Languages and the Market:

A ReCLes.pt Selection of International Perspectives and Approaches

Editors
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Editors' Foreword

ReCLes.pt – the Association of Language Centres in Higher Education in Portugal – was honoured to host the *ReCLes.pt 2014 International Conference on Languages and the Market: Competitiveness and Employability* at the Estoril Higher Institute for Tourism and Hotel Studies (ESHTE – Escola Superior de Hotelaria e Turismo de Portugal). This topic is pivotal for the development and improvement of specific language skills that serve different areas in the labour market. Indeed, according to the report *Languages for Jobs: Providing multilingual communication skills for the labour market,* a report set up under the Education and Training 2020 framework, language learning should be "better geared to professional contexts and the needs" of the job market since doing so will then benefit not only learners but also "those seeking to employ people who are well-trained and properly qualified to assume their professional responsibilities" (2011: 4).

Although the working group did include representatives from Italy and Ireland, it did not include Spain or Portugal, meaning that only two of the five most troubled countries in terms of their employment and economic situations contributed to the final report. This lack of representation motivated, in part, the conference theme for the ReCLes.pt 2014 International Conference, with the dual need for ever-improving research results for language teaching and the increasing relevance of language learning at a time of staggering austerity and rising rates of youth unemployment. Indeed, the ability to speak a number of foreign languages not only generates economic benefits and fosters employability but also promotes the mobility of professionals and diverse business activities, enabling companies to perform successfully on the global stage.

From the confluence of educators, researchers and representatives from the business world debating languages as competitive assets in professional contexts, a selection of authors were invited to publish their papers in this volume. The collection comprises eleven relevant papers in Portuguese and in English divided in five topics: Languages, Culture and Employability; Languages and Technology; Languages and New Technologies; Languages for Tourism Purposes; and Content and Language Integrated Learning (CLIL).

On the topic of **Languages, Culture and Employability**, Monika Hrebackova's article on "Intercultural Communicative Competence and the Management Dimension of Culture" explores the impact of intercultural contexts on communication competencies in a foreign language, specifically English. The author describes the clear competitive advantage of intercultural competence in the corporate sector, covering perceptions of stereotypes, time and negotiating as well as issues of hierarchy, individualism and indulgency, among others. She brings her personal experience as a Czech to her outline of Czech cultural values to determine sources of cultural clashes and suggest some strategies for applying intercultural competence in management situations.

On the same topic, Abdelaziz Kesbi's "Foreign Language Mastery and Glocal Employability" reflects on the linguistic map of Morocco and the functional specializations of each language of the country's patent multilingualism to determine the economic relevance of teaching their various foreign languages for the global market. This analysis is made within the context Moroccan language planning policies, concerning Arabization, Arabic and Amazigh as well as the status of French and English. Kesbi concludes with the proposal of English as a lingua franca to support the country's most recent progressive free trade agreements.

On the topic **Languages and Technologies**, the volume offers five articles, the first of which is "The Status of EFL Teaching in Moroccan Vocational Schools: A case study at the Meknès School

of Technology", Mohamed El Kandoussi argues the inadequacy of the linguistic competence of recent graduates and their challenges in the labour market. His research is based on a case study of local English language courses to ascertain the compatibility of the course content with the students' vocational orientations while uncovering teachers' attitudes and opinions towards a number of pedagogical practices, including the corporate culture of their school, course material, the students' needs for English for Specific Purposes (ESP) versus general English and the perceived need for further teacher training.

In line with technical concerns for future Engineers, Milan Smutny's article on "The Language of Science and Technology: Linguistics as a part of a multidisciplinary study program" examines terminology, especially the formation of adjectives using premodification to effectively and precisely communicate within a specific discourse community. The author provides examples of the shared profession knowledge as part of the language of Science and Technology so that English language teachers can better understand the ways specific terminology is created as a precise description of reality in the daily professional lives of Electrical Engineers.

Another contribution involving new technologies is by Maria de Lurdes Martins, Gillian Moreira and António Moreira on "Aprendizagem dialógica, dialética e autêntica da língua inglesa com recurso à Web 2.0", where the authors discuss the open, participatory and social nature of Web 2.0 and the challenges it brings to foreign language classes. This paper, which describes the design and implementation of an action research project in English language courses, focuses on the interactional tasks that were implemented using Web 2.0 tools and their results, which led to the creation and maintenance of dialogic processes for the production of collaborative outputs through an active involvement of students in solving authentic activities, while developing their capabilities to manage individual and collaborative learning processes.

Luisa Salvati and Luana Cosenza's article on "Teaching Foreign Languages for Specific Purposes in Mobile Learning for the Internationalization of SMEs" reflects on the role of Information and Communication Technologies (ICT) as enablers of foreign language learning and facilitators of internationalization. Their paper focuses specifically on the results of LSECON, a project that dealt with the implementation of language courses to support SMEs in the Tuscany region of Italy.

To conclude the technologies section, the volume offers the results of a joint project that has dealt with working across cultures in tandem-learning situations albeit in a readily available online source, presented in Regina Mügge and María del Carmen Arau Ribeiro's article on "Language Learning with the SEAGULL Tandem Database", which delves into this rich European Union-funded project, an acronym for Smart Educational Autonomy by Guided Language Learning. The result of collaboration between 18 partner institutes from 11 countries, SEAGULL provides language learning material for 13 languages with a number of special online features. This tool for tandem partners who aim to continue working together after their first exchange offers linguistic support, suggested issues for discussion and a myriad of cultural information about the countries involved in the SEAGULL project. The authors provide a guided visit of the wealth of material available at http://SEAGULL-tandem.eu/ that can be easily accessed by teachers and students alike.

On the topic of **Languages for Tourism Purposes**, Gisela Soares and Teresa Pataco examine the specificities of language learning in the hospitality sector, namely in the areas of catering and restaurant service. In "'Eu nem sei o que é um badejo em Português!': um projeto de desenvolvimento de vocabulário específico em língua inglesa para a indústria hoteleira", the authors reflect on the teaching methodologies and results of an interdisciplinary project

developed by higher education students in *TV Cooking Show,* an English language course that aims to develop the specific vocabulary of students through research and task-based activities which enhance learner autonomy.

In the following article by María del Carmen Arau Ribeiro and Florbela Rodrigues, these researchers consider the plethora of materials available from Tourism Marketing as an authentic source for teaching English, Spanish, Portuguese and French in higher education, drawing on commercial goods and promotional material on the respective countries to enhance intercultural awareness and to practice language skills based on maximizing communication and theories of visualization. The relevant and timely teaching strategies in their article, "Making Tourism Marketing Work for You in the FL Classroom" cover, among others, the value of fostering positive attitudes toward error in foreign language use, problem-centeredness, and motivation. The authors find that, while simultaneously promoting student strategies for developing skills in global effectiveness in their future professions, discerning teachers can take steps to ensure that language users are immersed in a graphic and semiotic richness of cultural and linguistic messages.

The final topic in the volume is dedicated to **Content and Language Integrated Learning (CLIL**), beginning with an article by Margarida Coelho on "Scaffolding Strategies in CLIL Classes – supporting learners towards autonomy", in which she deftly attributes scaffolding and scaffolding strategies the key roles in CLIL teaching. She presents a brief overview of the origin of the concept as a teaching strategy, focusing on some recent studies, and systematizes the most relevant approaches and conceptual frameworks to scaffolding presented in those studies. As a conclusion, she argues for a broader, more extensive, continuous and innovative use of different scaffolding strategies in CLIL classes as an effective means to foster learner autonomy and progressively build their confidence in using a FL language for effectively dealing with content.

The volume then concludes with "The State of the ReCLes.pt CLIL Training Project", by María del Carmen Arau Ribeiro, Ana Gonçalves, Manuel Moreira da Silva, Margarida Morgado and Margarida Coelho, which provides an update to the developments in research and publications in the national project, from a collaboratively written book to numerous articles, presentations and posters, culminating in first place at the friendly competition in the strand *From research to practice* at the XIV CercleS International Conference on *Enhancing Learners' Creative and Critical Thinking: The Role of University Language Centres* in September 2016.

Table of Contents

I. Languages, Culture and Employability

Intercultural Communicative Competence and the Management Dimension of Culture

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Abstract

The paper describes the impact of intercultural context on communication competencies in a foreign (English) language, as perceptions of other cultures are currently viewed as an integral part of effective intercultural communication and a tool developing competitive advantage, especially in the corporate sector. The paper identifies the components of intercultural competence, such as attitudes, knowledge and understanding; it also analyses different aspects of perception in other cultures, including work motivation, negotiations and labour relationships and explains some critical issues and their influence on intercultural communication in international teams and businesses. It shows where and why intercultural differences matter to global business and managers and examines how companies can anticipate cultural differences. It outlines Czech cultural values as seen by others and demonstrates business examples of typical symptoms of cultural clashing in effort to recognize potential *faux pas* ensuing from little cultural or social awareness. It briefly points out some strategies and frameworks implementing intercultural elements applicable to intercultural management.

Keywords: Culture, Competence, Business

Introduction

The recurrent discussions on interculturalism and growing cultural diversity all over the globe make it nowadays more than ever an important topic we need to cope with. What, in fact, does it mean to manage cultural diversity and intercultural communication in a way consistent with the rapid development of new technologies and the changing nature of work which has transformed human society into a global community in the 21st century? What are the costs of ignoring cultural diversity? And what are the costs of lost opportunities because of insufficient intercultural competence?

In business, the primary responsibility for communication in any organization rests with people in management positions since subordinates take cues on how to communicate from those above them. So what can we as managers and leaders do to improve intercultural communication in our organizations?

The aim of this paper is to outline some cultural concepts, aspects of cultural adaptation, the relationship between culture and language, to identify a set of strategies for helping achieve better understanding, and to explain their relevance for international management and the impact of these culture-bound aspects in practical communication. It also compares some Czech cultural values to the values of the selected minorities living in the Czech Republic and demonstrates business examples of cultural clashing in an effort to recognize potential misunderstandings ensuing from little cultural or social awareness.

Models of Culture

Four major classifications schemes provide frameworks for identifying international differences in culture. The picture of an iceberg based on the theory of E.T. Hall is well-known in English teaching circles. As shown in Figure 1, the hidden mass of an iceberg is a good comparison to show how hard it is to see or fully understand cultures.

Apart from Hall´s iceberg model, there are several other theories: the model of cultural dimensions developed by Hofstede whose framework is one of the most prominent ones in international management. He identified four major dimensions of cultural values – individualism-collectivism, power distance, uncertainty avoidance and masculinity-femininity (see Figure 3). Another model is the onion model by Trompenaars and Hampden-Turner or Kluckhohn and Strodtbeck's cultural orientation framework.

Culture – often defined as set of norms, values and beliefs that are expressed in different behaviours, artefacts and interactions – is developed through language and each language provides a new view and a new angle to a land, its people, their lives and beliefs. Language is the key to tell their stories and their history. And this is where intercultural competence – or incompetence – begins. With mistakes and misunderstandings, with uneasiness and discomfort, sometimes even embarrassment.
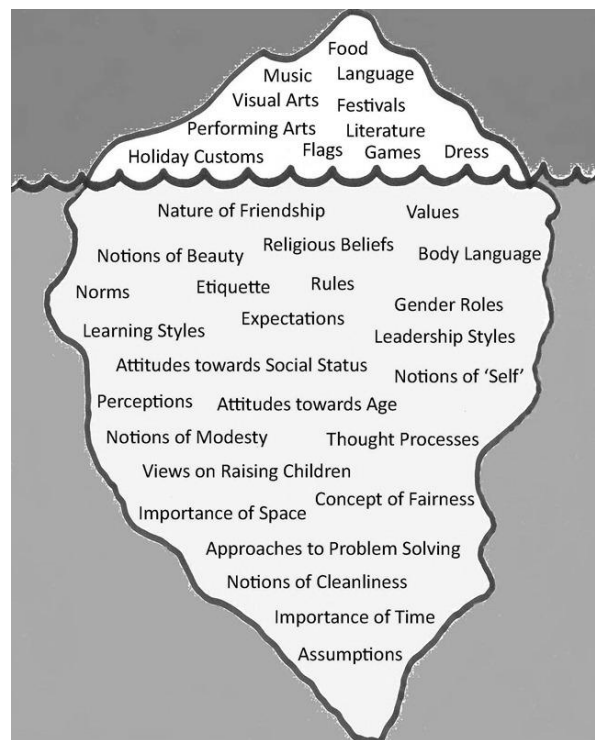
Figure 1 – Hall's Iceberg Model of Culture (Penstone)

Mistakes and misunderstandings, uneasiness and being uncomfortable or embarrassed, are typical symptoms of cultures clashing. Therefore, linking language and culture in an educationally relevant way is essential and recognizing potential "faux pas", raising the awareness of cultural differences, and finding cultural and socially acceptable reactions to cope with situations where the other active partner is not even aware of a cultural "faux pas", appears in the centre of intercultural communicative competence in a foreign language.

