

**Internationalisation@home:
Engels en inhoud integreren met
Educational Patterns**

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Internationalisering



Internationalisering



Nederlanders en Engels

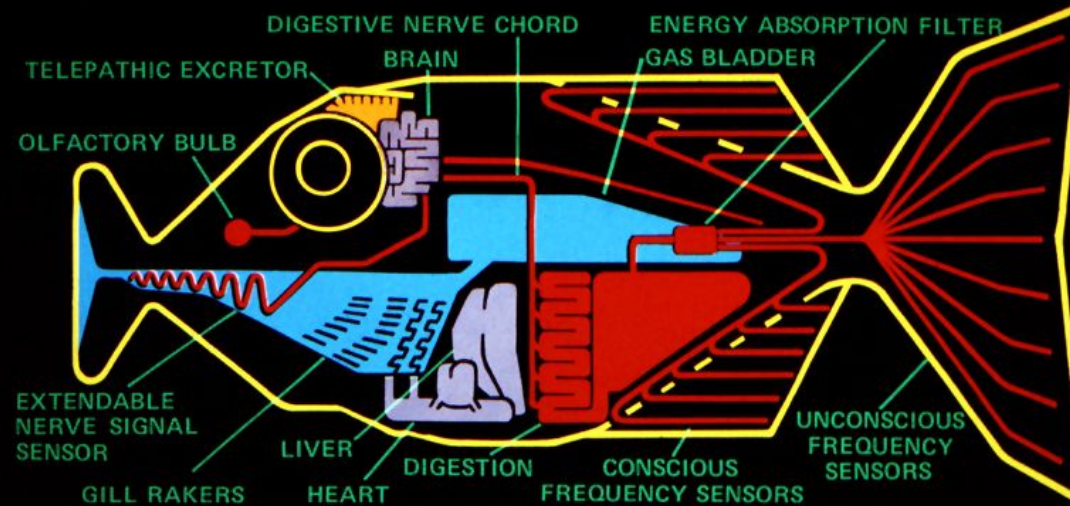


En als het niet voldoende is:



the hitch-hiker's guide to the galaxy

BABEL FISH



THE BABEL FISH IS SMALL, YELLOW, LEECHLIKE,
AND PROBABLY THE ODDEST THING IN THE UNIVERSE.
IT FEEDS ON BRAIN WAVE ENERGY, ABSORBING ALL

original animation artwork by rod lord

www.bbc.co.uk/cult

Conclusie

- Alleen wisselen van taal niet voldoende
 - Onvoorspelbaar wat de impact op het leren van de studenten is
 - Problemen worden niet geadresseerd

- Mogelijke Oplossingen:
 - Beschreven “Best Practices”
 - Bestaande Aanpakken

Best Practices

- Vaak lijstjes met (te) concrete acties...
- ...of abstracte tips zonder voorbeelden.
- Open vragen:
 - Alle gewoon toepassen?
 - Hoe weet ik of, hoe en bij wat deze daadwerkelijk helpen?



Bestaande Aanpakken

- Content and Language Integrated Learning (CLIL)
- Content-Based Instruction (CBI)
- Goede Aanpakken
- veel theorie -> hoe vertaald zich dit naar de praktijk -> kost veel tijd om aanpak te leren

Focus



Twee hoofdvragen:

- (1) Hoe kun je ervoor zorgen dat de studenten de inhoud van je vak begrijpen en leren ondanks Engels als voertaal?
- (2) Hoe kun je het Engels van de studenten verbeteren (op een geïntegreerde manier)?

Hier kan een oude bekende helpen...

Welk gebouw is mooier (of heeft meer leven)?



vs.

