

Università di Padova
Centro Linguistico di Ateneo

EMI SEMINARS

ENGLISH AS A MEDIUM OF INSTRUCTION

NOVEMBER 2019

Centro Linguistico di Ateneo
via Venezia 16, Padova - room 1B (first floor)

TUESDAY 19TH 12:30 - 14:30

- ***DEVELOPING INTERNATIONAL EDUCATION THROUGH INTERCULTURAL LANGUAGE TEACHING AND LEARNING***

TONY LIDDICOAT - Professor of Applied Linguistics
Centre for Applied Linguistics - University of Warwick - UK

TUESDAY 26TH 12:30 - 14:30

- ***THE SHAPING EFFECTS OF EMI IN ACTION: EMERGENT STEM LECTURER IDENTITIES***

DAVID BLOCK - ICREA Research Professor in Sociolinguistics
Departament d'Anglès i Lingüística - Universitat de Lleida - Catalonia, Spain

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**Centro
Linguistico
di Ateneo**

“Developing international education through intercultural language teaching and learning”

Tony Liddicoat

Professor of Applied Linguistics

Centre for Applied Linguistics

University of Warwick - UK

Abstract:

Educational policies for internationalisation are increasingly including goals related to interactional and intercultural communication and language teachers need to engage with these goals in developing their teaching practice. One consequence of increasing internationalisation for language teaching and learning is the need to develop learners as social actors capable of using language repertoires in ways that provide for agency both over language (in the choices they make about how to use their language resources) and through language (in the social possibilities they realise for themselves through their language repertoires). Within such a view of education, critical reflection comes to play an important role. To consider language education in such a way requires reconceptualising some of the fundamental starting assumptions of language education, which provides a basis for creating new emphases in both theory and practice. This presentation begins by examining the nature of this reconceptualisation and then examines the consequences of such reconceptualising for teaching and learning. It examines one particular area of language – pragmatics – to exemplify the forms of learning involved in this manifestation of the critical turn in language education. Finally, it examines the role of reflection in language learning and its contribution to developing a critical perspective on language and culture.

When: Tuesday – 19th November 2019, 12:30 – 14:30

Where: room 1B (first floor), University of Padova Language Centre, Via Venezia n. 16, Padova.

“The shaping effects of EMI in action: emergent STEM lecturer identities”

David Block
ICREA Research Professor in Sociolinguistics
Departament d'Anglès i Lingüística
Universitat de Lleida
Catalonia, Spain

Abstract:

In recent years, there has been a marked increase in the number of European universities offering English medium instruction (EMI) as a key element in their internationalisation policies, designed to deal with an increasingly international student population. In Catalonia, EMI has been introduced with an additional purpose in mind: not only as part of universities' internationalization policies, but also as a means through which home students can improve their English language skills. This means a confluence of EMI as internationalising and EMI as facilitating the learning of English ('CLILised EMI'). At the heart of these developments are university lecturers, who have moved from teaching their speciality subjects in Catalan or Spanish to teaching them in English.

Language and identity research has shown how language use impacts on the ongoing emergence of identity, and this means that EMI cannot but have consequences with regard to how university lecturers position themselves and are positioned by others. Drawing on data collected in ongoing research at a Catalan university, this talk explores the ways in which a small cohort of EMI lecturers working in STEM disciplines position themselves as they go about their teaching activities. This exploration will be based on transcriptions of interviews with the lecturers as well as transcriptions of selected critical incidents occurring during their classes. Among other things, there is a focus on tensions emerging around issues such as the lecturers' self-portrayals as 'not English instructors', as pedagogues, as subject specialists and as users of English, Catalan and Spanish. One conclusion drawn is that all is not entirely well in this particular CLIL-ised EMI space, wherein lecturers' experiences and expressed views differ somewhat from the idealised (though underdeveloped) version of EMI presented in official policy documents produced by the university.

When: Tuesday – 26th November 2019, 12:30 – 14:30

Where: room 1B (first floor), University of Padova Language Centre, Via Venezia n. 16, Padova.