



Freie Universität Bozen
Libera Università di Bolzano
Università Lìedia de Bulsan

Languages and Lifelong Learning

RUIAP – La mobilità dei saperi
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Overview

1. Multilingual model unibz – LLL
2. Language strategy for students of all ages
3. Language strategy for the entire university community

Multilingual University unibz

Language
courses

Language
teaching for
specific &
academic
purposes

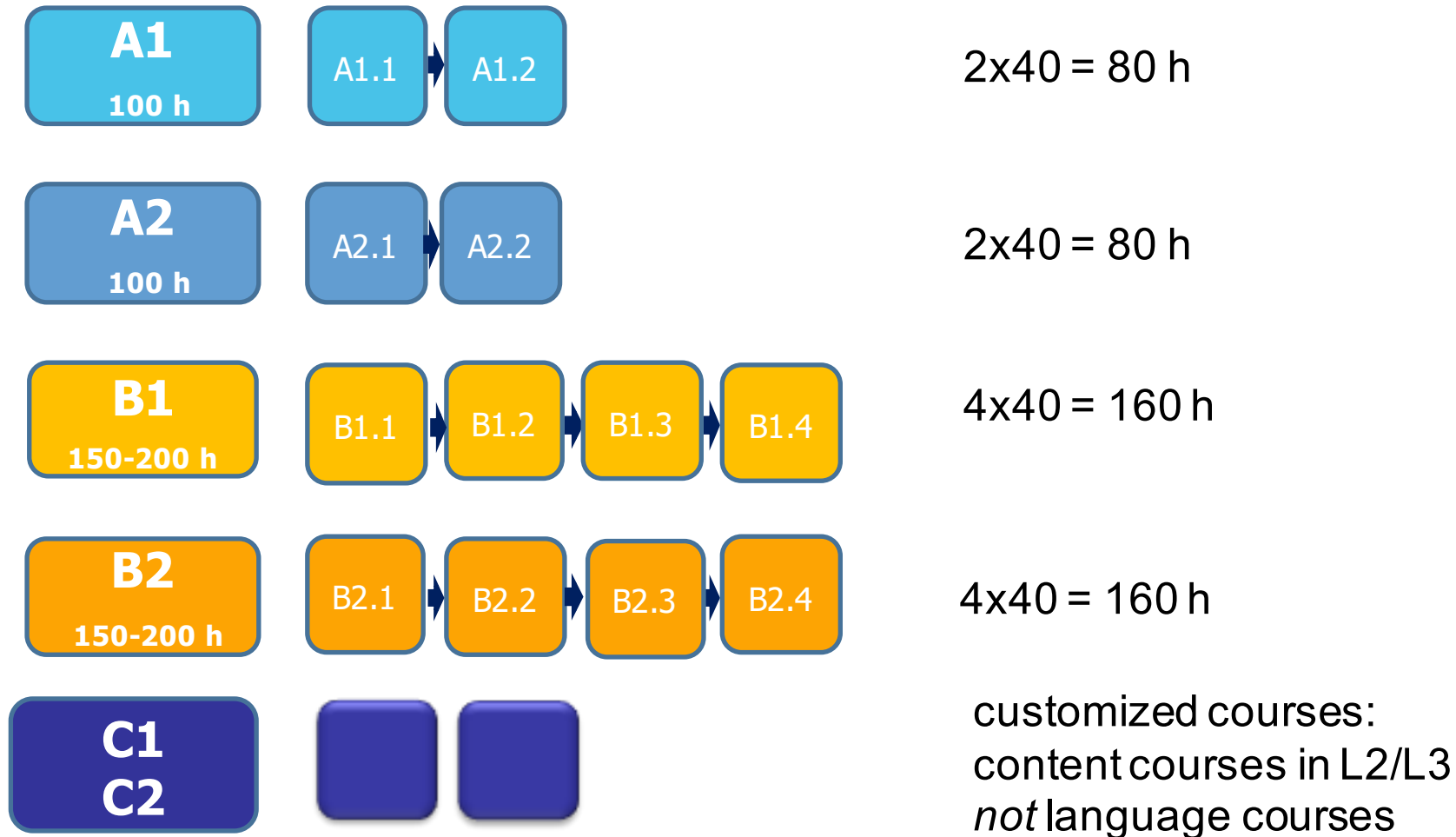
ICLHE –
Integrating
Content &
Language in
Higher
Education