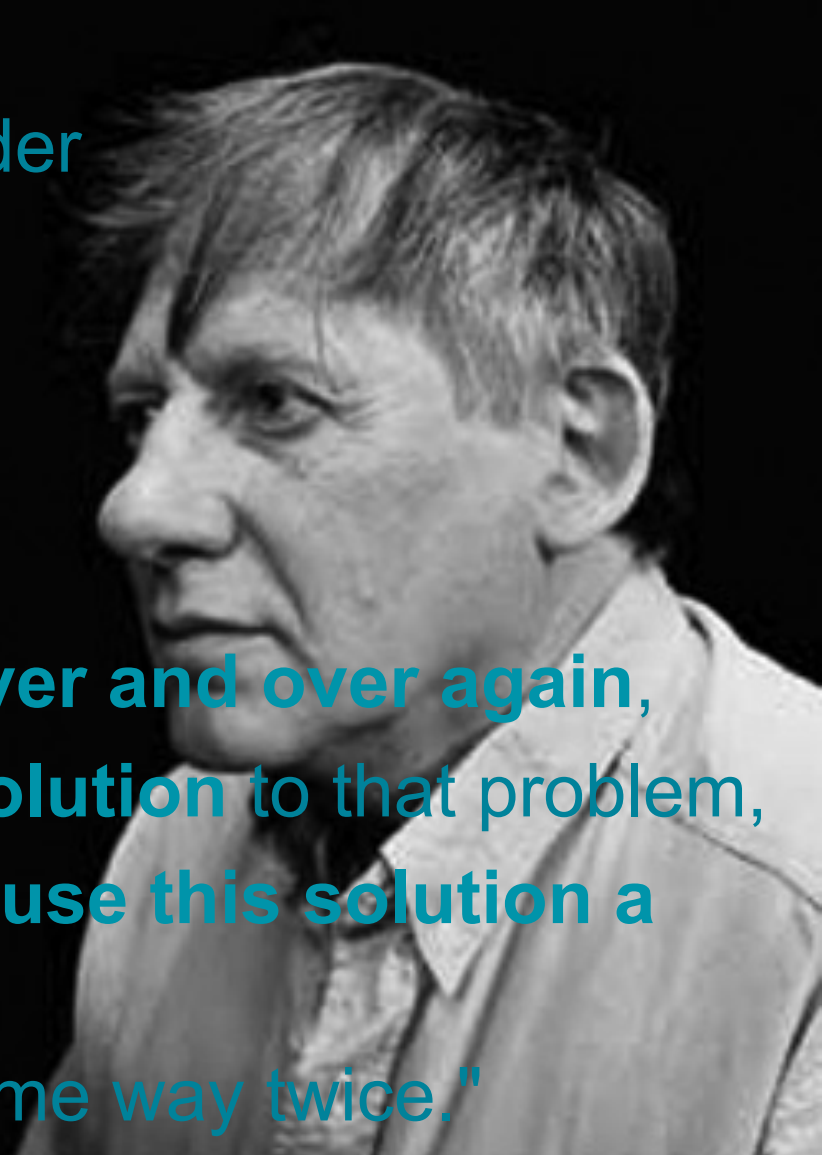




1977 “A Pattern Language”

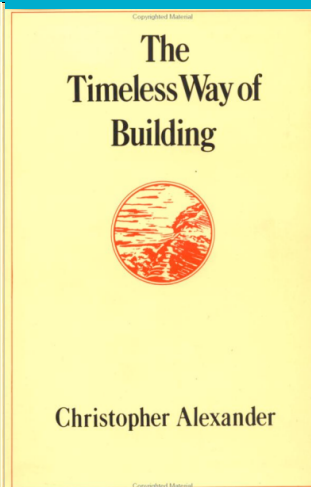
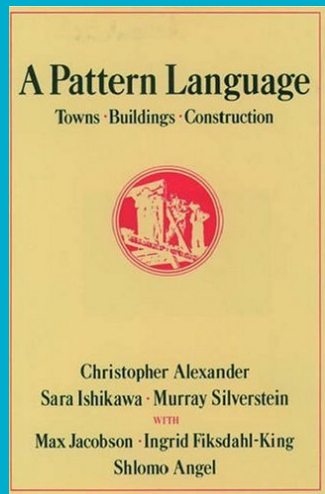
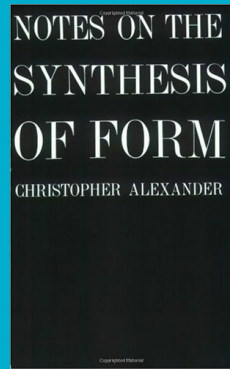
Architect Christopher Alexander

- “Each pattern describes
- a **problem** which occurs **over and over again**,
- and then the **core of the solution** to that problem,
- in such a way that you can **use this solution a million times over**,
- without ever doing it the same way twice.”

