LSP and CLIL in Tertiary Education:
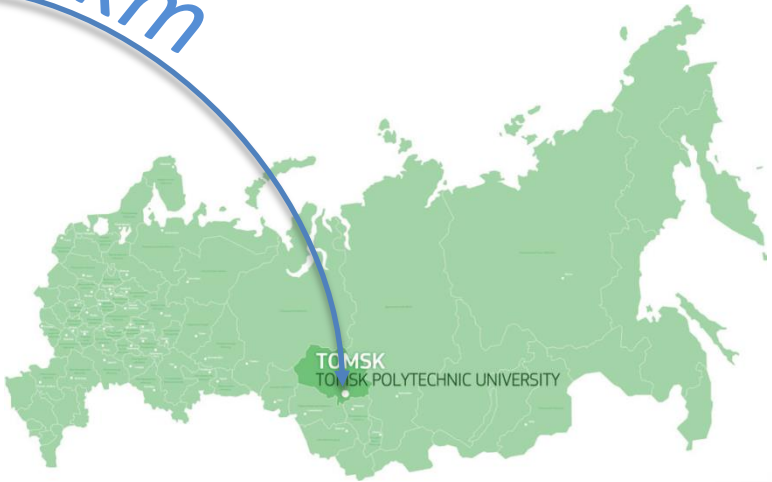
Different Perspectives on the Choice

Olga Medvedeva (Lithuania)
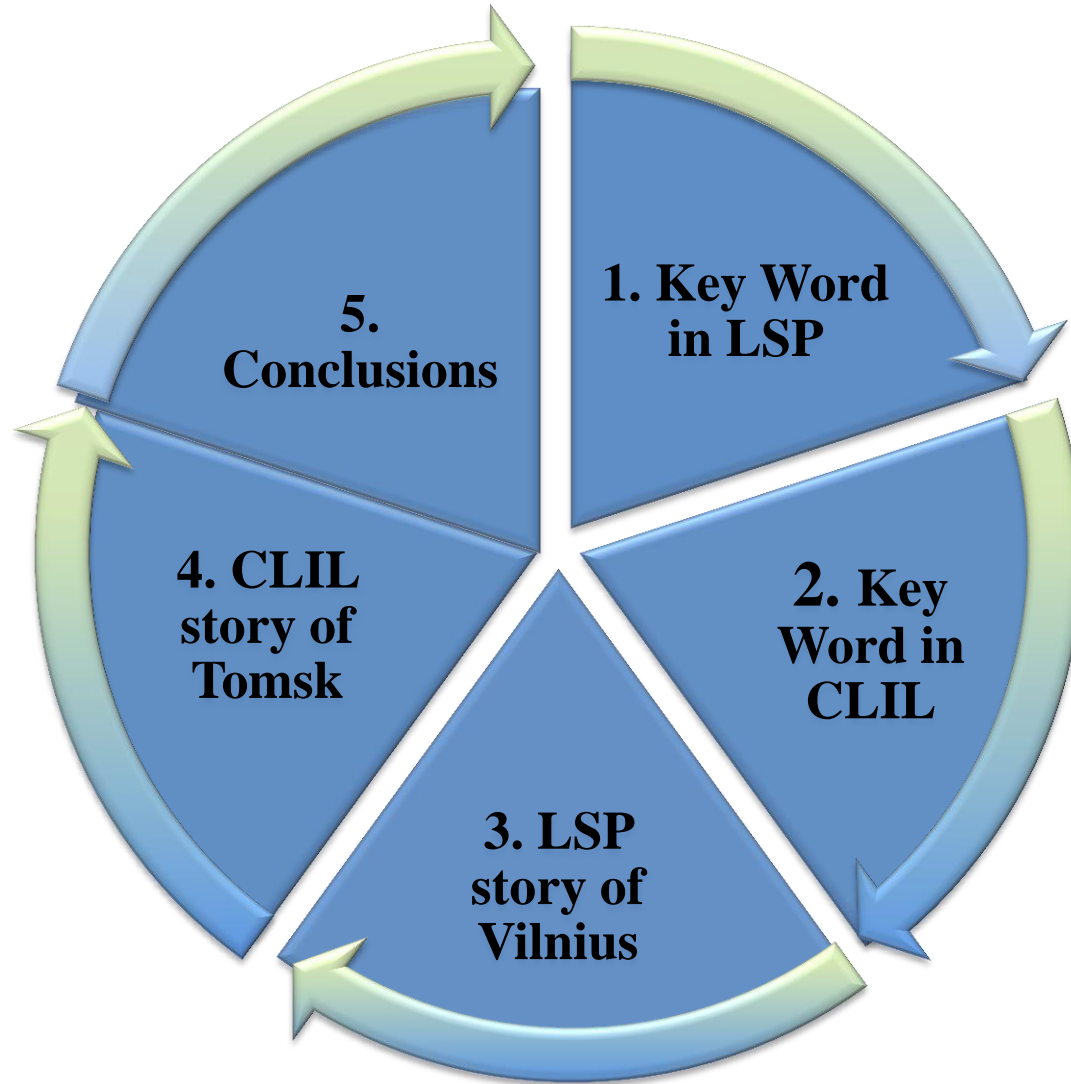
Tatiana Sidorenko (Russia)