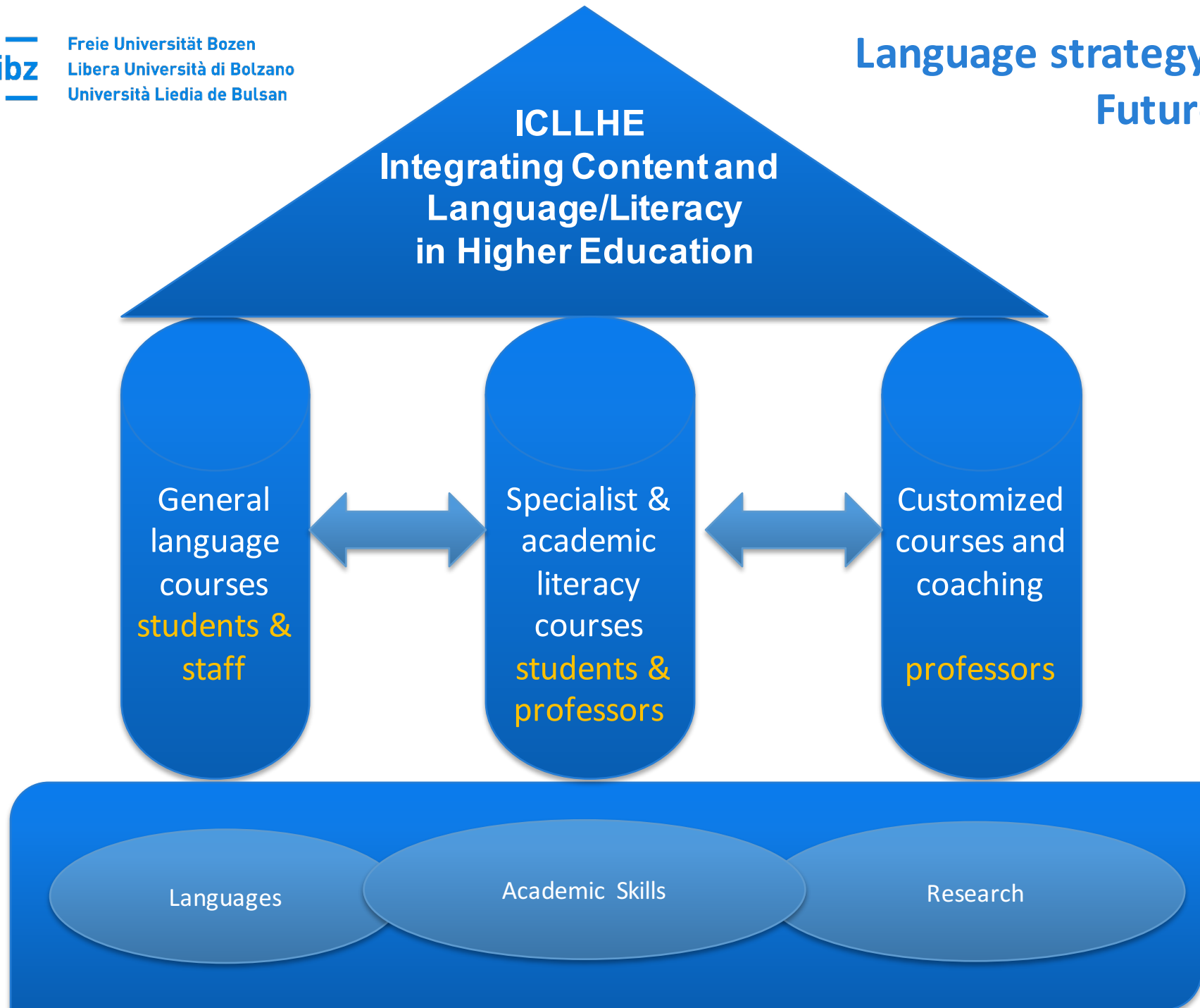
CEFR – level courses
(A0-B2)
International language
certificates

From B2 on with
support from Centre
for academic reading
and writing

Initial & ongoing
training and
support for
academic faculty

Modular language courses





The Language Strategy: LLL for professors

2nd pillar - C1 and beyond

- 1) **Specialist language courses** – customized instruction for the subject-specific language needs of lecturers
- 2) **Academic literacy courses** – customized courses in academic literacy in L2 for teaching

Advanced language competencies and academic skills
in L2 for effective teaching practice
in multilingual classes

3rd pillar - ICL methodology

Customized courses & coaching in :

1. syllabus design ICL
 - embedding language/literacy in subject-specific content
2. effective communication strategies for large and small groups
 - lecturing styles and strategies
 - intonation and prosody
3. feedback and evaluation in ICL classes

The Language Strategy: Needs Analysis & Research

Develop a semi-structured interview to be administered in 2017 to a small group of professors (n=20) regarding their expectations and experiences of teaching in a multilingual context:

