

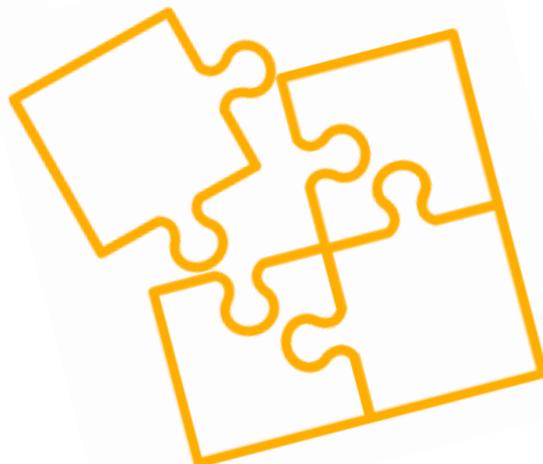
11-12 June 2021

ICLHE Italy Symposium

**La Didattica Universitaria per
l'Università Multilingue**

**Hochschuldidaktik für die
mehrsprachige Universität**

**Tertiary Teaching for the
Multilingual University**



Welcome to the Symposium-

“Tertiary Teaching for the Multilingual University”

Faculty of Education, Free University of Bozen-Bolzano

Changing the medium of instruction to include more than national or local languages in education has been one of the most significant aspects of internationalisation, a transformational process initiated with the Bologna declaration (1999) that has been unfolding across Europe over the past two decades. This process has, in many ways, created positive disruption in higher education, one which has forced educators to reconsider how they teach, providing an opportunity to re-think and re-imagine ways of designing and delivering curricula.

Although the integration of content and language in higher education (ICLHE) is central to the process of internationalisation (Wilkinson 2004), quality in curriculum planning and delivery has sometimes been overlooked in the rush to internationalise. Planning disciplinary content in different languages of instruction requires input from language specialists and content specialists to produce a counterbalanced approach (Lyster 2007); however, such dual-focused input remains an ideal condition, sometimes quite distant from the reality in which tertiary teaching and learning unfolds (Costa & Brogginini 2017).

The conference examines models of innovation in tertiary teaching with a focus on content-and-language integrated learning, seeking to identify synergies between pedagogical research and didactic practices for multilingual higher education. The presentations will investigate the following research questions: How does the entwining of content and language learning change the ways in which knowledge is co-constructed? How are teachers’ identities and roles redefined in ICL/ICLHE? How can collaboration between content experts and language specialists lead to greater inclusion for students? How can collaboration between pedagogical research and didactic practice within tertiary teaching and learning lead to models of innovation (Felisatti & Serbati 2018) for multilingual higher education?

This online Symposium, originally planned in presence at Unibz’s beautiful Brixen campus but disrupted by the Covid-19 global pandemic, is a reminder that change and adaptability are defining features of universities and of scientific research, which must continually re-invent their role and re-assert its relevance in a complex and ever-changing world. On behalf of the Scientific and Organizing Committees, I welcome you to the first ICLHE Italy Symposium hosted by the Faculty of Education, Free University of Bozen-Bolzano, and thank you for your participation in this exchange of ideas.

Lynn Mastellotto

Brixen, Italy

Scientific committee

Unibz: Lynn Mastellotto, Renata Zanin, Liliana Dozza, Maria Cristina Gatti, Michele Cagol

Università Cattolica del Sacro Cuore: Amanda Murphy, Francesca Costa

Università Ca’ Foscari Venezia: Elena Borsetto

Organizing committee

Unibz: Lynn Mastellotto, Renata Zanin, Michele Cagol, Maria Cristina Boscolo.

Conference website: <https://iclhe2021.events.unibz.it/>

ICLHE Italy is a regional group of ICLHE. To find out about our events, please visit the ICLHE website: <https://iclhe.org>



**Free University of Bozen-Bolzano
Faculty of Education
Brixen, Italy**

Programme

Friday 11.06.2021

13.00 Welcome

Prof. Alexander Weissensteiner, Vice-Rector for Teaching, Unibz
Bob Wilkinson, Chair, ICLHE Association
Renata Zanin & Lynn Mastellotto, ICLHE Regional Group
Liliana Dozza, Professor of Education, Unibz

13.30 Keynote address

“Didattica innovativa e docenza universitaria”
- Prof. Ettore Felisatti (University of Padova)

Panel 1

14:30 “Microteaching for the Development of Multilingual Skills of Unibz Professors”
- Michele Cagol, Renata Zanin & Lynn Mastellotto (Unibz)

15:00 “Enhancing Teaching Effectiveness Using Reflective Practice in the Multilingual Classroom”
- Emma Quick (University College London)