4 5 8 3 km

TOMSK
TOMSK POLYTECHNIC UNIVERSITY

Our Talk Outline

1. Key Word in LSP

2. Key Word in CLIL

3. LSP story of Vilnius

4. CLIL story of Tomsk

5. Conclusions

"It is not the strongest of the species that survives, nor the most intelligent, but rather the most responsive to changes"

Charles Darwin

Key Word in LSP

- purpose
- needs analysis
- language awareness
- LSP teacher training

Pre-requisites of a successful LSP course

- Level B1 or level B2 CEF

- awareness of 'specific purposes'

- learner-oriented teaching

LSP story
of Vilnius University

Legal English at
of Vilnius University

OBLIGATORY 270-hour course:

96 contact hours and 174 hours of self-studies

Themes:

Law & its branches

Legal systems & sources of law

Career in Law

Criminal law

Tort law

Contract law

Employment law

Company law

International Law / EU law

Recommendations based on the LSP courses at Vilnius University

- T's awareness of the range of topics, relevant for the students, as well as the schedule of covering these topics / subjects

- exploiting 'additional values' of a language course

- activities and tasks should resemble real-life situations and professional needs.
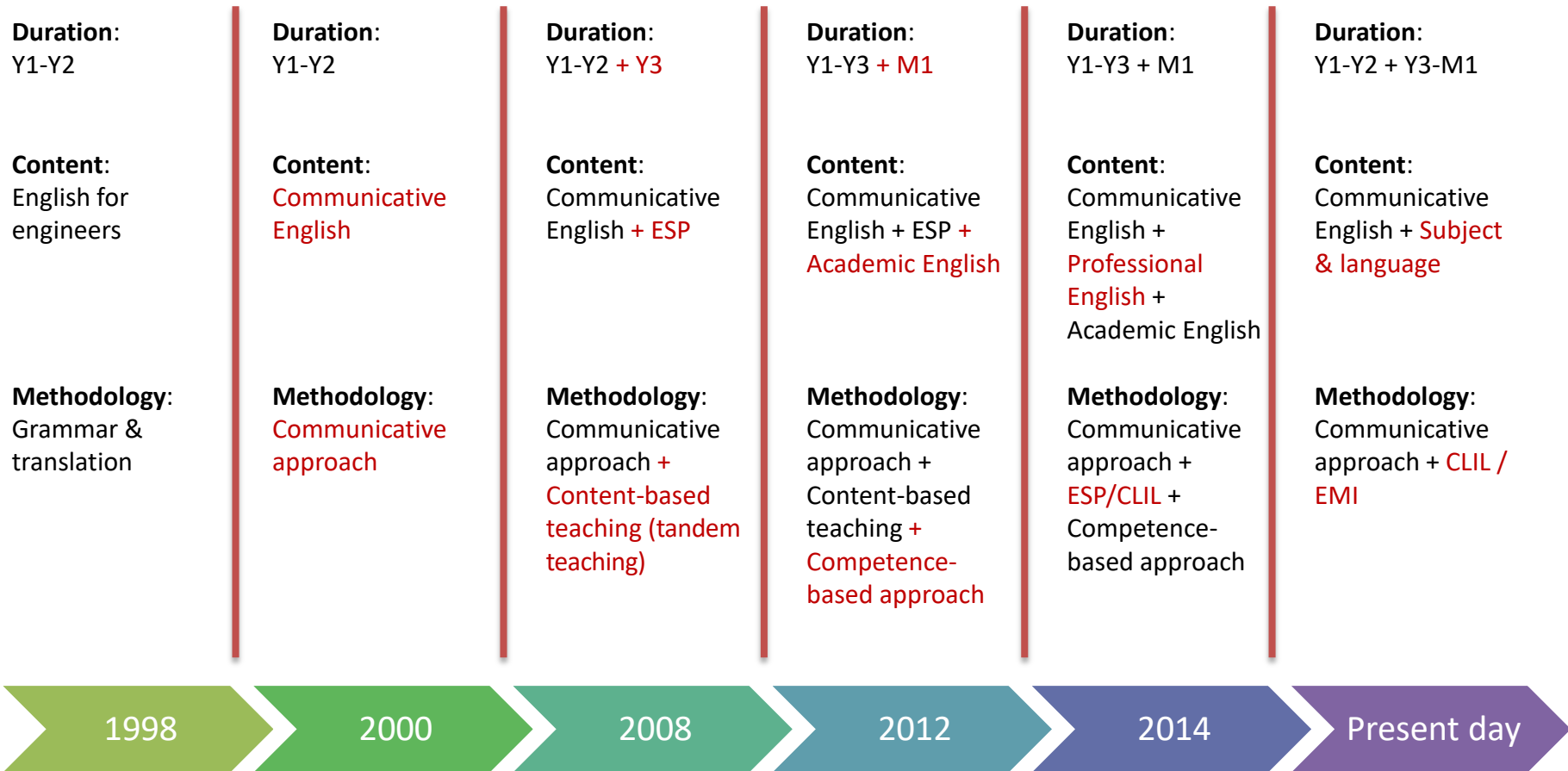
Key Word in CLIL

EMI   Immersion   CBT   CLIL   EAP   ESP   ELT

I teach Content   I teach Language
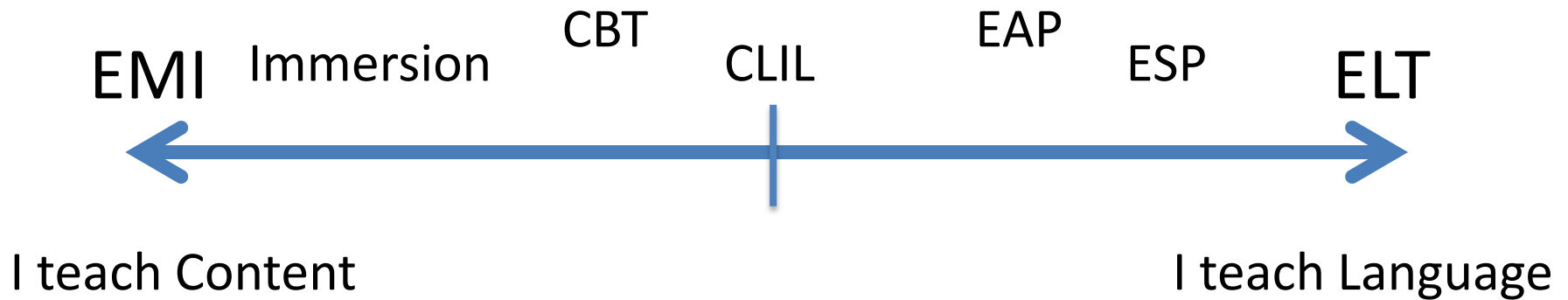
EMI / CLIL / ESP