In practice, this can imply changing some aspects of conventional communication approaches, designing new elements and identifying and focusing on elements which have often been held back. Emphasizing practical communication and the role of polite discourse, degrees of formality, registers of language styles, and combining these with awareness-raising exercises with respect to culture-bound conventions and country-specific rules lie at the heart of good intercultural communicative training in a foreign language. The goals in second language acquisition are slowly shifting in the direction of avoiding conflict, minimizing misunderstanding, checking comprehension and responding in adequate ways. Needless to stress here that knowledge, implicit or explicit, cannot be omitted.

Speaking of intercultural communicative competence, however, we need more than just knowledge and skills. If one in many definitions characterizes communication as producing and understanding discourse in a given context, in the intercultural context we speak about exchanging ideas and meanings by individuals who may have different assumptions and feelings. As competent language users, we should be aware that language opens doors to the world but each language provides only one particular view of the world. Our understanding is filtered through our own culture. Culture is revealed through using the language.

The examination of discourse features may well provide useful information for intercultural understanding as it is the language which ultimately makes up interaction, and it is almost always a person's use of language which defines our perception of their intercultural competence. Interestingly, language is almost entirely ignored in the many definitions of intercultural competence which are used to provide the basis for training curricula and tests, the results of which can have crucial effects on individuals' careers. Competence can be usefully defined as

> *"...the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competence that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom s/he is communicating". (OECD 2003)*

The Components of Intercultural Competence and the Management dimension of culture

Intercultural competence is a combination of attitudes, knowledge, understanding and skills applied through action which enables individuals to understand themselves and others in a context of diversity, and to interact and communicate with those who are perceived to have different cultural affiliations from their own (Council of Europe 2011), to respond appropriately, effectively and respectfully when interacting and communicating with such people and to understand oneself and one's own multiple cultural affiliations through encounters with cultural 'difference'.

In management the key dimensions of culture focus on (1) communication, both the language and the non-verbal signs of communication; (2) leadership including the distribution of power and decision-making; and (3) organization of work, gathering and distributing information and measuring results (Figure 2).
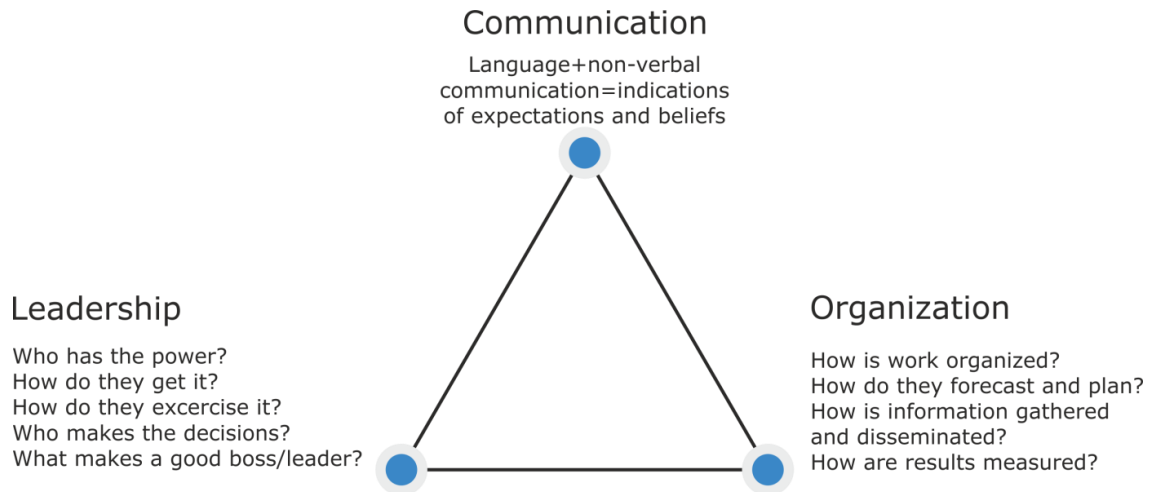
Communication
Language+non-verbal
communication=indications
of expectations and beliefs

Leadership

Who has the power?
How do they get it?
How do they excercise it?
Who makes the decisions?
What makes a good boss/leader?

Organization

How is work organized?
How do they forecast and plan?
How is information gathered
and disseminated?
How are results measured?

Figure 2 – Management Dimensions of Culture (based on Rugman 2009)

One thing that is seldom brought to people´s attention is their own comprehension of certain cultures and cultural concepts. Foreign language knowledge often remains separated from the knowledge and understanding of the first language and culture. This means that the cultural information learners get about the target language often does not influence their own identities and the ways in which they formulate ideas about their own language and culture.

An intercultural orientation in a foreign language, therefore, seeks to transform students' identities in the process of language learning so that they would understand that culture is not merely information about different people, but a framework which these people use to exchange ideas, negotiate meanings and understand social reality.

A deeper insight into particular national cultural attitudes based on Hofstede's research and the research of his colleagues is provided in country scores describing attitudes to power distance, individualism, masculinity, pragmatism, certainty avoidance and indulgence, on the dimensions of national culture. Hofstede studied thousands of cultures from all countries and compiled them into a great source of knowledge for many to compare cultures differences for economics and social reasons. A sample chart showing scores of the Czech Republic is presented in Figure 3, compared to values of Russia and Vietnam, which are geographically located to the east of the Czech Republic, and Great Britain, representing the Anglophone culture and geographically seated in the west.
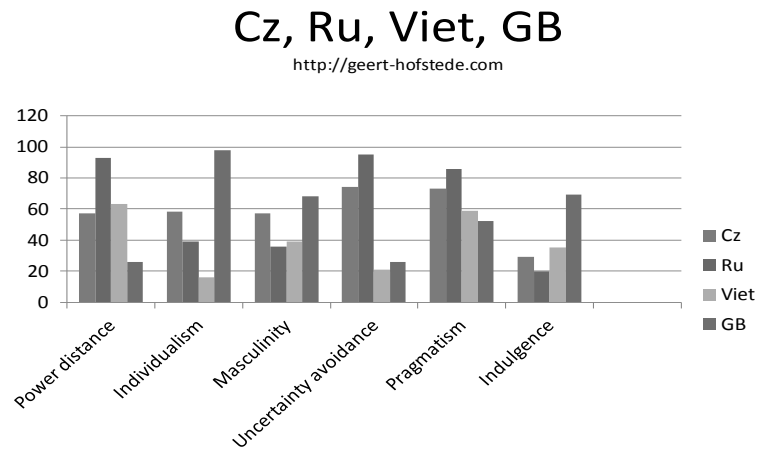
Cz, Ru, Viet, GB

http://geert-hofstede.com

Figure 3 – Developed from Hofstede´s 6-D Model (The Hofstede Centre)

The description through Hofstede's 6-D Model gives the overview of 6 main features: the power distance (need for and accepting authority and power, tolerance to unequal distribution of power), individualism (I or WE as a group), masculinity (prevailing masculine values such as being the best or feminine values such as liking what you do), uncertainty avoidance (avoiding risk, preference of structured and unambiguous situations), pragmatism (truth depends on a situation, context and time)and indulgence (low score in indulgency shows low tolerance, tendency to pessimism and less emphasis on leisure time).

Beyond Hofstede's theory

Since it was first published in 1980, Hofstede's culture framework has been incorporated into the work of academic researchers and intercultural trainers alike. Although we mention his findings above and do not wish to question the value of his research, it is worth pointing out some of the shortcomings of the methodological basis for which he has been frequently criticised. The methodological criticism points out that cultures are not limited to values, nor are they extremely stable, culture may be an effect, not only the cause, geographical boundaries are not optimal for clustering cultures, low scores and ranking may create a false perception of cultural homogeneity, and finally matched samples are not always helpful for the study of cultural differences and can lead to cultural stereotypes.

If we consider the implications for Hofstede's theory, for example, from the point of view of work motivation and the motivation practices used frequently by managers, we find out that they are more suitable for individualistic cultures rather than collectivist ones. Taking the example of motivation for treatment questionnaires with many questions revolving around "I", would an employee in a collectivist culture who is not interested in competition or in comparing his/her performance to his/her peers considered unmotivated? Would a woman from a masculine culture (e.g. Japan) be considered less motivated compared to her female counterpart from a more feminine culture (e.g. Sweden)? Obviously, these attributes need to be modified to fit the culture in which they apply. As suggested by Landy and Conte (2010), it is reasonable to pursue them within one culture before looking at its applicability in different cultural contexts because there is a reason to suspect that such differences in response patterns will appear when they are examined from an intercultural perspective. Similarly, if we look at

goal setting, managers across cultures generally tend to employ four key motivation practices: rewarding high performers, allowing subordinates to make decisions, modifying tasks assignments and implementing quality improvement interventions such as TQM or quality circles – focusing subordinates on strategic objectives. Considering different combinations of power distance and individualism we might learn that in individualistic culture with high power distance, it might be more appropriate to assign goals to a worker rather than involve the worker setting those goals. In contrast, in collectivist cultures with low power distance, the work group might be responsible for goal setting, whereas in high power culture goals might simply be assigned to the group.

Strategies for Achieving Effective Intercultural Communication

Intercultural management strategies include a number of different elements as indicated in Table 1, we illustrate some of those which refer or may pose obstacles to mutual intercultural understanding. They can be integrated into foreign language classes or are undertaken as part of corporate or professional development courses.

"Keep it short and simple (KISS)" is the pragmatic suggestion to people using business correspondence today. This is helpful if we mean the exchange with Northern European or North American business partners. Convincing empirical evidence has been provided, however, to show that in large part of Asia, the KISS strategy might be considered inappropriate. If positive relationships are sought by means of correspondence with e.g. new partners, much face-work is expected, which may feel alien to many Europeans or North Americans and they may need explicit training.

Regardless of their format, however, intercultural interaction practices are intended to bring three kinds of results: cognitive, behavioural and affective (emotional) as presented in Table 2. When doing business and building strategic partnerships in foreign cultures, it is simply not sufficient to learn the language and customs of the host country, there are countless intangible factors that influence success or failure of an intercultural venture and it is here where the practical benefits of using such practices become obvious. Effective intercultural interaction helps building trust and partnerships, reduces cultural shock and its unpleasant syndromes such as irritability, anxiety and alienation from co-workers. Reconciling intercultural communicative differences leads to creativity, innovation and synergy for productive work performances.