15:30 “Wissenschaftssprache Deutsch im höheren Bildungssektor: Eine komparatistische Untersuchung von Prüfungstexten deutscher sowie ladinischer Muttersprachler*innen”
- Marjan Asgari, Giovanni Mischi & Ulrike Stadler Altmann (Unibz)

16:00 Break

Panel 2

16:30 “Integrating English Language and Content Teaching in a Multicultural and Multidisciplinary Higher Education Context: A Qualitative Pilot Study”
- Maria Micaela Coppola & Chiara Polli (University of Trento)

17:00 “The Role and Development of Productive Language Skills in EMI: A Study of Student Experiences at the University of Padova”
- Marta Guarda (EURAC) & Fiona Dalziel (University of Padova)

17:30 “The Role of ESAP in EMI Programmes”
- Jemma Prior (Unibz)

18:00 Closure



Saturday 12.06.2021

9:00 **Keynote address**

"EMI Stakeholders and Research in the Italian Context. Moving towards ICLHE?"

- **Prof.ssa Francesca Costa** (Università Cattolica del Sacro Cuore, Milan)

Panel 1

9:30 "*Accompagnamento linguistico: An Enquiry into the Transformative Power of ICLHE*"
- **Maria Cristina Boscolo** (Unibz)

10:00 "Multilingual Education: Building Bridges between Languages in the Curriculum"
- **Barbara Hofer & Birgit Spechtenhauser** (Unibz)

10:30 "Raising Language Awareness in CLIL *and* Subject Teachers".
- **Rosmarie de Monte Frick**
(Autonome Provinz Bozen, Deutsche Bildungsdirektion)

11:00 **Break**

11:30 **Round table discussion**
Chaired by Lynn Mastellotto and members of ICLHE Italy

12:30 **Closure and Farewell**

13:00 **Break**

14:00 **Meeting (AGM) of the ICLHE Regional Group**

Scientific committee:

Unibz: Lynn Mastellotto, Renata Zanin, Liliana Dozza, Maria Cristina Gatti, Michele Cagol.

Università Cattolica del Sacro Cuore: Amanda Murphy, Francesca Costa.

Università Ca' Foscari Venezia: Elena Borsetto.

Organizing committee:

Unibz: Lynn Mastellotto, Renata Zanin, Michele Cagol, Maria Cristina Boscolo.

Conference website: <https://iclhe2021.events.unibz.it/>

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Abstracts

Friday 11.06.2021

14:30

“Microteaching for the Development of Multilingual Skills of Unibz Professors” – Lynn Mastellotto, Renata Zanin & Michele Cagol

Free University of Bozen-Bolzano

Classroom observation and data analysis have shown that non-native speaker teachers (NNSTs) teaching in a second/foreign language in Italian universities often lack the linguistic proficiency that enables the fluent packaging of disciplinary knowledge in linguistic structures that belong to the routine discursive practices of another language community. Learning to identify these structures and harness them is key to successful scientific communication and the transmission of knowledge. The paper examines a small-scale study underway at the Free University of Bolzano to support lecturers who are non-linguistic disciplinary specialists in cultivating their language awareness and classroom interactional competence. From a pedagogical point of view, the feedback dimension of microteaching is central: microteaching, in fact, can promote teachers’ reflexivity and visible teaching and learning. Drawing on previous research on microteaching analysis of classroom interactions, the study examines how the use of a language input observation scheme can guide lecturers to focus on form (FonF) in content-based instructional settings, helping them notice linguistic input patterns as well as identify opportunities to maximize content-and-language integrated learning.

Keywords: integrating content and language in higher education (ICLHE); microteaching analysis for lecturer support; teacher effectiveness in classroom interactions; multilingual universities.

Authors’ biography:

MICHELE CAGOL is a Researcher (RTD) in General and Social Pedagogy at the Free University of Bozen-Bolzano, Faculty of Education (Brixen-Bressanone). His scientific interests are mainly focused on emotional education, communication and media education, and education and ecology. He currently teaches general pedagogy, intercultural pedagogy and communication in educational contexts on Master degree courses and also on training courses for teachers.

RENATA ZANIN – PhD (Catholic University of Milan) – is a Professor in German Linguistics at the Free University of Bolzano, Faculty of Education. Her research interests are language acquisition and language teaching methodologies as regards German as a second/foreign language and multilingualism in higher education (ICLHE). These include prosody and action research in language teaching and learning and CLIL. In 2014 she was appointed by the Rector of the Free University of Bozen-Bolzano to lead the development and implementation of the language strategy of the Free University of Bolzano.