EMI	Using English as the language of instruction for learning content
LSP/EAP	Learning English for using English as the language of instruction
CLIL	Using English as the language of instruction for learning content with the duel focus on Content and Language

CLIL story
of Tomsk Polytechnic University

Evolution of Language Training at TPU

Duration:
Y1-Y2

Content:
English for engineers

Methodology:
Grammar & translation

Duration:
Y1-Y2

Content:
Communicative English

Methodology:
Communicative approach

Duration:
Y1-Y2 + Y3

Content:
Communicative English + ESP

Methodology:
Communicative approach + Content-based teaching (tandem teaching)

Duration:
Y1-Y3 + M1

Content:
Communicative English + ESP + Academic English

Methodology:
Communicative approach + Content-based teaching + Competence-based approach

Duration:
Y1-Y3 + M1

Content:
Communicative English + Professional English + Academic English

Methodology:
Communicative approach + ESP/CLIL + Competence-based approach

Duration:
Y1-Y2 + Y3-M1

Content:
Communicative English + Subject & language

Methodology:
Communicative approach + CLIL / EMI

| 1998 | 2000 | 2008 | 2012 | 2014 | Present day |

Motivation for CLIL

didactic level:

to improve the quality of
   education
to intensify education
to bridge the gap between content
   and language
to employ high quality
   professional content

management level:

to change ineffective model
to move closer to establishing
   bilingual environment at TPU
to find a quick solution
to save resources
to make profit of previous
   investments into faculty

Questions on CLIL-based courses

- What language level should teachers possess to be able to deliver a CLIL course?

- Can a CLIL course be of general academic nature (academic writing, scientific communication)?

- Can this course should repeat some content previously learnt in a native language?

- Is language or content a primary objective of a CLIL course?

CLIL in practice. Example 1

Course: Introduction to Databases (B3)

Integration into program: extension to a previously taught course

Proficiency in English (professor/students): B2 / B1

Use of Russian: to explain difficult concepts

Teaching objective: to teach professional concepts in English

Organization: lectures and discussions

Lesson pace: low

Student engagement: low

CLIL in practice. Example 2

Course: Powerful Gas Lasers (M1)

Integration into program: new course

Proficiency in English (professor/students): B2 / A1-B1

Use of Russian: no

Teaching objective: to teach professional concepts in English

**Organization:** game, lecture, discussion, reading, peer teaching
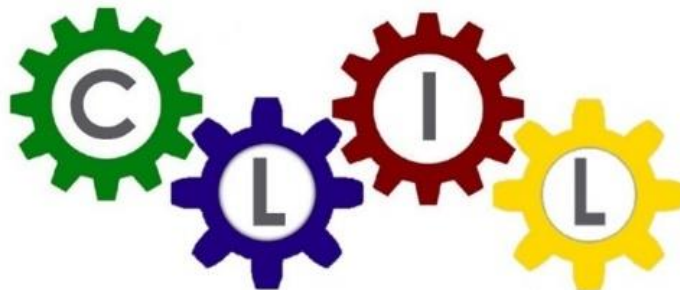
Lesson pace: low

Student engagement: high

CLIL in practice: results 1

▶ The objective of a class is not focused on professional content directly

▶ Low integration of a class into the whole course (ambiguity of learning objectives and outcomes)

▶ Insufficient linguistic preparedness of a teacher increases complexity of a course

▶ Use of Russian (all cognitive processes ran in RL) – low motivation and engagement
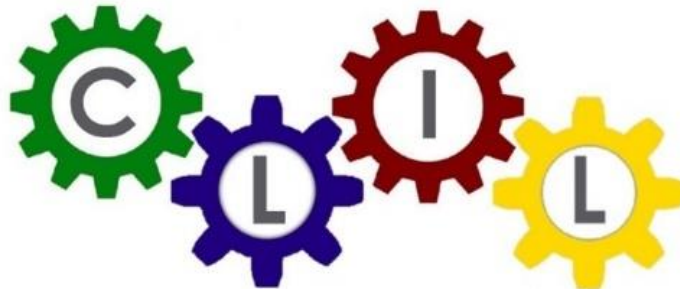
CLIL in practice: results 2