Table 1: Communication Competencies for Intercultural Interaction (based on Spencer-Oatey & Stadler 2009)

Intercultural Competence	Intercultural Communication Strategy
Communication management	Chooses modes of communication that suit the particular communicative purpose Establishes and agrees to suitable communication protocol Takes steps to deal with communication problems Allows adequate time for achieving satisfactory understanding
Building of shared knowledge	Elicits background information that is needed for mutual understanding/negotiation Exposes appropriately own intentions
Active listening and Attuning	Signals that listening is taking place Regularly checks and clarifies the meaning of important words and phrases to ensure that all participants get the same meaning Notices potential misunderstanding Observes and pro-actively studies indirect signals (intonation, body language, eye contact) Learns to interpret the signals appropriately in different contexts
Language adjustment and Stylistic flexibility	Adapts to the recipients' proficiency level to maximize comprehensibility Adapts especially in aspects such as: speed, frequency and length of pausing, sentence structure, use of idioms, use of accents and dialects Structures and highlights information by using discourse markers, sequencing information, using visual or written aids Builds a repertoire of different styles to suit different purposes, contexts and audiences
Language learning	Confident to use foreign languages Tries out words and expressions in unfamiliar language

Table 2: Outcomes of Intercultural Performance following intercultural training (based on Spencer-Oatey & Stadler 2009)

Area of performance	Outcomes of Intercultural Communication Strategies
Attitudes/Emotions Appropriate personal emotional responses	Higher work motivation and involvement in intercultural interactions Improved perception and relationship with intercultural teams Higher adjustment to stress Broader personal adjustment Increased self-confidence Increased receptive and listening attitudes Increased "world-mindedness" Personal feelings that people have more control over problems related to intercultural
Knowledge Understanding own and other´s culture	Improved culture general and culture-specific understanding from the perspective of own culture Improved culture general and culture-specific understanding from the perspective of members of other cultures Development of more complex ways of thinking Progress in cultural transition
Behaviour Appropriate behaviour and communication	More effective job performance Increased ability to solve problems More realistic goal setting and expectations Generating ideas and fuelling innovation

Business Contexts

Intercultural management issues arise in a range of business contexts. Within individual companies, for example, managers from a foreign parent company need to understand that local employees from the host country may require different organization structures and HR procedures. In international mergers and acquisitions realizing the expected synergies very often depend on establishing structures and procedures that encompass both cultures in a balanced way. Cross-border joint ventures, alliances, or buyer–supplier relationships between two or more companies also require a cultural compromise. Finally, for many businesses to sell successfully to foreign customers requires culturally sensitive adaptations to products, services, marketing, and advertising.

Figure 4 outlines, at the most general level, links between business contexts and particular characteristics of individuals or groups that are influenced by social and cultural norms of a particular region (Rugman & Collinson 2009). At the face-to-face level in meetings, the language and behaviour of different peoples vary and their mutual understanding of each other's culture will influence the effectiveness and efficiency of communication between them. This influences

how well multicultural workplaces operate at all levels, from strategy setting at the senior level to plant-floor operations. Firms also tend to have different organizational and decision-making practices depending on where they have evolved and which cultures and subcultures they encompass. For firms to build successful alliances and partnerships, or for mergers activities to succeed at the company-to-company level, there needs to be an understanding of the organizational differences between them. This covers practically every element of corporate organizations from decision-making structures and systems and management–labour relationships to individual employees' attitudes toward their work and their employer. Finally, culture influences the behaviour and preferences of clients and customers. To sell successfully in a foreign market, a manager needs to adapt his or her product or service to meet the different needs of that particular group of customers. Any alteration in advertising, marketing, product or service features, after-sales support, technical back-up, documentation, etc., will be partly guided by cultural differences. Failure to do this ends in the kinds of intercultural mistakes and communication blunders. For example, in 2002, Umbro the UK sports manufacturer had to withdraw its new sneakers called the Zyklon. The firm received complaints from many organizations and individuals as it was the name of the gas used by the Nazi regime to murder millions of Jews in concentration camps. Another example of intercultural conflict and marketing mistake is connected with the "Traficante" case, an Italian brand of mineral water, which received a warm welcome in Spain's underworld as in Spanish it translates as "drug dealer".

Knowledge of local language can permit a clearer understanding of a situation, provide access to local people, pick up nuances, implied meanings and other information that is not stated outright.
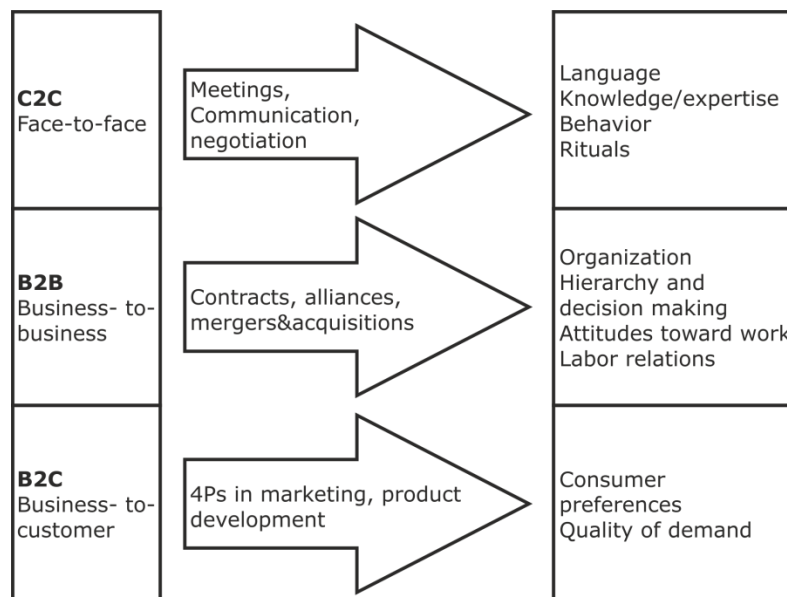
Figure 4- The Importance of Culture in Different Business contexts (based on Rugman & Collinson 2009)

Conclusion

Intercultural encounters have nowadays become an everyday occurrence for large numbers of managers in many countries. Therefore, it is vital that their intercultural competence is developed in order to enable them to understand, appreciate and respect each other across cultural differences, and to enable them to contribute actively to societies that benefit from diversity. Developing intercultural competence in the English language has been a powerful tool

for achieving this as over 74% of communication is carried out by non-native English speakers (Gradol 2006) and there is an increased interest in intercultural competence-based communication which has become a competitive advantage for many managers, project teams and businesses.

This paper has presented some concepts and frameworks for intercultural communicative language competence. It recognizes that it is a complex and dynamic process in line with EU trends which needs to be incorporated in management training. However, there are still unanswered questions for future debates.

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Foreign Language Mastery and Glocal Employability

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Abstract

Multilingualism has become the norm rather than the exception worldwide. Morocco is no exception. This paper seeks to address the issue of multilingualism and language teaching in Morocco with a special focus on the functional specialisations of the languages existing in the linguistic map of Morocco to consider their economic benefits for the Moroccan labour market. The linguistic map of Morocco and the attitudes of seven interviewees in both national and international companies are qualitatively analysed to reveal the real linguistic needs of Moroccans in the era of a globalised economy. A hint is made to the Moroccan language planning policies and the leading institutes namely, the Institute of Studies and Research on Arabization and the Royal Institute of the Amazigh Culture, whose roles respectively are to promote Arabic and Amazigh languages in all Moroccan walks of life. Policy-makers should encourage the acquisition of foreign languages in Morocco and meet the requirements of the flourishing business between Morocco and its close neighbours and commercial partners. The hypothesis introduced is that, to increase employability, the new job candidates need to have some linguistic skills that should meet the prerequisites of both the local and global job markets. To improve Moroccan economic performance, proficiency in different languages, especially English, is a must. The recent progressive free trade agreements ratified by Morocco, with the USA, the European Union, Turkey, Egypt, Jordan, Tunisia and the United Arab Emirates, suggests that the most appropriate language to play the role of a *lingua franca* would be English.

Keywords: Multilingualism, Moroccan Language Planning Policy, Language Attitudes

Introduction

In a globalised economy, the mastery of foreign languages has become an urgent requirement. This paper attempts to investigate the issue of multilingualism and its link with employability and the complexity of the Moroccan linguistic map. The general objectives of the Moroccan educational system will be briefly examined, pinpointing the language offer in education, noting the position given to English compared to other foreign languages. After defining key concepts such as *employability* and an overview of the current job market in Morocco, an account of Morocco's trading performance will be provided, the languages of its main trading partners and the frequency of export by trading partners. All these elements, along with interviews in both national and international companies, suggest that there is an urgent need for change in policy for foreign language and especially English teaching in Morocco.

The linguistic profile of Morocco

Morocco is distinguished by a more or less harmonious coexistence of many languages. The Amazigh language with its three varieties, namely Tarifit, Tamazight and Tachelhit are used in different regions in Morocco by Amazighophones. The Amazigh language gained official status

in the constitutional reform of 2011 although Arabic and its regional varieties are widely used by Moroccans, irrespective of their ethnic backgrounds. Therefore, the Amazigh-Arabic bilingualism is more a characteristic of Amazighs than Arabs. French is the strong rival of Arabic first bequeathed to Moroccans by the French protectorate. Now, French is challenging national languages in nearly all Moroccans' occupations. Spanish, which was inherited from the previous Spanish colonisation, is prevalent especially in the north and south of Morocco. English is taught in the Moroccan schools and institutions as the second most important foreign language after French. All these languages and their varieties are engaged in a competition where each of them is trying to defend its territories through arguments related to ethnicity, ideology, economy, and politics.

According to the Moroccan Charter on National Education (1999), preschool and primary educations are geared towards functional communication of a first and after a second foreign language. Nevertheless, in reality, the first contact that pupils have at the primary public school with French, their first foreign language, begins in the third year. The second foreign language, generally English, is supposed to begin in the fifth year of the primary school although some public schools only introduce it in the ninth year.

The High Council of Education (CSEFRS 2015) has evaluated the way the National Educational Charter has been executed. One of its goals is to address the malfunctioning and difficulties that the educational system is facing and suggest ways to overcome them. In his speech in front of the parliament, the King of Morocco Mohamed VI (2014) reiterated the importance of the High Council's role and urged educational decision-makers to give more importance to the mastery of foreign languages.

According to the strategic vision of reform through the year 2030 (CSEFRS 2015), Arabic is the first language of schooling. It is a national aspiration to promote the use of Arabic in different fields of science, knowledge and all walks of life. Arabic status should be strengthened to ensure its development, modernisation, simplification, and improvement of its education through renewing its teaching approaches and methods. The Amazigh language is also an official language of the state as it stands for the common heritage of all Moroccans. Its teaching in schools was introduced in 2003 and should be developed within the educational system through a clear national plan and in accordance with the provisions of the constitution. This plan covers consolidation and development of what has been achieved concerning the Amazigh language within the national language planning policy, the training of human resources and the preparation of the didactic resources necessary for its teaching. It also takes into account the constitutional provision for the development of an organic law to fulfil the vision to integrate this language in primary and secondary school education and Amazigh studies at university.

Of the foreign languages in Morocco, English and Spanish are the most used in the world of communication, integration with the society of knowledge and openness to different cultures and civilisations. The High Council of Education (CSEFRS 2015) recommends that the teaching of these languages should be developed through appropriate pedagogical approaches promoting their early learning. The proposed language aims at achieving the following objectives:

- Achieving fairness and equal opportunities for the mastery of languages and quality of learning.

- The ability of the learner to master and communicate in Arabic and Amazigh as well as two foreign languages.

In line with (CSEFRS 2015), the functional role of these languages would be the anchoring of identity, openness to the world, acquisition of knowledge, competencies, cultures, promotion of research, socioeconomic, and cultural integration in the values system.

With Arabic, the principal language of instruction, linguistic switching to French will be implemented progressively. The teaching of some subjects will be done in French in both the junior and secondary school. English will gain some ground by its future integration in the next ten years, as a language to be taught in the fourth year of primary school to allow enough time to prepare the required human resources and educational tools to teach some subjects in the secondary school in the medium term. In higher studies, scientific and technical research in all specialities will be promoted in English. Besides, in vocational training, English will be integrated as a medium of instruction in some subjects alongside other languages. Finally, the High Council's strategic plan supports the introduction of a third foreign language, such as Spanish or German. In the secondary school, the programmes and curricula for teaching foreign languages will be revised according to new approaches and methods.

French consolidates its position as a compulsory foreign language throughout primary school as a taught language. In junior and secondary school, French in a medium term will be used to teach some subjects, which is a clear sign of the reconsideration of the Arabization planning policy.