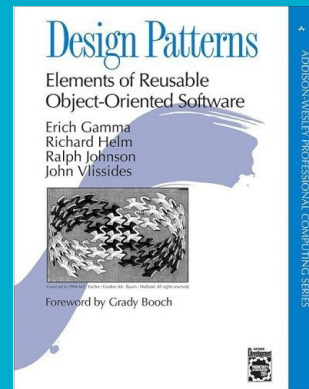


Pattern toepassingen

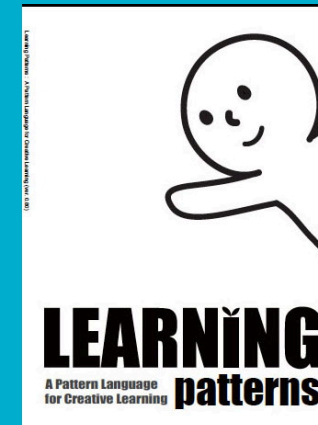
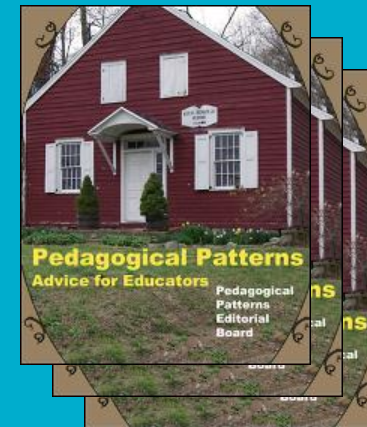
architectuur



ICT



docenten



studenten



Pattern-onderdelen

- Name
- Problem
- Solution

Dit is niet alles!



Pattern-onderdelen

- **Name**
- Context
- **Problem**
- Forces
- **Solution**
- Resulting context/
consequences
- Related patterns
- Examples
- Author information

■ Juist deze informatie maakt patterns waardevol en makkelijk toepasbaar.

Patterns for Teaching in a Foreign Language



- (begin van een) verzameling van patterns voor het integreren van inhoud en taal
- Op basis van de principes achter:
 - Content and Language Integrated Learning (CLIL)
 - Content-Based Instruction (CBI)
 - Communicative Language Teaching (CLT)
 - Andere (wetenschappelijke) literatuur
- Hoofddoel: pragmatisch en iteratief te integreren

Inhoudelijke doelen

- Waarborgen dat geen student een nadeel ervaart vanwege een taal-achterstand
- Taal leren/verbeteren door actief gebruik
- Versteving en verbetering van de vakspecifieke woordenschat
- Verbetering van de algemene vaardigheid om wetenschappelijke literatuur te begrijpen -> Lifelong Learning
- Focus op Communicatie

Patterns for Teaching in a Foreign Language



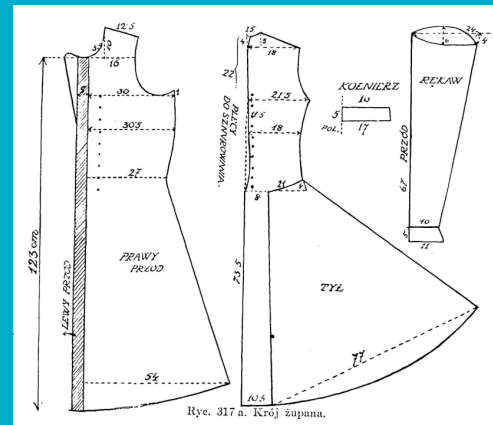
Layer	Layer Description	Content-Focused	Language-Focused
D	A part or unit of the curriculum as e.g. a course lasting one semester, time frame of all hours for that module (25 to 900 hours)	LANGUAGE STATUS QUO, INPUT SELECTION, CONTENT-OBLIGATORY LANGUAGE, LANGUAGE MONITOR, TEACHER MODEL	CONTENT-COMPATIBLE LANGUAGE
C	A thematic unit, time frame of one to many hours		LUCKY LANGUAGE CLOVER
B	A pedagogical unit, or a learning/teaching situation, time frame of several minutes to few hours		METATALK
A	A direct (pedagogical) interaction, time frame of several seconds to minutes		COMMENTED ACTION