▶ The objective of a course corresponds to CLIL format

▶ The knowledge is reduced – the pace is lower compared to Russian-mediated classes

▶ Active methods are used – high involvement of students in the process – high concentration and interest

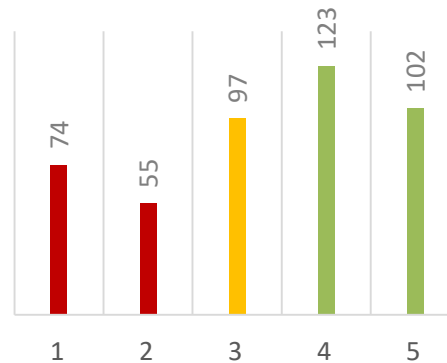▶ Efficiency does not depend on students' level f proficiency in English
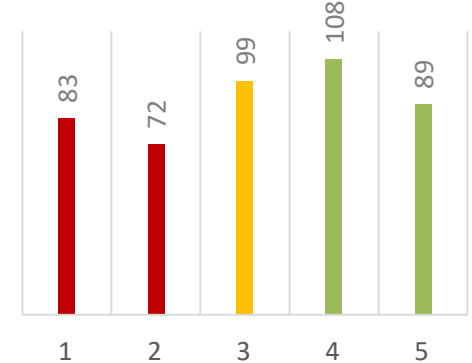
CLIL: student satisfaction inventory

Overall satisfaction

55	36	91	119	150
1	2	3	4	5

Progress in content

74	55	97	123	102
1	2	3	4	5
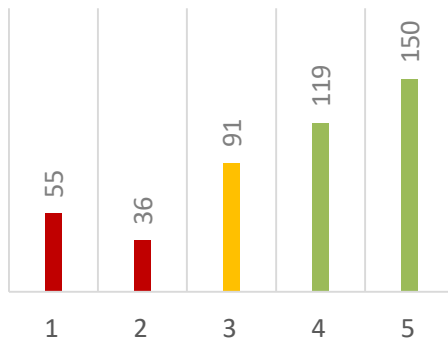
Progress in English

83	72	99	108	89
1	2	3	4	5

CLIL: faculty satisfaction inventory

?Successful? - YES!

?Main difficulties?

▶ different/low proficiency of students in English

▶ Labor- and time-consuming preparation

?Focus?

▶ content and language / language

?Improvements?

▶ integrated ESL/ ESP module

▶ linguistic support for content teachers

▶ tandem teaching with language teachers

▶ native speakers as teachers

▶ level-based groups of students

▶ administrative support

Difficulties of CLIL practice

▶ Different understanding of didactic goals (*teaching content in English / teaching content through English*)

- Ambiguous organization
- Spontaneous content
- Unclear place in engineering programs

▶ Unpreparedness of faculty (*low level of English proficiency, lack of methodology, unwillingness to change, lack of support*)

▶ Unpreparedness of students (*lack of motivation, inhomogeneous groups*)

▶ Lack of administrative support (*often limited to ideology*)

Before you CLIL, you should…

▶ clearly define the objectives

▶ balance professional and language content according to the objectives

▶ reduce complexity of learning materials

▶ reduce lesson pace

▶ modify input appropriately

▶ prepare to actively engage students (active learning)

▶ constantly change between content- and language-aimed activities

Conclusions

*"the brain is designed for learning…
…but the input must be designed for the brain"*

Teresa Ting

LSP or CLIL

- The driver in the choice is a goal of learning and teaching;

- Resources are essential; a keystone to success;

- Right methodology affects and contributes to learning effectiveness (feasibility and applicability principles);

- Keep a sound balance between innovations and conventional pedagogy;

- Collaboration provides valuable pool of practices and "real classroom data". Look for opportunities to collaborate!

Thank you

Olga Medvedeva – medolga0707@gmail.com
Tatiana Sidorenko – sidorenkot@tpu.ru