The current language offer in education

Table 1 – Primary education (1st–6th): Number of hours of instruction per week of languages at different levels

Language	1st and 2nd year	3rd and 4th year	5th and 6th year
Arabic	11 h	6 h	6 h
French	Ø	8 h	8 h

Table 2 – Junior Secondary school (7th-9th): Number of hours of instruction per week of languages at different levels

Language	7th Year	8th Year	9th Year
Arabic	6h	6h	6h
French	6h	6h	6h

Table 3 – Secondary school (10th–12th): distribution of hours allotted to each taught language

Subjects	Number of hours per week in each year by section and option												
	Letters section					Experimental Sciences			Mathematical Sciences				
	Core course	Letters		Language Option					Core course	Option A		Option B	
	1st	2nd	3rd	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	2nd	3rd
Arabic	5	5	5	5	5	2	2	1	2	2	1	2	1
French	5	5	5	5	5	4	4	4	4	4	4	4	4
Second foreign language	5	4	4	6	6	4	3	3	4	3	3	3	3

A quick inspection of tables 1-3 on the distribution of the number of hours allotted to languages in Moroccan schools according to the Ministry of Education and Vocational Training

demonstrates that in the first two years of the primary school, Arabic is the only means of instruction. The Amazigh language, despite its official status, is timidly included in some primary schools throughout the country. Indeed, in 2003-2004, Amazigh was officially taught in 344 schools (Farhad 2011). Although in the third year of the primary school French gets the upper hand over Arabic, the situation is more balanced in the Junior Secondary Education as both Arabic and French are allotted six hours weekly. The situation is nearly reversed in the secondary school, where there seems to be an equity between Arabic and the foreign languages in literary options whereas for scientific options foreign languages overshadow Arabic. In contrast to public schools, in private schools students' contact with foreign languages is generally done earlier. The legitimate question to be raised here is whether the introduction of French in primary school is judicious, knowing that French is not prominent as a language of science, business, or even international communication. Obviously, the most adequate and appropriate language for that role in Morocco would rather be English.

To discuss the relationship between language mastery and employability, the importance of employment needs to be stressed. According to the High Commissioner for planning (Lahlimi 2011), employment, fosters social inclusion and is the surest factor in improving living conditions and preventing risks of poverty and vulnerability, needs to be considered the most appropriate to assess the level of social cohesion in a country. Employment also plays an important role in the creation of wealth and income distribution. Moreover, in household surveys access to employment is systematically indicated as one of the primary needs and priorities of the Moroccan population. According to the European Strategic Framework for Education and Training (2010), employability is a combination of factors that empowers individuals to progress towards employment and advance in their careers.

In Morocco the need for employment is very acute as the majority of the population is young and of working age. According to the High Commissioner for Planning (Lahlimi 2011), the Moroccan economy is, generally, able to generate up to 156.000 jobs annually with 75% filled by men and 25% by women. The service sector seems to create most jobs in urban areas with a rate of 69% compared to 31% for rural areas, concentrated in regions, which are highly dynamic in terms of growth and contribution to GDP, such as Casablanca. Globally one employee out of three has a diploma of which 23.7% are high school graduates and only 10.8% are from higher education suggesting that the more you study in Morocco, the less chance you have to get a job. Unemployment remains particularly high among people of the age between 15 and 24 with 17.6% nationally and 31.3%, specifically in urban areas. Of these, the unemployment rate of 18.1% for university graduates contrasts with 16% for high school graduates. This rate is comparably higher in the case of faculty laureates with 22.3%. Young first-time job seekers constitute 50% of the volume of unemployment in 2010.

This job market, hostile to young Arabized graduates suggests the failure of the Moroccan "partial" Arabization of scientific disciplines up to the secondary school. Students who study scientific subjects in high schools in Arabic choose to study letters in university to avoid difficult science courses that are exclusively delivered in French (Kesbi 2003). Consequently, the job market in Morocco is still French-dominated. Therefore, the mastery of French is a *sine qua non* condition to be accepted in the majority of jobs.

Major destinations of Moroccan products and the value of foreign languages mastery

According to the Centre of International Commerce (2012), Morocco's trading partners are as follows:

Table 4 – Morocco export partners

France	Spain	Other European countries	India	Other countries from Asia and the Pacific	Africa
26%	16%	24%	7%	13%	8%

The European countries constitute 66% of this list, as the first trading partners of Morocco with France as the first commercial associate and investor due to historical, political, economic and linguistic reasons. Indeed, the fact that Morocco is a francophone country makes it easier to trade with countries sharing the same language.

Table 5 – Morocco's trading partners in Sub-Saharan Africa

Senegal	Mauritania	Ivory Coast	Guinea	Equatorial Guinea	Nigeria	Ghana	Angola
10%	10%	8.1%	8.1%	4.9%	7.7%	7.3%	4.8%

A detailed look at the trading partners in Sub-Saharan Africa reveals that, among the first eight clients of Morocco, five countries are francophone, namely Senegal, Mauritania, Ivory Coast, Guinea and Equatorial Guinea, while only two countries are English-speaking: Nigeria and Ghana and, finally, one Portuguese-speaking country: Angola. English seems to constitute a linguistic barrier, among other things, to new Anglophone markets for Moroccan products as demonstrated by the direct investment of Morocco in Africa between 2003 and 2013. The countries where Morocco has been able to establish itself as a regular trade partner are all francophone namely, Mali, North African countries, Sub-Saharan Africa, Ivory Coast, Burkina Faso, Senegal, Gabon, Cameroon and Togo.

According to Doughty and McPake (2005), the mastery of foreign languages has personal, social, political, and economic benefits. First, proficiency in foreign languages enables greater interaction and exchange of information with foreigners and facilitates the process of visiting or even settling in other countries. The immediate dividend, then, is the ease in geographical mobility to either pursue studies abroad or live there. It is noted here that Moroccan culture has a strong belief in the benefit of continuous human movement for those who aspire to improve their lives. The wise saying in Arabic: "*Fi Lharaka Baraka*" suggests that "*Lharaka*", literally meaning *movement*, entails "*Baraka*", i.e. *more opportunities* and *blessing*. In contrast, sticking to one place and meeting the same people equals stagnation in not only the expertise but also social and psychological isolationism, substantially reducing any chances of success. The skills acquired in foreign language classes can further have a political value, as they are easily transferable to citizenship education. Students of foreign languages learn teamwork through group discussions, where they are encouraged to express their thoughts freely, which can also help in consolidating international relations as the student is prepared to live in and accept a multilingual world.

Spending time and energy in learning foreign languages is acceptable and supported since they are the key to employability, especially in the era of globalisation where countries are doing business nationally and internationally. The students specialised, for instance, in the English language in Morocco have access to a full-fledged subject including courses that can be very useful in the labour market such as Business English together with related areas of business

communication, public speaking. Students are trained to be not only linguistically but also culturally competent in English, their curricula also include subjects like British and American culture.

Foreign language mastery is the equivalent of professional success in Morocco. Notwithstanding, a balance should be sought to reach a better matching between national language planning policies that support Arabic and, to a lesser extent, Amazigh, for identity reasons and responding to the logic of the job market that requires foreign language proficiency. Evidently, while buying can occur in any language selling requires using the language of the client, which in the global market happens to be English. The idea that French is the language of professional success has begun to be questioned as many multinational companies specialised namely in maritime, airfreight, telecommunications and aeronautics, use English as their main business language and have been set up in Morocco.

Seven respondents were randomly selected from national and international companies and engaged in a semi-structured interview about their attitudes to foreign language mastery needs for both the local and global market. The interview was supported by the personal observation of the researcher as a native Moroccan to achieve a reliable and comparable qualitative data.

The language most used by respondents in their daily responsibilities is French for Adil, the purchaser in a French cable manufacturing company, Said, the head of the port, Badr the team manager in a French auditing company, and Hassan the train driver. Nonetheless, Ahmed, the regional sales manager in a German company producing chemical products, and Najlae, the junior product manager in a Fast Moving Consumer Goods British-Dutch company, both use English because they write regional reports. Aziz, the purchaser in the unique crude oil refining company in Morocco, claims that English has become a necessity as it is the language of the foreign investor and partner.

According to the interviewees, English is used in all departments in the case of Ahmed and Najlae as they write regional reports and because the managers are anglophone foreigners. As for Said and Badr, they state that it is especially the sales department that uses most English besides that it is the language used for ship pilotage, towing, and maintenance. English is the *lingua franca* in the port while dealing with the vessels of captains from different countries. For Adil, it is principally the service of import that uses English as the suppliers use this language. Last but not least, Aziz claims that English is used by the managing team and all departments in contact with foreign clients and suppliers. The only exception is Hassan who asserts that French is the only language used for all instructions in the rail transport company.

As for the language they deem important for their career promotion, all informants agree that English is undoubtedly very important as everybody use it in the world of business. It can facilitate joining a multinational company as is the case for Adil. Ahmed states that for him German is also important as he works for a German company. Finally, Najlae, though highlights the importance of English, adds that she would like also to master Turkish as they report to Turkey. Furthermore, to analyse their attitudes towards foreign language mastery, informants were questioned about the language they would advise a friend to master to be recruited in their company. All of them agreed that the mastery of English is an asset for the previously mentioned reasons.

With regard to the languages used by the respondents' companies in the Moroccan market, French seems to predominate as all educated Moroccans, more or less, master this language. Arabic is also used, to a lesser extent, especially when dealing with the public sector; while

Amazigh language is not used at all. Contrastively, English is the language used more by the informants' companies in the international market even if they sometimes try to adapt to the language of the country where they undertake their business. Nevertheless, English remains the best alternative as it is the leader business language worldwide.

The last question concerned the foreign language that is most needed in Morocco to improve its economic performance. Most of the interviewees opted for English mostly for its worldwide business use besides enabling Moroccans to keep pace with all the technological developments to achieve a competitive advantage. Interestingly, both Ahmed and Najlae highlighted the importance of other foreign languages such as German, Chinese, and Turkish because they are the languages of booming economically powerful countries.

Ramaswami et al. (2012) focused on the advantage of using English in Morocco taking into consideration indicators such as Foreign Direct Investment (FDI %). Despite the predominance of France in terms of FDI, recently this position has been challenged by Spain and English-speaking countries, as the latter registered 15% of the total FDI in 2010. The preponderance of the English language resides in the number of national and international companies established in Morocco that are providing English language training for their employees, especially middle and senior executives. There are even many employees who invest personally in studying English because they are convinced that this language can boost their career prospects. According to Grin (2011), the linguistic competence is linked to the income of an individual, most significantly for English. Moroccan decision-makers are aware of the importance of English worldwide, as reflected in the circular letter issued by the Minister of Higher Education Daoudi (2014) stating that the mastery of English has become a required skill for newly recruited university teachers in many areas such as science, technology, and management, among others, starting from January 2015.

As reported by Ramaswami et al. (2012), only 2% of the jobs advertised online and in newspapers in Morocco do not require knowledge of English. In addition to confirming English as an asset, a comparison between salaries of some jobs in Morocco, such as managers, analysts, and secretaries, having, at least, an intermediate level in English shows an average salary increase of 12% compared with those who have no mastery of English.

Conclusion

A comparison between the public and private educational system in Morocco shows that private school students have earlier contact with foreign languages. Learners, though Arabized, are familiarised with French scientific concepts in the junior and secondary school to prepare them for a smooth transition towards the exclusive use of French as a medium of instruction in higher education of science studies. Therefore, the Moroccan educational system is not unified, as has been proclaimed by nationalists since independence. Instead, it is a badly-structured two-tier educational system where low-quality public schools are increasingly left to the poor or lower middle classes who have fallen through the cracks of the prosperity gap while private schools are destined for privileged and prestigious upper classes.

Therefore, it is high time to provide adequate support for the mastery of foreign languages, both in public and private schools. Students, parents, policy-makers and employers alike should be all made aware of the importance of foreign language mastery, especially English, and its positive impact on the Moroccan economic performance. A dialogue between different businesses and universities should be established in order to decide together about the most needed foreign

languages both for the local and global markets. Media is also needed to spread the message about the relevance of foreign languages, such as English, in a global world to enable Morocco to gain a competitive advantage to attract more FDI from English-speaking countries and contribute to finding new outlets for Moroccan products all over the world, corresponding to the recent recommendations of the High Council of Education. What remains to be done is that the Council's propositions should be put into practice the sooner the better.

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II. Languages and Technology

The Status of EFL teaching in Moroccan vocational schools: A case study at the Meknès School of Technology

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Abstract

Over the last decade, the successive Moroccan governments have unanimously agreed to place the sector of education at the top of their strategic development strategies. Hence, increasing sums of money have been allocated to reinvigorate a sector that has been a target of sharp criticism by numerous national and international reports. While very few would dispute the important achievements in terms of expanding infrastructures, renovating materials and logistics, and even reducing the high shortage of teaching staff in most higher educational institutes, it remains daunting for officials to address the rather more consequential issues of upgrading human resources, revising syllabi and curricula, enhancing the image of the public school and making it attractive to brilliant learners by offering them valuable skills that would warrant them a smooth integration into the job market. The purpose of this paper is to report the results of a case study that examined the content of the English language courses in the various departments of l'Ecole Supérieure de Technologie de Meknès (ESTM) to determine whether the course content is compatible with the vocational orientations of the various areas of study. It is also argued that most graduates face enormous challenges in entering the labor market due to their inadequate linguistic competence and poor communication and presentational skills.

