COURSE INFORMATION

EUPeace Alliance University	Calabria
Course Title	English Medium Instruction: Methodology & Materials Development
Department and/or Faculty	The UNICAL Teaching Learning Centre
Course Code	Pending

Course Type	Course Modality	

☐ Curricular
☒ Non-curricular
	☒ Online
	  ☐ Synchronous ☐ Asynchronous
	☒ Both (A/S)ynchronous
		☒ In-person
		  ☒ Lecture ☒ Laboratory

Date	Summer semester (May – June)
Language(s) of Instruction	English
Course Coordinator	Teresa Ting, teresa.ting@unical.it and +39 0984 497988
Course Instructor	Teresa Ting, teresa.ting@unical.it and +39 0984 497988

TARGET AUDIENCE

Suitable as Pre-Service Teacher Training Course

☐ Pre-primary ☐ Primary ☒ Secondary Lower ☒ Secondary Upper ☒ Tertiary

Suitable as In-Service Professional Development Course

☐ Pre-primary ☐ Primary ☒ Secondary Lower ☒ Secondary Upper ☒ Tertiary

Suitable for non-student body

☐ Administrative staff ☐ Other

TYPE – WORKLOAD – RECOGNITION

Number of hours	25 hours
☒ **ECTS Credits**	3
☒ **Certificate**	"Certificate of Attendance" University of Calabria Teaching Learning Centre

COURSE DESCRIPTION (EN/L1 [if taught in L1])

Content

English Medium Instruction (EMI) and Content and Language Integrated Learning (CLIL) are rapidly expanding trends in universities and schools around the world. This seems to ignore the fact that school subjects are often already difficult to understand when taught through our mother tongue, let alone in a foreign language. Indeed, as the epistemology of post-primary subject-specific concepts become increasingly more complex and abstract, the accompanying subject-specific discourse also becomes more complex and less comprehensible. Already in L1, this combination challenges learners from less academic backgrounds. EMI/CLIL, if not done properly risks to "privilege the exclusive few" while excluding many. EMI/CLIL thus call for methodological change, from teacher-fronted lecturing to more inclusive student-centred pedagogies which also, at the end of the day, enable *all* learners to produce the discipline-specific and academic discourses they will need to seamlessly enter and navigate the international professional workforce of their choosing. This course approaches EMI/CLIL Methodology through cognitive neuroscience research regarding how the brain learns (or not), merges together the scholarships of Pedagogic Content Knowledge and (Foreign) Language Education, exemplifies learning tasks (both online and non) based on internationally awarded CLIL/EMI materials, and illustrates how task sequences can be designed to support content comprehension as well as build students' productive academic and disciplinary discourse skills.

- Cognitive load theory of learning: Sources of "Cognitive Load" and "working memory overload";
- "Home language landscape" vs. "the language of schooling" vs. "professional discourse";
- Discipline-specific vocabulary vs. discipline-specific discourse.
- The Language Dilemma of Content-Instruction.
- The semantic wave.
- Designing instructional tasks and task sequences which build both content-comprehension as well as discipline-specific discourse: The 2-Dimensional-Content/Language Grid.
- Helping Content teachers work within their comfort zones to build EMI students' ability to communicate content knowledge accurately, through discipline-accepted discourse.

Helping (EN)FL teachers work within their comfort zones to develop EMI and or CLIL students' academic language skills.

Competences & Learning Objectives

At the conclusion of the course, participants will be able to:

- Deconstruct complex concepts and disciplinary language into instructional units which respect "how the brain likes its information, or not" and design learning tasks for each unit.
- Apply the cognitive load theory of learning to developing materials *ex novo* and/or choose, adopt and adapt available resources.
- Identify where individual "learning moments" are positioned on the semantic wave and the 2D-Content/Language Grid.
- Design tasks which build EMI/CLIL students' productive literacy/ies, i.e., both discipline-specific literacies as well as English academic language proficiency.

Organize Content-Language Teaching Teams which are capable of researching and developing instructional materials and strategies; Understand how to design tasks based on translanguaging strategies, i.e., where possible and useful (e.g., monolingual contexts implementing EMI), use students' L1 in structured and cognizant ways.

LINK to Course Details	Pending