressions, pronunciation, grammatical accuracy, communication strategies for interacting with students).
- Observation of a mini-lecture given by the lecturer.
- Identification of areas of strength and weakness in the delivery of the lecture (fluency, pronunciation and intonation, use of discourse markers and other signalling expressions, promotion of interaction, vocabulary accuracy, grammatical accuracy).

## **METODOLOGIA**

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### METHODOLOGY

General sessions on issues identified as important in English-medium Instruction, like interactive lecturing style, signposting, guidelines for improving pronunciation or intercultural competence, mainly through task-based activities. Participants will later proceed to deliver a mini-lecture. Through classroom observation, identification and recommendations for improvement, individual coaching and provision of independent practice will be given. All sessions will be communicative and will involve active participation.

Out of class activities will include the preparation of a mini-lecture to be delivered at the end of the course and a one-to-one online coaching session in which participants will receive personalized feedback and guidelines for effective teaching in English.

## **BIBLIOGRAFIA**

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## REFERENCES / RECOMMENDED BIBLIOGRAPHY

Aguilar, M. & Arnó, E. (2002) Metadiscourse in Lecture Comprehension: Does it Really Help Foreign Language Learners? *Atlantis: Revista de la Asociación Española de Estudios Anglo-Americanos*, 24 (1), 7-22.  
<http://dialnet.unirioja.es/descarga/articulo/759776.pdf>

UNIVERSITY OF WARWICK: [http://www2.warwick.ac.uk/fac/soc/al/learning\\_english/leap/voc/lecture/](http://www2.warwick.ac.uk/fac/soc/al/learning_english/leap/voc/lecture/)

QUANTUM LEAP (Learning English for Academic Purposes): <http://www.quantumleap.cat>

ACADEMIC WORD LIST: <http://www.englishvocabularyexercises.com/AWL/index.htm>

MICASE (Michigan Corpus of Academic Spoken English):  
<http://quod.lib.umich.edu/cgi/c/corpus/corpus?page=home;c=micase;cc=micase>

CLILSTORE (Repository of content-based materials at different levels): <http://multidict.net/clilstore/?mode=0>

## CERTIFICACIÓ

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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.

Aquesta activitat està finançada pel Fons de Formació Contínua 2018 (Acuerdo de Formación para el Empleo de las Administraciones Públicas –AFEDAP) que es gestiona mitjançant l'Escola d'Administració Pública de Catalunya (EAP).