Keywords: English Language Teaching, Vocational and Technical Schools, Morocco, Challenges

Introduction

Ever since Moroccan independence from the French protectorate, and more than any other sector, the field of education in Morocco has become the center of interest and debate among stakeholders, namely development strategists, education specialists and researchers, social and human rights scientists as well as politicians, who have highlighted the rights of schooling and learning in most of their agendas and campaigns. Hence, institutional support, in terms of allocating all the required financial and human resources has never waned over the last three decades. The African Development Bank (2013: 9) explains that "[f]rom an international comparative perspective, public spending on education is much higher in Morocco than in other countries". That is, in their attempt to respond to the recurrent criticisms – high dropouts, low achievement scores, etc. – leveled at the Moroccan education system by numerous international educational organizations' reports, officials have decided to allot colossal funding to the sector that would reach up to 6.3% of the country's GDP (African Development Bank 2013: 9), failing to recognize the importance of other variables, namely resource management, teacher development, and curricula contents.

The National Initiative for Human Development and the Emergency Program are two major frameworks within which the state and various components of Moroccan civil society have

sought to revitalize this essential domain by involving these stakeholders in education and training as well as business and industry.

Indeed, one of the difficult tasks for officials is the challenge of gearing education and training to the needs of the job market. The proliferation of Engineering and Vocational Education and Training (VET) schools has largely served to bridge this gap. However, many critics argue that most new job seekers lack instrumental communication skills that are deemed fundamental for a smooth integration in the world of work. Current research suggests that Morocco, in comparison to other North African countries, is ranked among the "countries with low English language proficiency levels." (Clancy 2012: 1).

The present article is an attempt to examine the challenges that constrain the teaching of the English language at l'École Supérieure de Technologie de Meknès (ESTM) and to analyze the content of the course syllabi so as to assess their relevance to the students' future career needs and compatibility with official pedagogical prescriptions. A teacher questionnaire serves as the basic instrument for eliciting information relating to the various issues under investigation.

Schools of Technology

Ever since its creation, vocational education and training (VET) in Morocco has been considered as a means of socio-economic development, offering "different content, different skills, and different forms of teaching" (Wolf 2011: 7). In a country where youth is the largest portion of the population, representing 40.02% (HCP 2013), it is even perceived as the "silver bullet" (Eichhorst et al.: 2012) for the problem of youth joblessness which reaches "high rates among educated workers" (Boudarbat 2006: 1). Recently, VET has gained more momentum thanks to the upgrading of small and medium-sized companies and the mushrooming of numerous economic poles and off-shore centers in the country. Hassi and Storti (2011) explain that VET in Morocco aims at

> improving the efficiency of acquired vocational skills by fostering links with labor market needs, assisting graduates seeking employment, particularly in the private sector, providing companies with qualified workers, guiding and directing a proportion of the student pool to vocational training and valorizing the skilled trades. (p. 1)

Training scope

Despite the existence of other post-baccalaureate VET institutes, such as l'Institut Spécialisé de Téchnologie Appliquée (ISTA) and la Faculté des Sciences et Techniques (FST), l'École Supérieure de Technologie (EST) schools, which can be subsumed under the category of managerial and applied programs (Nuffic 2015: 11), have offered a better training, for more than two decades, by promoting hands-on and more relevant instruction for students, which may explain the thousands of candidates that apply each year to numerous ESTs found in all geographical regions of the country. According to statistics provided by the Moroccan Ministry of Higher Education, 9346 students were enrolled in ESTs for the academic year 2013-2014 (SMESR 2015).

Training at ESTs is organized over a period of two years that culminates with the University Diploma of Technology (DUT) with curricula structured around lectures, tutorials, practical work, synthesis activities, mini projects, and internships. The lessons use a variety of active and communicative teaching methods and attendance is mandatory with assessment based on continuous as well as end-of-term evaluations. For each area of study, the first and the second

semesters have a common trunk while the third and fourth semesters offer students a choice of various specializations that range from three to five options depending on the students' department of affiliation. Recently, new horizons have opened up for EST alumni and other students by virtue of a Ministerial decision to grant ESTs the possibility to host Professional Bachelor programs (in French, *Licence Professionnelle*, (LP)). It is also expected that these institutes will later on be able to offer Professional Master's programs.

EFL at ESTM: A rationale

The main rationale behind incorporating the English language component into the curricula is supported by the mandatory nature of English for Specific Purposes (ESP) in all the school's curricula. In line with the national educational strategy that aims at making training in higher education more compatible with the ever-changing needs of the job market, ESP was conceived by decision-makers as the most efficient way to equip prospective students with the appropriate linguistic and communicative tools required for the expected social and economic context. It is equally assumed that learning professional English will better empower vocational students by facilitating their access to information technology and research material.

Nevertheless, ESTM, which does not have enough full-time English teachers, resorts to the services of part-time teachers who may vary in preparation, from doctoral students –PhD candidates preparing their dissertations in the English department at university- to EFL high school instructors as well as university EFL professors.

Methodology

To gain a reliable insight into various issues pertaining to the teaching-learning of EFL at ESTM, a questionnaire was devised and administered to all English teachers – both full and part-time - to elicit their attitudes and opinions towards a number of pedagogical practices in the academic year 2013-2014. Of a total of nine Moroccan participants, four females and five males, only one teacher worked full-time at the institute; three teachers work as part-time university professors; four others came from various local high schools, while two teachers are doctoral students.

The data collection instrument includes nine basic questions, in addition to four general questions that sought to gather background information about the participants' age, gender, period of teaching experience, current status (part-time or full-time teacher) as well as their respective affiliation, i.e., whether they belong to a high school, university, or to a post-graduate program in the English department at Moulay Ismail University. Five questions were designed as open-ended questions, where options may not exhaust all the possible answers.

Results and Discussion

Corporate Culture

The first item in the survey sought to gather data about the main aims for teaching English at ESTM since knowing about the basic pedagogical motives behind the inclusion of the English language component of the school's curriculum, whether via the school administration personnel or the ESTM official website, is a pre-requisite for any prospective teacher in order to have a clear idea about the type of method, procedures, techniques and management style s/he needs to adopt. As to the results, six teachers (66.66%) responded affirmatively, compared to a

smaller portion of three teachers (33.33%) who simply did not respond suggesting that they may not have taken any initiative to seek information about the issue.

As the responses above clearly show, most teachers claim that they are quite familiar with the reasons for teaching EFL at ESTM. In a sub-question about the source of their information, three of those responding affirmatively (50%) reported that they had learned about it through their personal contact with the school's deputy director, who had provided them with a succinct idea about the course objectives and any other information they solicited. Two other teachers (33.33%) explained that they had a personal contact with both the school's deputy director and the respective heads of department, who gave them more insight about the course requirements and generously answered their queries. Only one teacher said that he had consulted the school's official website and that he had drawn on his experience as a teacher in several other vocational and technical schools.

Course Materials

The next question sought to explore the teachers' course content to find out whether the teachers adopted a detailed syllabus or course description to which they adhered to or whether they alternatively select and adapt material deriving from their students' levels, needs and interests. Two teachers (22.22%) claimed that they had devised their own teaching program (course content materials and activities) in contrast to the seven teachers who make the efforts to search for appropriate teaching material.

These results are closely linked to the next question, which elicited information about the nature of textbooks and materials that teachers use to devise their classroom tasks and activities. The findings showed that four teachers (44.44 %) chose printable documents from both print and electronic sources, compared to three others (33.33%) who use material from various online textbooks and websites. One respondent reported relying on an online textbook while another created original teaching material.

As the above percentages demonstrate, most teachers (77.77%) vary their teaching material and rely heavily on websites which are readily available. One case of the original material could be explained by the particular teacher's age (over fifty) since a number of very experienced teachers may have negative attitudes towards the use of information technologies, a phenomenon commonly referred to as technophobia. In other words, this 'fear' of using Internet sources deprives such teachers of the opportunity to use hands-on teaching material. Another explanation could also be the more than 25 years of experience of this teacher, who can rely on print personal repertoire, mainly previously taught lessons and handouts from various magazines and newspapers.

ESP vs. EGP

In the next question teachers described the type and nature of their English lessons. Four teachers (44.44%) asserted that they entirely adopt ESP in planning their language courses. Two other teachers (22.22%) explained that ESP is best suited for technical and scientific classes in vocational schools, such as ESTM. Yet another one added that choosing ESP is "a short-cut towards reaching your goals" and that the course hours are "very limited". Another teacher similarly clarified that such a choice is driven by a need to bridge the gap between "technical classes and language classes" by choosing topics that are related to the students' specialty areas and future careers. However, only one teacher reported that she opted for English for General

Purposes (EGP) since, for her, ESP requires the undertaking of "needs analysis", which should be carried out by research specialists, and that most ESP student levels are rather "below the intermediate level", which in turn hinders the implementation of ESP in the school. This opinion rests on the assumption that it is not efficient to implement ESP in lower levels on the grounds that students in beginning levels lack the rudimentary linguistic skills that can enable them to cope with the challenging content of technical courses. However, this is not always valid since teachers can choose from a number of available ESP textbooks that contain various competency levels ranging from pre-intermediate to advanced levels. Another group of four teachers (44.44%) confirmed that they use a combination of both ESP and EGP in devising their course lessons. Three of these teachers (33.33%) justified their perspective on the basis of the nature of the ESTM classes that host heterogeneous levels of students. One teacher also said that he adopts EGP for first year students, especially during the first term, in order "to remedy" any language or communication weaknesses and reinforce already acquired skills. Another teacher argued that there are basically no structural differences between ESP and EGP and that "there are more similarities than there are differences between them". The compilation of teacher reactions on this issue seems to reflect the dominant and rather conflicting attitudes towards the conceptualization and ways to make ESP and EGP operational.

The following question asked the teachers, drawing on their experience, to describe the various difficulties their students face (Table 1).

Table 1 – Teachers' perceptions of student language-based difficulties

Area problem	Frequency	Percentage
Communication/presentational skills	06	66%
Grammar problems/mechanics	05	55%
Lack of motivation and interest	03	33%
Writing inadequacy	03	33%
Technical lexis	02	22%
Comprehension problems	01	11%

As has already been pointed out in the introduction, all teachers listed at least two language-related weaknesses, of which communication and presentational problems were most perceived by six teachers (66.66%), followed by grammar and mechanics by five teachers (55.55%) as serious limitations. Perhaps the fact that most students are expected to have careers in the world of business and commerce is a concern for the teachers about their students' capacity to communicate effectively and efficiently. This is also specified in the official course descriptions that highlight the importance of these skills. Curiously, 33.33% of teachers complained that their students suffer from the lack of motivation and interest. Though it can be argued that this is partly a teacher-induced problem, it may be attributable to other factors, mainly the teacher's method, nature of tasks and activities, the teacher's management style, among others. It can also be assigned to the low level of importance of the English courses in the school curricula since the English grade has a minimal effect on student overall success and this, in turn, can have a bearing on attendance, motivation, involvement and discipline.

Technical lexis and comprehension problems were selected by two (22%) and one (11%) teacher, respectively.

Teacher Training

The next set of questions deals with the issue of professional development which is considered "a national priority in Morocco to improve the Education quality" (El Yacoubi 2015: 1). It is also a prerequisite for the improvement of a teacher's knowledge, skills, and an essential ingredient for the profile of the teacher as a lifelong learner. First, teachers were invited to rate the difficulty of EFL teaching in ESTM (Table 2).