LYNN MASTELLOTTO – PhD (University of East Anglia) – is a Researcher (RTD) in the Faculty of Education at the University of Bolzano and works primarily in English Foreign Language (EFL) pedagogy and primary teacher education. Her areas of research include multilingualism in schools, identity construction, and multimodal approaches to TEFL. She is involved in developing curricula for English for specific and academic purposes (ESAP) and in supporting professors in course design and delivery for English-medium instruction (EMI). She is the current coordinator of ICLHE Italy, a regional branch of the international association.

Friday **11.06.2021**
15:00

“Enhancing Teaching Effectiveness using Reflective Practice in the Multilingual Classroom” – Emma Quick

University College London

Managing diversity in the international classroom requires L2 lecturers to adopt more reflective teaching practices and adjust their teaching style to align content, language and pedagogy to meet institutional and student expectations. This paper reports on a study carried out at the Free University of Bozen-Bolano, using video stimulated recall enabling lecturers to ‘re-evaluate their experiences and actual lecturing behaviour’ (Klaassen 2001: 79). The findings showed some evidence of individual reflective practice in the strategic use of language and willingness to adopt new pedagogical methods, but also resistance to adjust one’s style of teaching to support student learning. Currently, reflective practice is underutilized as a professional development tool (Farrell 2020). However, its potential to increase lecturers’ awareness of students’ learning needs and enhance teaching effectiveness has implications for EMI training programmes designed for L2 lecturers in multilingual higher education contexts.

Author’s biography:

EMMA QUICK works as an EAP/ESP language teacher in Italy and the UK and is currently enrolled as a doctoral student at University College London Institute of Education. Her research interests focus on English-medium instruction (EMI) in higher education, classroom discourse and teacher development.

Friday 11.06.2021
15:30

„ Wissenschaftssprache Deutsch im höheren Bildungssektor: Eine komparatistische Untersuchung von Prüfungstexten deutscher sowie ladinischer Muttersprachler*innen “

– Marjan Asgari, Giovanni Mischi & Ulrike Stadler Altmann

Free University of Bozen-Bolzano

Durch eine komparatistische Untersuchung der standardisierten Lernstandserhebungen im Modul „wissenschaftliches Schreiben im Bereich Bildungswissenschaften“ an der dreisprachigen Universität Bozen-Bolzano wird der Frage nachgegangen, welche Aspekte zum Wissenschaftsspracherwerb im höheren Bildungssektor gehören. Das korrekte Verstehen und Wiedergeben wissenschaftlicher Texte hängt nicht nur vom Fachwortschatz der Studierenden ab, sondern liegt primär an Merkmalen der „allgemeinen Wissenschaftssprache“ (Ehlich, 1993, 1999). Figurativität und Idiomatizität, Partizipial Attribute, Sprechhandlungsverben sowie Ausdrucks- und Kommunikationsmuster des Deutschen stellen dabei eine Herausforderung dar (Fandrych, 2006). In einer semiotischen Analyse der Prüfungstexte von deutschen sowie ladinischen Muttersprachler*innen zeigt sich, dass Verständnisprobleme auf syntaktischer als auch semantischer Ebene auftreten. Zugleich manifestiert sich ein mangelndes Kollokationswissen hinsichtlich wissenschaftlichen Handelns. Auf Grundlage der Ergebnisse der outputorientierten Lernstandserhebung kann anschließend das Curriculum verbessert (Maag Merki, 2015) und zudem der Fachsprachenunterricht dazu genutzt werden, das content and integrated learning zu verstärken.

Authors' biography:

MARJAN ASGARI, DR. promovierte an der Humboldt Universität Berlin mit einer Diskursanalyse deutschsprachiger jüdischer Texte. Derzeit arbeitet sie als Postdoc an der Universität Bozen-Bolzano im Bereich Linguistik, DaF/DaZ. Zudem gibt sie dort Seminare und Vorlesungen zu den Themengebieten Spracherwerb, mehrsprachige Alphabetisierung und Literaturdidaktik.

GIOVANNI MISCHI, MAG. Studium der Germanistik und Geschichte an der Universität Innsbruck, von 1990-2013 Übersetzer, Lexikograf und Archivar beim Istitut Ladin „Micurá de Rù“, seit 2007 Lehrbeauftragter an der Freien Universität Bozen, Mitarbeiter am ladinischen Schulamt (Bereich Lehrerfortbildung).