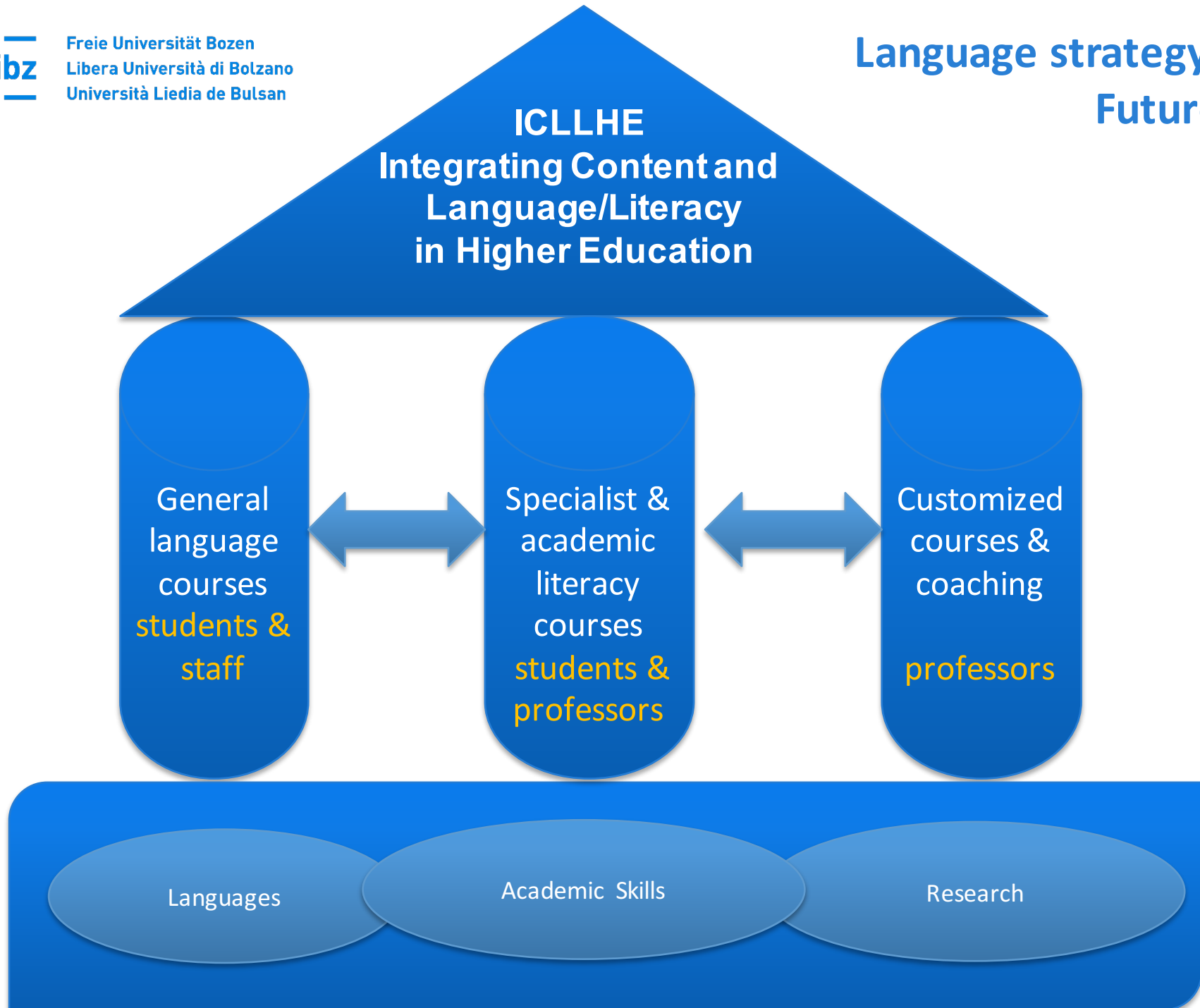
- Students' level of academic literacy in 3 languages: “linguistic ability to communicate and function with ease in an academic environment” (Boughey, 2000, 281)
- Models of multilingual academic literacy training: generic courses; subject-specific courses; ICL courses (K. Van de Poel & T. Van Dyk, 2015)
- Teaching subject-specific content in their L1/L2 for heterogeneous groups of students in multilingual classes

How can the UNIBZ language strategy evolve to become a coherent LLL strategy that supports professors in the delivery of customized courses which integrate disciplinary content and language learning?

- How can we refine our language strategy to provide both general and subject-specific **language training for professors in their L2?**
- How can we refine our language strategy to provide both general and subject-specific **academic skills training for professors in their L2?**
- How can we support professors in developing **disciplinary courses that integrate subject-specific content with academic literacy training in the L2?**

ICLLHE

Integrating Content and Language/Literacy in Higher Education



Thank you for attention!

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