Table 2- Respondents' personal evaluation of the EFL teaching difficulty at ESTM

EFL teaching difficulty at ESTM	Frequency	Percentage
Very easy	00	00.00%
Easy	00	00.00%
Average	05	55.55%
Demanding	03	33.33%
Extremely demanding	01	11.11%

More than half of the teachers revealed that they manage to cope with the requirements of EFL instruction at ESTM. Surveying these respondents' background for any significant intervening variable, only one teacher had limited teaching experience (2 years) compared to the others who enjoyed an extensive and rich career (from 12 to 25 years). On the other hand, the three teachers that describe their teaching experience as "demanding" consist of two part-time and one full-time teacher. The response "extremely demanding" is from the high school teacher. Whether teachers in these situations needed professional development and teacher training was investigated in the next item, with the majority (55.55) merely recommending professional development for teaching in vocational or technical schools. This attitude seems to be commensurate with the evaluations to the preceding question, in which the majority identified the teaching difficulties as "average". Nevertheless, one experienced university teacher asserted the need for a teacher training period, which may reflect the attitude of a true researcher who continually searched for growth and maturity. In stark contrast with this standpoint, one third of the teachers (33.33%) claimed that teacher training programs are not worthwhile, being of little or no value at all. Such an attitude, in general, is most dominant amongst Moroccan English practitioners, especially in higher education since most teachers are reluctant to participate in conferences, seminars, and workshops that are run and funded by governmental and university bodies. El Yacoubi (2015: 204) stipulates that teachers owe their reluctance to the dearth of "efficient programs that take into account their real needs and that […] assist them in updating their discipline knowledge and ensuring a professional development." This is also documented by other empirical studies in other countries (Bayar & Kösterelioğlu 2014; Hiebert 1999; Torff & Sessions 2008). The next question sheds more light on the same issue.

When asked whether they had ever taken part in previous in-service training, six teachers (66.66%) responded negatively compared to three others (33.33%), namely a university professor and two part-time high school teachers, who had participated voluntarily in such events. Those who had not participated in previous in-service training justified their decisions in

different ways, ranging from inefficiency, teacher unavailability, venue inaccessibility, family and job constraints, as well as the lack of financial and moral support from university or school managers. The remaining third, however, seized any opportunity to enhance their skills and practices and keep up with the latest teaching techniques in a rapidly changing world of new information and communication technologies. The training programs which were reported by these teachers included summer sessions, workshops, seminars, pedagogical meetings, coaching, and annual teacher association conferences.

In the end, the respondents made recommendations and suggestions for making the teaching and the learning of English at ESTM more systematic, worthwhile and rewarding. Although only five teachers (55.55%) responded to this open-ended question, a number of interesting suggestions were put forward as compiled in the table below.

Table 3 – Teachers' recommendations for EFL teaching improvement

Teachers' Recommendations	Frequency
-Raise the course's instruction time	04
-Increase the credits for this English course	04
-Hold regular training programs	04
-Review and standardize assessment procedures	03
-Equip classrooms with ICT (computers, Internet connection, data shows, etc.)	02
-Set up working teams to exchange material	02
-Review the school's recruitment policy	02
-Offer more incentives for the teaching staff	01
-Need for administrative supervision	01
-Better equip the school's library	01

Of all the recommendations proposed by the respondents, the first three suggestions stand out as they were listed by four different teachers out of five. Indeed, and as has been mentioned earlier on, allotting adequate time and giving more importance to the English course are two recurrent complaints among English language teachers working inside ESTM. A number of teachers postulate that such a decision will inevitably lead many students to change their perception about the course as a 'second-rate' component in the curriculum that does not deserve so much rigor, involvement, and interest. The issue of assessment was brought up by three teachers, given its essential role in the teaching-learning process. Failure to devise and administer standardized tests and exams that are both credible and reliable may seriously undermine the students' self-esteem and motivation and create huge and probably 'unfair' grade discrepancies. Additionally, this hinders the credibility of the English course.

Only two teachers, namely one permanent (full-time) and a high school teacher, called for the need to review the ESTM's hiring policy. Most probably, these teachers are aware that the recruitment of permanent teachers follows a procedure that is dictated by a ministerial note that clearly spells out the selection criteria which are based on a competitive basis. However,

the hiring of part-time teachers in ESTM is, more often than not, left up to the discretion of the administration or the heads of departments who have to take the final decisions. These teachers rarely coordinate with other EFL teachers or seek assistance from permanent teachers on pedagogical matters. Another suggestion by a permanent teacher, and which seems to be closely linked to this issue, laments the absence of any form of teacher inspection or supervision inside the school. The same teacher also complained about the lack of substantial motivation, be it 'moral or financial', and that the teachers are simply left up to 'fend for themselves'.

General findings and implications

The analysis of the teachers' attitudes and suggestions has allowed us to draw some conclusions and come up with a number of implications that may have far-reaching consequences on the teaching and learning of EFL at ESTM. Above all, it seems evident, based on the survey, that there is a huge discrepancy between the official course syllabi and the teachers' own programs and 'agendas'. This lack of accountability, coupled with the absence of systematic coordination, may have negative effects on students' long-term achievement.

We also found that full-time ESP teachers are generally more aware of their students' needs and how to cater for them than their part-time counterparts, because this type of teaching entails, at least, some basic knowledge of the students' specialization. The analysis also shows a general agreement on the unsatisfactory overall linguistic level and communicative competences of most students. In their attempt to offer an explanation to this observation, the respondents stressed the highly insufficient instruction time – roughly 32 hours per year – allotted to English language instruction. The absence of standardized assessment and the very few credits attributed to the English course are two other main impediments that affect the quality of EFL teaching at the institute. The main pedagogical implications of this study are related to the areas of syllabus design, teacher training, and assessment.

Most importantly, the results of the analysis highlight the need to adopt an interdisciplinary-oriented approach in dealing with issues pertaining to needs analysis, syllabus and textbook design, assessment, and teacher training, with more responsiveness to the immediate social and economic environment.

Thus, to enhance student motivation and involvement, more efforts should be made to include some scientific subject-based topics in the programs while avoiding highly technical complexity. Kaosar (2014) points out that "it can be assumed that students will be more interested in topics and texts related to their work or study areas. If students are more motivated, then learning is more likely to occur." (p. 7). Equally, the teaching material should strike a balance among the four skills (i.e. listening, speaking, reading and writing). In this regard, the same author explains that courses need to be "organized around core skills and competencies that are also subdivided into micro-skills and more specific competencies" (p. 13).

Most teachers in this study do not appreciate the importance of professional development and in-service teacher training, though the teachers' involvement in such project is not only recommended but also of paramount importance (Grollman and Rauner 2007; Lebbar 2013), in conjunction with more institutional encouragement. In the case of ESP teachers, forging cooperation and exchange programs among universities in Morocco and abroad is likely to boost their knowledge, skills, pride, responsibility, and motivation. Similarly, institutional staff development can enhance the teaching quality as "ESP teachers are provided with the necessary knowledge and tools to deal with their own students' specializations" (Kaosar 2014: 18).

Recommendations and Conclusions

At the assessment level, and based on the respondents' answers and the author's personal observations, most exams lack reliability, credibility and generally fail to meet the aims of EFL teaching at ESTM as much as they overlook the course's prescribed objectives. Furthermore, the overwhelming majority of exams are written and oral tests do not generally figure in assessment calendars, despite the importance of communication skills for the students' future. In this respect, Mellouk (2001) calls for a comprehensive re-examination of the attitude towards assessment in Moroccan schools. He states that

> evaluation is at the same time a pedagogical tool, an administrative measure, and an economic indicator. Because of the important multiple functions it is called upon to fulfill, evaluation deserves a more important place in the educational system than has generally been acknowledged. (p. 41)

This paper has shown that teaching English at ESTM is beset with a number of pedagogical constraints and institutional challenges that stand as obstacles to developing the learners' linguistic and communicative skills. Despite the relatively small number of respondents, the results have clearly documented the urgent need to carry out a large scale review of the EFL course syllabi, based on a joint cooperation between all parties involved in the teaching–learning endeavor, mainly decision-makers, EFL teachers, students, specialized discipline tutors, parents, and business and industrial partners. Similarly, this study implies the need for a revision of the current teacher recruitment policy and the adoption of appropriate teaching methods and assessment procedures that are likely to boost learners' motivation and better equip them for a smooth integration into a highly competitive global job market.

The findings have also demonstrated that many practitioners need to dispel a number of "fossilized" misrepresentations and stereotypes about teaching ESP in vocational schools, and reconsider the roles of both teachers and learners. Given the fast-pace changing world engineered by astonishing breakthroughs in technology, teachers need to remain alert and be able to adhere to any potential paradigm shifts in the teaching methodology.

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The Language of Science and Technology: Linguistics as a Part of a Multidisciplinary Study Program

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Abstract

The article deals with selected issues of Linguistics that have to be considered and emphasized in language and linguistic courses within a new interdisciplinary study program "English in Electrical Engineering and IT" provided by the Department of Foreign Languages at the Faculty of Electrical Engineering and Communication, Brno University of Technology. The language of Electrical Engineering constitutes a specific variety corresponding to the communication demands of a particular discourse community. The author deals with differences between languages that influence the way speakers analyse and structure reality and describes strategies this variety of English uses to avoid shifts in the specific information transferred that may result in possible misunderstanding. It is the use of terminology for precise description of reality and specification of the phenomena in question, information-condensation in technical and scientific texts, premodification as a special means of stabilizing reality and the interaction between explicitness and implicitness in the language of Technology based on the shared professional knowledge within the particular discourse community. Studying the language of Science and Technology, especially the language of Electrical Engineering, becomes more and more important as the new inventions become parts of our everyday lives and influence the way people perceive and understand reality.

Keywords: Linguistics, Adjectives, Extralinguistic reality, Technology, Terminology

Introduction

A new interdisciplinary study program "English in Electrical Engineering and IT" provided by the Department of Foreign Languages at the Faculty of Electrical Engineering and Communication, Brno University of Technology, represents a combination of knowledge in both the Humanities and technical subjects, areas that are generally separated from each other. The introduction of this program aims at preparing experts for administrative positions in industry and business and has brought specific requirements and approaches to the design of the courses, reflecting characteristic features of the language of Science and Technology and its functioning.

As a widely used tool for professional communication in science, technology, business and other activities of the interconnected and globalised world, English is used by both native and non-native speakers to capture and structure an ever changing reality, to describe it and to transfer new knowledge. Consequently, the English of Science and Technology has become a global phenomenon characterized by its specific features, such as monoreferentiality, precision, transparency and conciseness (cf. Gotti 2008: 33-66). In the language of Science and Technology there is no space for emotions, ambiguity and shifts, which are quite typical for communication in other situations and contexts (cf. Baker 1992: 10; Hatim & Munday 2004: 36). Given that the recipients' own creation, changes and shifts of the reality in question are unacceptable, the information must be exactly the same for all participants of the communication process, usually

specialists in the particular branch. Scientific and professional communication requires precise segmentation, structuring and description of reality (i.e. a clear identification of phenomena and entities and their features). Shifts in the description of these phenomena and features are undesirable as they may lead to misunderstandings and serious consequences (e.g. in power plants).

Comparing specialized varieties of language will show that they may play different roles in societies and may have differing impacts on people's lives. For example, progress in Electrical Engineering and Communication technologies is quickly introduced into practice via digital and telecommunication devices, which are used daily by a large number of people. Technical terminology moves into the general English lexicon and is used by non-professionals all over the world (*wi-fi, modem, LTE, software, HD…*). As the language of this branch of science becomes a part of everyday life it influences the way people think about reality. In medicine, inventions and new methods are introduced more slowly. All new inventions, technologies and methods of treatment require a long period of testing before they become a part of practice in hospitals and surgeries. Even then, they remain rather limited to professional communication between doctors, doctors and patients or possibly patients suffering from similar problems (*magnetic resonance imaging*). Consequently, the impact of medical language, for example, on everyday life of the whole population is not as strong and far-reaching as the impact of the language of communication technologies.

English for Electrical Engineering, as a variety of English and a *lingua franca*, provides interesting material for linguistic studies because it must reflect the rapid scientific and technical development and changes that are not present in other scientific branches or spheres of life, at least not to the same extent or speed. While progress in this branch of science is quickly introduced into practice and influences our everyday lives, it requires corresponding linguistic means to incorporate the new reality by structuring and describing the new reality on the basis of the already existing system (cf. Krhutová 2007, 2010). This can be clearly seen in borrowing words from ordinary speech, giving them specific meaning and use as technical terms (*mouse, cloud*) or creating new complex lexical units (*random access memory-RAM, wireless local area network-WLAN, Flexible Alternating Current Transmission system-FACTs*).