ULRIKE STADLER-ALTMANN, PROF.DR. ist Erziehungswissenschaftlerin und Ordinaria für Allgemeinen Didaktik/Schulpädagogik an der Freien Universität Bozen-Bolzano. Ihre Forschungsschwerpunkte liegen im Bereich der Selbstkonzeptentwicklung von Schülerinnen und Schülern, der Schul- und Unterrichtsentwicklung, sowie in der Gestaltung von realen und virtuellen, sowie analogen und digitalen Lernumgebungen.

Friday 11.06.2021

16:30

“Integrating English Language and Content Teaching in a Multicultural and Multidisciplinary Higher Education Context: A Qualitative Pilot Study” – Maria Micaela Coppola & Chiara Polli

University of Trento

This contribution presents the findings of a qualitative pilot study conducted at the University of Trento (2020 and 2021), which aims to collect higher education teachers’ opinions on delivering disciplinary lectures in a heterogeneous context where English is the sole language of instruction, the specialised language of the academic community, and the common language of the international student community. The interviews are analysed by focusing on the level of content-language integration in classes where instructors and students are predominantly non-native English speakers of different national and cultural backgrounds. The lecturers’ responses trigger a reflection on whether their role and teaching effectiveness are challenged by *i.* the use of a foreign language in content delivery, *ii.* the dominant language of the academic community in the instructors’ field of knowledge, and/or *iii.* the multicultural composition of the classroom.

Authors’ biography:

MARIA MICAELA COPPOLA is Associate Professor of English Literature at the Department of Psychology and Cognitive Science (University of Trento). She has published on twentieth-century and contemporary women writers in English and cultural periodicals. She is the coordinator of LIQuID (Laboratorio Interdisciplinare per la Qualità e l’Innovazione della Didattica). Her current research interests are psychological/health humanities and multidisciplinary higher education.

CHIARA POLLI is a postdoctoral research fellow at the Interdisciplinary Laboratory for the Quality and Innovation of Didactics (LIQuID) of the Department of Psychology and Cognitive Science (University of Trento). Her research focuses on English as a Medium of Instruction and internationalisation in higher education. Her research interests also include comics, translation and censorship, Irish Studies, semiotics, and multimodality.

Friday **11.06.2021**
17:00

“The Role and Development of Productive Language Skills in EMI: A Study of Student Experiences at the University of Padova”

– Marta Guarda & Fiona Dalziel

EURAC & University of Padova

This presentation will briefly introduce research conducted into learner perceptions of EMI (Guarda forthcoming), focussing on what learners see as the difference between content learning through English and their native language. The paper will then focus specifically on one English-Taught Programme (ETP) at the University of Padova, a bachelor’s degree in Psychological Science. Adopting a mixed-methods approach, the authors will attempt to shed light on the following research questions:

1. After two years of EMI, do students notice an improvement in their productive skills in English?
2. Do students value the inclusion of form-focussed language activities as a part of their ETP?

The authors will then address the role of language specialists in helping students to become more autonomous in acquiring academic language skills. The paper will conclude by reflecting on how discussion between language and content specialists can foster both learning and inclusion in the multilingual and multicultural classroom.

Authors’ biography:

MARTA GUARDA is Senior Researcher at Eurac Research, Bolzano. From 2013 to 2019 she worked as postdoctoral research assistant at the University of Padova. Her research interests include EMI, plurilingual education and translanguaging. She is one of the editors of a 2017 volume *Sharing Perspectives on EMI* (Peter Lang) and the author of several research papers on EMI in Italian higher education.

FIONA DALZIEL is Associate Professor of English Language and Translation at the Department of Linguistic and Literary Studies, University of Padova. Her research interests include: academic writing; the use of drama in language learning; EMI. While head of the University Language Centre, she was responsible for setting up the LEAP Project, whose aim was to provide support for EMI lecturers.

Friday **11.06.2021**
17:30

“The Role of ESAP in EMI Programmes”

– Jemma Prior

Free University of Bozen-Bolzano

English for Specific Academic Purposes (ESAP) as a subject in its own right is often present in international higher education programmes. However, the ever-increasing pervasiveness of English as a Medium of Instruction (EMI) in postgraduate and even undergraduate programmes raises the issue as to whether ESAP has outlived its relevance or whether, in fact, ESAP is even more needed than before. This presentation will focus on an ESAP course for undergraduate economics students. The course has been redesigned reflecting findings from a wide-ranging analysis that involved data gathered from both the students and the lecturers using EMI. The study not only investigated the many challenges that studying in English presented for the students but it also explored the experiences of the lecturers as non-native speakers of English required to use EMI. The ESAP course now aims to provide specific language practice that is often lacking in the EMI classroom.