- Taxonomie van P. Baumgartner
- Geeft antwoorden op de 2 hoofdvragen

Patterns for Teaching in a Foreign Language



- 3 Voorbeelden:
 - Content-Obligatory Language
 - Lucky Language Clover
 - Metatalk





CONTENT-OBLIGATORY LANGUAGE

The content of a course is mostly focused on one domain, which often has specific terminology used in this domain. If students have a low general language proficiency, the chances of them failing to understand the real meaning of this terminology increases [18].



Some lexical items and terminology of the foreign language are so closely related to the content of a course that mastering them is crucial to students in order to achieve the course objectives.

Some students may get the wrong understanding of the domain of the course contents. When explaining this terminology in the foreign language, they use phrases in the foreign language without grasping their meaning.

Definition Repetition. Students know that it is sometimes sufficient to memorize definitions without understanding, as tests are often asking for memorized knowledge only. Not all things have to be understood more deeply and in the broader context.

False Friends. When reading a text in a foreign language there are often words which are unknown or the meaning is only vaguely known. Usually the meaning becomes somewhat clearer in the broader context and through the position of the words, but these are just assumptions. Especially terminology in specific domains can give a different meaning to common known words, which can lead to “false friends”.



Therefore: Define the content-obligatory language before and during course design. Expose the students to this language continuously in different ways with an emphasis at the beginning of the course. Let this language repeatedly come back during the whole course to improve assimilation and understanding of this language.

LUCKY LANGUAGE CLOVER

You are thinking about the tasks you want to include in the course design and want to ensure that they also cover the **CONTENT-OBLIGATORY LANGUAGE** and the **CONTENT-COMPATIBLE LANGUAGE** aspects appropriately.



Exposing the students to language comprehension only — reading and listening — is not sufficient for improving production levels of the foreign languages.

Usage motivation. Using a foreign language as medium of content instruction does not automatically lead to language usage of the students too. Some students are simply not motivated enough.

Potential Hubris. Many people think that they master a foreign language quite well because they can read and understand the foreign language. These people often fail when it comes to speaking and writing.



Therefore: Include all four types of linguistic competences in your course design. Promote reading and listening, but have students writing and speaking in the foreign language as well.

METATALK

Students understand the content and are using the foreign language, making use of all four leaves of the LUCKY LANGUAGE CLOVER, but the language competences of the students still vary.



Students are not aware of their foreign language shortcomings and keep using incorrect language constructs and terms.

Hands-on activities. It seems common sense that hands-on activities are of benefit for students when learning new information and language expressions [16]. But this is rather based on general pedagogical principles. But the pure fact of hands-on activity does not necessarily stimulate language learning.

No self-reflection. Students often just apply the foreign language, but do usually not reflect on their language use.

Insufficient feedback. As teacher there is not enough time to correct all occurring incorrect language uses of students. The students are therefore missing sufficient feedback needed for correction and improvement of their language use.



Therefore: Stimulate foreign language learning by including exercises or other appropriate course parts which require a collaborative reflection on language usage.



Eerste Ervaringen

- Positief feedback van studenten
- Verbetering met name in spreken
 - Test gebaseerd op Dialang taaltest
- Opvallend: (lichte) verslechtering in lezen
 - > nieuw pattern: Input Selection

Samenvatting

- Patterns bieden simpele en integrale manier om Engels en inhoud te integreren
- Iteratieve werkwijze
- Focus op belangrijkste punten

- Belangrijk: Patterns “leven” en ontstaan/
veranderen/sterven



Bedankt!

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