Differences between languages

When learning and using foreign languages, problems arise connected with the differences between languages and different description of reality since extralinguistic reality differs over language communities. While parallels to some elements of reality do not exist in other communities, extralinguistic reality sometimes does contain elements which are similar or have the same function in the language community although they are not identical. Even when the elements of extralinguistic reality are the same, different language communities analyse them in different ways (Vachek, J., Krojzlová, C. & Hladký, J. 1992: 19-21). Hjelmslev (1943) compared Danish, German, English and French words referring to trees. Different classifications of colours are presented by Lyons (1968: 56-57) or Berlin & Kay (1969). Lyons (1968: 56-57) explains the differences in five colours: red, orange, yellow, green and blue. Some languages can be isomorphic with English, they can have the same number of colour terms and the area of the spectrum coincides with the boundaries of the English words. Other languages are not isomorphic with English. They can have the same number of terms as English, but the boundaries come at different places in the spectrum.

> *It is an established fact that the colour-terms of particular languages cannot always be brought into one-to-one correspondence with one another: for example, the English word brown has no equivalent in French (it would be translated as brun, marron, or even jaune, according to the particular shade and the kind of noun it qualifies); the Hindi word pilā is translated into English as yellow, orange or even brown (although there are different words for other shades of 'brown'); there is no equivalent to blue in Russian – the words goluboj and sinij (usually translated as 'light blue' and 'dark blue', respectively), refer to what are in Russian distinct colours, not different shades of the same colour, as their translation into English might suggest. (Lyons 1968: 56-57)*

Boroditsky and Schmidt (2000) studied the influence of the linguistic category of grammatical gender of nouns on people´s perception of the cognitive category of biological gender, or sex. Their conclusion is that people´s ideas about the biological gender (sex) of objects are strongly influenced by the grammatical gender of those objects in their native languages. Boroditsky (2001) studied Mandarin and English speakers´ understanding of time. The differences between these languages are reflected in the way the speakers think about time. Mandarin speakers describe time as vertical and thus think about time vertically, while English speakers understand time horizontally.

Some languages are rich in the terminology of given semantic domains. Vachek, Krojzlová & Hladký (1992: 21) compare the English terms denoting various kinds of streets and squares (*street, road, lane, avenue, drive, crescent, square, place, circus*) with poorer Czech terminology (*třída, ulice, náměstí*). Other times a higher abstract is missing in the language (Hladký & Růžička 1996: 35-36). Extralinguistic reality, processed as a concept by human cognition, includes the essential features needed for effective communication between the users of the particular language so that "…certain naturally occurring things will become more important" (Gasser 2006).

There has been a wide range of theories and opinions explaining how conceptual categories are acquired. They claim that the cognitive system is learned entirely through experience from one's environment. In other theories, the cognitive framework does not have to be learned as it is conceived as an innate mental apparatus, "… which all human beings are 'programmed' from birth to develop" (Leech 1981: 27). Sapir and Whorf represent the theory of language acquisition through the exposure to different cultural environments, where language is the 'shaper of ideas' (Whorf 1956: 212). On the other hand, Chomsky represents the theory of innate ideas (cf. Ullmann 1964: 120-121, 250-252; Leech 1981: 25-30).

Languages differ in the way they classify experience demonstrating "… a tendency to impose structure upon the real world by treating some distinctions as crucial, and ignoring others" (Leech 1981: 26). Some elements of extralinguistic reality are included while others are omitted for various reasons, particularly because they lack importance within the environment, living conditions, cultural and/or historical experience of the language. A language is a system of socially motivated signs developed to meet the elaborate cultural and communal needs of human societies and to express social meanings (Widdowson 2000: 14). Each environment and each culture creates its own particular problems and needs as seen, for example, in the terms of address or politeness formulas in different languages (cf. Spolsky 1998: 19-23).

The language of Science and Technology

The importance of the Language of Science and Technology led to the interest from linguists resulting in analyses of this variety in their works. Halliday (2005) represents systemic functional approach. He focuses on grammatical construction of scientific knowledge, scientific and educational discourse and presents a language as a tool for reshaping our experience. Darian (2003) focuses on the functions of the Language of Science analysing scientific thinking, definitions, classifying, quantifying, comparison and other functions. Stylistic aspects and the importance of genres are presented by Swales (2004). Reeves (2005) views the Language of Science and Technology from the perspective of discourse analysis. Hutchinson and Waters (2010) concentrate on applied linguistics approaches and ESP courses design.

As previously mentioned, for the language of Science and Technology, shifts in descriptions are not acceptable, thus a given language uses specific strategies to not only remove these differences but also to minimize their occurrence in the communication process and ensure that the information is the same for all the participants in the communication process. Focusing on the referential function of a language is the first and most essential feature and strategy as demonstrated in the following extract, where all the linguistic means serve the purpose of giving concrete objective information about reality in the most formal way:

> *Downlink of a K-user MIMO-CDMA wireless communication system is considered, where the spreading codes of all users are assumed to be known at the receiver. Figure 1 shows the general block diagram of a multiuser downlink MIMO-CDMA system. As shown in Fig. 1, NT transmit antennas are located at the base station (BS) and NR receive antennas are located at each mobile station (MS). In the transmitter (BS), each user's symbols are demultiplexed into NT substreams, corresponding to the NT transmit antennas. The KNT data substreams are each spread into chips by an assigned spreading code of length L and then transmitted through a rich-scattering environment.*

> Develi, I. & M. Filiz (2013) Improvement of BER performance in MIMO–CDMA systems by using initial-phase optimized gold codes. *Journal of Electrical Engineering 64* (1), 38-43.
> http://iris.elf.stuba.sk/JEEEC/data/pdf/1_113-05.pdf

The text deals with a specific part of electrical engineering (communication technologies). The target reader is required to have the corresponding professional knowledge of the topic in question (wireless communication) otherwise he/she wouldn´t be able to understand the information presented (*MIMO-CDMA, base station, demultiplexed*). Objectivity is achieved through impersonal passive structures (*system is considered, codes are assumed to be known, antennas are located, symbols are demultiplexed*). Precision of the description of reality is strengthened by references to diagrams (*Figure 1 shows, as shown in Fig. 1*). Focusing on the referential function of a language is further on characterized by the use of terminology (*MIMO-CDMA wireless communication system, multiuser downlink MIMO-CDMA system, NT transmit antennas, transmitter, substreams*), special lexical units created by specialists to meet new needs in communication, referring to special objects of reality and their features.

> *Medical language, as well as scientific or technical language, traditionally requires precise nonambiguous and preferably nonsynonymous language items to express relevant concepts, especially in the expert-to-expert tenor. Such language items are generally systematically organized in* **terminologies**... *(Lankamp 1988: 22)*

> *Terminology is described as 'any activity concerned with the systematization and representation of concepts or with the presentation of terminologies on the basis of established principles and methods' (International Organization for Standardization, Standard 1087). 'A terminology is a set of terms representing the system of concepts of a particular subject field' (ISO 1087). (Sonneveld & Loening 1993: 2)*

These terms are usually based on written communication. Their meaning does not change and can be characterized by narrow specialization. In some cases, as described below by Cabré (1999), it is difficult even for the experts to understand the terms if they do not specialize in the particular field of the scientific discipline.

> *The direct users of terminology are specialists in each subject field. For them, terminology is a necessary tool for communication and an important element for conceptualizing their own subject matter. This two-fold function that terminology has for them accounts for their interest in standardization as a process for determining the definition of concepts and fixing the corresponding names. Specialists use terminology regardless of whether a term is appropriate within a particular linguistic system or not. Their communicative needs start from the knowledge of the concept and from the need to communicate it; their interest in terminology focuses on concepts and how they can be named clearly and unambiguously. (Cabré 1999: 11-12)*

The language of Science and Technology is further characterized by information-condensation, as demonstrated in the extract below.

> *SRAM (Static Random Access Memory) circuits are re-programmable. A disadvantage of these FPGA circuits is a loss of circuit designs at the power supply switch- off. Therefore, they need a PROM (Programmable Read Only Memory) memory for configuration savings. Instead of logical cells, a table of possible values LUT (Look Up Table) is created. SRAM bits are applied for creating interconnections between equipment in the FPGA circuit.*

> Róka, R (2009). The design of a PLC modem and its implementation using FPGA circuits. *Journal of Electrical Engineering 60* (1), 43-47. http://iris.elf.stuba.sk/JEEEC/data/pdf/1_109-08.pdf

In the above text, the extensive use of abbreviations, acronyms and/or blends is so vast that they may not all be known to the experts and thus explanations are provided at the first occurrence in any particular scientific text. As has been demonstrated, "acronyms and blends carry to an extreme the information-condensation of word-formation, but at the same time the concept-forming power of a new word/form also is relevant" (Lipka 2002: 146). Both specialists and general public very often use acronyms to refer to objects or phenomena without realizing the sequence of individual words constituting the unit (*DVD – Digital Video Disc, GPS – Global Positioning System, HDMI – High-Definition Multimedia Interface*). "Some words that historically originated as acronyms are nowadays no longer spelled with capital letters, and for the majority of speakers these forms are no longer related to the words they originally abbreviated (e.g. radar)." (Plag 2003: 127-128)

Compounds, especially compound adjectives, form a significant part of the linguistic framework of the English variety discussed.

> *In this article a methodology for constructing a simple servo loop for motion control applications which is suitable for educational applications is presented. The entire hardware implementation is demonstrated, focusing on a microcontroller-based (µ C) servo amplifier and a field programmable gate array-digital signal processor (FPGA-DSP) motion controller. A novel hybrid architecture-based digital stage is featured providing a low-cost servo drive and a high performance controller, which can be used as a basis for an industrial application. … The USB protocol has been put into operation in the user front-end because a high speed sampling frequency is required for the PC to acquire position feedback signals. A software interface is developed using educational software, enabling features not only limited to a motion profile but also the supervisory control and data acquisition (SCADA) topology of the system. A classical proportional integral-derivative controller (PID) is programmed on a DSP in order to ensure a proper tracking of the reference at both low and high speeds in a d. c. motor.*

> Rodríguez-Reséndiz, J. , F. Mendoza-Mondragón, R. A. Gómez-Loenzo, M. Agustín Martínez-Hernández and V. H. Mucino (2012). An Approach to Motion Control Applications Based on Advanced Programmable Devices.

Electrical Engineers use compounds, like those in bold above, often and in all kinds of texts (scientific articles, popular-scientific texts, news reporting, advertising). Characterized as descriptive and limiting units, the main semantic function of an adjective is connected with the description of properties of materials, components, devices and machines to provide additional information and details about the elements and entities (cf. Tucker 1998: 57; O'Dwyer 2006: 66). In this way, adjectives limit the scope of referents, focusing on a specific narrow section of elements, providing further detailed and precise classification and structuring of the particular part of reality. Compound adjectives represent a higher level of precision of the above mentioned functions required by the communication needs of the discourse community. The precision stems from the word-formation process itself. On one hand, Marchand claimed that "the principle of combining two words arises from the natural human tendency to see a thing identical with another one already existing and at the same time different from it" (1969: 11) while Libben (2006: 2) suggested that

> *…compounding might be considered to be the universally fundamental word formation process. Under the assumption that the purpose of novel word formation is to communicate, compounding offers the easiest and most effective way to create and transfer new meanings.*

Compounding could be considered economical, as in Rhyne (1976), who wrote that "…compounding is a process which allows a speaker to systematically delete information from an utterance just when the speaker has the reason to expect that the hearer can reconstruct that information." This consideration of compounding, as an example of linguistic encoding used to speed up communication, was also emphasized by Meys (1975), who claimed that

> *…compounding is clearly a linguistic-economy mechanism allowing one to express in a concise way something which would otherwise have to be rendered by means of an – often much more elaborate – phrase. Compound adjectives can thus be regarded as (usually pre-modifying) replacements of, or substitutes for, lengthier (post-modifying) phrases. (Meys 1975: 84)*

Compound adjectives can be represented by the following structure: (A←B)←X, where X is the modified substantive, B is the head of the compound adjective and A is the first constituent modifying the head. This sequence of modifications, from right to left, leads to semantic narrowing and thus towards a clear identification of the phenomenon or entity.