Keywords: ESAP; skills practice; EMI; syllabus design; needs analysis

Author’s biography:

JEMMA PRIOR has worked as an ESAP lecturer at the Free University of Bozen-Bolzano for over twenty years. She specialises in incorporating learner-centred approaches into her teaching to provide learners with as many practice opportunities as possible, which was also the focus of her PhD. She has published and given numerous conference papers on ESAP.

Saturday 12.06.2021

09:30

"Accompagnamento linguistico: An Enquiry into the Transformative Power of ICLHE"

– Maria Cristina Boscolo

Free University of Bozen-Bolzano

The collaboration between pedagogical research and didactic practice faces a quite a number of challenges that go beyond theoretical discourses and aspects of mere didactic nature. Aim of the contribution is to investigate and analyse some of these aspects and, especially, the 'transformative power' (Jacobs, 2015) inherent in ICHLE by presenting a specific case study, *Accompagnamento Linguistico für Anatomie, Physiologie und Tiergenetik (AL)* – a small scale, bottom up, collaborative project between a German animal scientist and an Italian language instructor at Unibz. More specifically, the presentation will focus on the dynamics of the actors' interaction considering the effects of AL on students' participation during the course. It will discuss the lecturers' role, while highlighting the issue of power which inevitably pertains to their academic identities, thus offering an outline of a ICHLE multilingual landscape, of its potentialities, but also of its needs.

Author's biography:

MARIA CRISTINA BOSCOLO (M.A. in Modern Languages and Literatures, University of Venice; PhD in African Philology, University of Mainz) is currently working at Unibz. She has a long experience in teaching Italian L2/FL and for specific purposes in various academic institutions, particularly in Germany. Her areas of interest include ICLHE, online teaching, motivation and FL learning; informal /non-formal FL acquisition.

Saturday 12.06.2021

10:00

“Multilingual Education: Building Bridges between the Languages in the Curriculum” – Barbara Hofer & Birgit Spechtenhauser

Free University of Bozen-Bolzano

This paper focuses on holistic approaches to languages learning and teaching with a special view to promoting metalinguistic and crosslinguistic awareness in primary schoolers and pre-service teachers and with the aim of fostering multilingual competences and creating synergies between the languages. From a multilingual perspective, it is vital that pre-service teachers be equipped with the knowledge and skills that allow them to build bridges between languages and boost multilingual awareness and abilities in their student populations. Drawing on the Dynamic Model of Multilingualism (Herdina & Jessner 2002) and a growing body of international literature we argue that holistic integrative approaches to (languages) learning are preferable to monolingual-oriented paradigms. Good practice examples together with preliminary results from recent studies conducted in the South Tyrol context will be presented. Our paper closes with an outlook and recommendations for teaching and future research.

Authors' biography:

After her studies in linguistics and literature at the University of Trento, BIRGIT SPECHTENHAUSER MAYR obtained her teaching qualification at the Free University of Bozen. She has been teaching English at grammar schools for 20 years and in recent years, she has been primarily active as a teacher trainer and lecturer at Unibz. She is also a member of the research group DyME (*Dynamics of Multilingualism with English*) at Innsbruck University. Her research interests are focused on multiple language acquisition and the development of multilingual awareness in young and adolescent learners.

BARBARA HOFER is lecturer at the Free University of Bozen-Bolzano and a longstanding member of the DyME research team at the University of Innsbruck. She has carried out research in the field of multilingualism and multilingual learning and has published on metalinguistic awareness and multilingual competences. In her current research she investigates early multilingual competencies from a Dynamic Systems and Complexity perspective.

Saturday 12.06.2021

10:30

“Raising Language Awareness in CLIL *and* Subject Teachers” **– Rosmarie de Monte Frick**

Provinz Bozen, Deutsche Bildungsdirektion

What is the relationship between content and language? How can content and language be integrated from a teaching/learning perspective? CLIL and subject teachers need to identify the key academic language (CALP) when they present content and make this key language salient so that they can, in turn, support their learners to move from BICS to CALP. Learners need to be helped to develop subject-specific terminology (to learn language), to acquire conceptual knowledge through language, to learn functional language (language for learning) and language structures prevalent in a specific subject (to learn about language). Language awareness needs to be raised both in teachers and learners.

Keywords: Language-sensitive teaching

Author’s biography:

ROSMARIE DE MONTE FRICK is a teacher, CLIL specialist and teacher trainer. As a teacher trainer for the South-Tyrolean Education Authority, PHT Innsbruck and as a contract professor at Unibz, she has trained teachers especially in CLIL and EFL methodology. She currently works at the South-Tyrolean Education Authority and Unibz. Her current interest is in blended learning and language-sensitive subject teaching.