(1) (password ← protected) ← system

(2) (voltage ← controlled) ← oscillator

Not only do compound adjectives provide a "double specification" of the element through the two constituents but, at the same time, an important role is played by the relationship amongst the constituents and the relationship between the compound and the substantive modified.

(3) laser-soldering workstation

(instrument ← action) purpose/function ← agent

The head constituent of the compound adjective (action) is modified by the instrument of the action. The action and the instrument of the action denote the purpose or function of the modified substantive (agent of the action). This sequence of independent lexical units in a

compound adjective substitutes for longer descriptions using sentences and clauses, as in the following example:

(4) energy-harvesting systems – "the systems that can harvest energy"

Compound adjectives represent an economical method to precisely, clearly and unambiguously describe phenomena and entities which are clearly specified and identified by all participants in the process of communication. This is an essential requirement of the language of Science and Technology, including the language of Electrical Engineering.

Compound adjectives are considered condensed sentences (cf. Ljung 2000: 205-216; Meys 1975: 85) or reduced premodifying versions of relative clauses (cf. Feist 2012: 195-196; Meys 1975: 84-85). Premodification is considered more precise than postmodification since it is economical, consistent and helps to avoid ambiguity (cf. Meys 1975: 84-85). As such, premodification may represent a more direct connection amongst thought, language and reality. Such a close connection limits the possibility of undesirable shifts in meaning, which is an essential requirement in professional communication. The conversion of postmodification into premodification involves several processes: sentences (clauses) are transformed into constituents of a sentence, predicates into attributes and verbs into adjectives (*components which are sensitive to heat → heat-sensitive components*). All these processes are, at the same time, linguistic means of transforming dynamic and unstable phenomena into the static and stable ones. "The positions of modifiers are connected with their structural meanings: prenominal modifiers typically describe permanent and characteristic qualities, while postnominal modifiers typically describe temporary or occasional qualities" (Radden & Dirven 2007: 144). Through changing postmodification into premodification, stable and permanent qualities of the substantives are highlighted. For example, the transition from verb, a unit related to dynamic reality, to adjective, a unit related to static reality, contributes to the stability of the phenomena described:

(5) the application gathers data → data-gathering application

(6) the discharge lamp saves energy → energy-saving discharge lamp

Stability of entities, their stable and permanent features (even if created artificially, for the purposes of the description of reality and the transfer of information), is necessary for effective reality segmentation and structuring. A clear structure of reality is the basis for building up terminology to capture a specific part of reality within a particular discourse community.

Explicitness might seem to be considered an essential feature of the language of Science and Technology along with the limitation of shifts occurring in the transfer and reception of information. Nevertheless, since premodification represents condensed information, which necessarily brings a restriction and limitation of explicitness, the role of context is strengthened (cf. Krhutová 2010, Pearson 1998: 26). The information delivered via terms, however explicit they may be, cannot be decoded without the particular education and knowledge (as in the terms: *genome-wide demethylation*, *triiodothyronine-dependent activation* and *silicon-controlled rectifiers*). Consequently, the explicit information will always carry a high degree of implicitness, referring to the knowledge shared by the specific discourse community.

"In 2009, a new active element called the differential voltage current conveyor transconductance amplifier (DVCCTA) has been proposed [19]. Several voltage mode and current mode quadrature oscillator using DVCCTA and DVCCCTA have been proposed [20]-[22]. The oscillator proposed in [22] consists of two first order voltage mode all pass filters

in cascade. Also the second DVCCTA has one of its input Y terminal (Y2) grounded."
Maiti, S. & R.R.Pal (2015) Voltage Mode Quadrature Oscillator Employing Single Differential Voltage Current Controlled Conveyor Transconductance Amplifier. International Journal of Electronics and Electrical Engineering 3 (5), 344-348. http://www.ijeee.net/

For professional communication, explicitness and implicitness are closely interconnected establishing a unique quality of the discourse amongst the experts in a particular branch of science. As has been shown, compound adjectives used in the language of Science and Technology give a detailed specification of the properties of the elements of reality. At the same time, in connection with the modified substantive, compound adjectives cannot be understood without precise knowledge of the reality in question.

Summary

Several specific problems of professional discourse in Science and Technology have to be considered by teachers of English and, at the same time, by those who use English for professional purposes, especially in the spheres of Electrical Engineering. The problems caused by the differences between languages and different structuring reality must be dealt with because, specifically in the case of the language of Science and Technology, shifts in the description of reality are unacceptable. Since the information transferred must be the same for all participants in the communication process, the language of Science and Technology uses specific strategies to avoid these shifts and misunderstandings. The strategies include the use of terminology, which can be understood as lexical units delivering precise and unambiguous information about the reality analysed, and information-condensation through extensive use of abbreviations and compounds. Compounding is also a means of stabilizing reality, which is essential for scientific description and analysis of any extralinguistic reality. The language of Science and Technology also relies on the given shared professional knowledge, resulting in a special connection between explicitness and implicitness constituting a unique quality of the discourse in question.

The role of Science and Technology is increasing in importance. The language teachers should thus learn about the language from this perspective. With this approach, they will be uniquely qualified to instruct their Science and Technology students so that they are aware of specific features of the variety of English and acquire more contextually appropriate language structures to support their professional communication needs within their discourse community.

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Aprendizagem dialógica, dialética e autêntica da língua inglesa com recurso à Web 2.0

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Abstract

A natureza aberta, participativa e social da Web 2.0 conferiu um lugar de destaque ao papel do diálogo na edificação de conhecimento. A construção de aprendizagens significativas dependerá, sobremaneira, da capacidade dos aprendentes se envolverem na criação e manutenção de processos dialógicos. Associados a estes processos de diálogo, estão os conceitos de dialética e dialógica e autenticidade, que têm sido apontados como estruturantes de uma pedagogia para o século XXI. Assim, torna-se fundamental o desenvolvimento de capacidades que permitam participar e contribuir para a manutenção de processos dialógicos reais e significativos, em que os intervenientes sejam capazes de considerar e avaliar criticamente diferentes pontos de vista. No que respeita à autenticidade, se a autenticidade situacional, em alguns contextos educativos, se tem tornado uma realidade nas aulas de língua estrangeira, o mesmo não se pode dizer da autenticidade internacional. A Web 2.0 trouxe novas oportunidades para que nas aulas de língua estrangeira se consigam arquitetar atividades que envolvam os dois tipos de autenticidades referidos. A presente investigação retrata a conceção e implementação de um projeto de investigação-ação no âmbito de unidades curriculares de língua inglesa. Implementaram-se tarefas interacionais com recurso a ferramentas Web 2.0 que implicaram a criação e manutenção de processos dialógicos com vista à produção de outputs colaborativos. Foi recolhida informação de natureza quantitativa e qualitativa e os resultados apontam para o incremento da motivação e consequente envolvimento ativo dos estudantes na resolução de atividades autênticas, bem como o desenvolvimento de capacidades de gestão do processo individual e colaborativo de aprendizagem.

Palavras-Chave: Aprendizagem dialógica e dialética, autenticidade, língua inglesa, turismo, Web 2.0.

Web 2.0-enhanced dialogical, dialectical and authentic English language learning

The open, participatory and social nature of Web 2.0 has brought to the fore the importance of dialogue in the knowledge building process. The construction of meaningful learning will greatly depend on learners' ability of to engage in the creation and maintenance of dialogic processes. Associated with these dialogue processes, we also have the concepts of dialectics, dialogic and authenticity, which have been pointed out as structuring as far as twenty-first century pedagogy is concerned. Thus, it is essential to develop capacities to participate and contribute to the maintenance of real and meaningful dialogic processes in which the participants are able to critically evaluate different viewpoints. With regard to authenticity, situational authenticity, in some educational settings, has become a reality in foreign language classes. However, the same cannot be said for international authenticity. Web 2.0 has brought new affordances to foreign language classes, namely enhancing activities that involve both types of authenticity. This research focuses on the design and implementation of an action research project in English

language courses. Interactional tasks were implemented using Web 2.0 tools that led to the creation and maintenance of dialogic processes for the production of collaborative outputs. Quantitative and qualitative information was gathered and the results point to the increase of motivation and consequent active involvement of students in solving authentic activities, as well as the development of capabilities to manage individual and collaborative learning process.

Keywords: Authenticity, dialogical and dialectical learning, English language, tourism, Web 2.0.

Introdução

O dealbar de um novo milénio pautou-se por profundas e rápidas mudanças de cariz mormente económico, mas com inquestionáveis repercussões nos mais variados setores sociais. Competitividade, adaptabilidade, inovação e crescimento económico, conceitos basilares numa sociedade que se quer do conhecimento, têm exigido mudanças significativas nas políticas educativas, no sentido da oferta educativa responder às necessidades de um tecido social e produtivo cada vez mais sujeito a pressões, num cenário de globalização, na medida em que uma cultura de avaliação se vai impondo pela eficiência e eficácia dos processos e dos recursos humanos.

Autonomia, mobilidade, centralidade do aprendente, internacionalização, aprendizagem ao longo da vida e inovação tornaram-se conceitos estruturantes nesta mudança de paradigma educacional que pretende coadunar-se com os requisitos de uma sociedade do conhecimento num contexto de globalização. Os estados europeus têm direcionado esforços por forma a estabelecer um Espaço Europeu Comum de Ensino Superior coerente, competitivo, compatível e atrativo, num processo que se iniciou formalmente em 1999 com a assinatura do Tratado de Bolonha. Será, todavia, importante reiterar que o Processo de Bolonha foi espoletado por mudanças em variados domínios, de entre os quais destacamos a emergência de uma sociedade do conhecimento revolucionada pelas oportunidades introduzidas pelas inovações ao nível das tecnologias de informação e comunicação.

As novas tecnologias, responsáveis por uma redefinição do conceito de distância, a par de um conjunto de medidas na esfera política e económica, têm potenciado um contínuo contacto com a alteridade e uma permanente necessidade de intercompreensão, de negociação e de coconstrução semântica. Esta nova realidade implicou novos desafios em relação à política de ensino e aprendizagem de línguas. Neste âmbito, a Comissão Europeia definiu como principais traves mestras a educação ao longo da vida e a promoção de uma ambiência positiva relativamente ao ensino de línguas estrangeiras, no sentido de maximizar a sua eficácia. Assim, possuir competência comunicativa em línguas estrangeiras tornou-se uma necessidade sinónima de desenvolvimento pessoal e, sobretudo, de uma ferramenta estratégica para acompanhar as aceleradas mutações que são o paradigma deste novo e tecnológico século.

Para além destas implicações mais relacionadas com a arquitetura de políticas que regulem e norteiem o ensino e a aprendizagem das línguas estrangeiras no espaço europeu, importa, também, considerar as implicações pedagógicas e metodológicas das premissas que sustentam o Processo de Bolonha ao nível do ensino e da aprendizagem da língua inglesa. Defende-se um processo de aprendizagem em que o aprendente se deverá constituir como o epicentro, envolvendo-se e participando ativamente na edificação de estratégias e atividades de aprendizagem.

O processo de ensino-aprendizagem deverá deixar de ser encarado como um percurso linear e unidirecional centrado na transmissão de informação e conhecimento, para se assumir como

um percurso multidirecional, havendo uma preocupação de fornecer ao aprendente instrumentos e fontes de informação que os próprios possam usar na descoberta de conhecimento, num contexto de ensino-aprendizagem autodirecionado e colaborativo.

A Web 2.0 ao serviço de uma aprendizagem dialógica, dialética e autêntica

Neste contexto, que acreditamos que as ferramentas Web 2.0, pela sua natureza aberta, participativa e social, poderão assumir-se como um instrumento eficaz no processo de aprendizagem das línguas estrangeiras ao nível do ensino superior, pois, além de permitirem ao aprendente fazer simultaneamente a gestão dos mecanismos de aprendizagem em contexto formal e informal, permitem, também, a criação e manutenção de processos dialógicos.

Importa, contudo, referir que a primazia do diálogo na aprendizagem não surge com a disseminação da Web 2.0. Deve, igualmente, destacar-se que o diálogo, de acordo com Ravenscroft (2011), "is coevolving with these Technologies, which arguably provide social opportunities that are more open, and are used more often than was previously possible with the traditional methods of communication, dialogue and discourse" (p. 142).

Associados a estes processos de diálogo, estão os conceitos de dialética e dialógica, que têm sido apontados como estruturantes de uma pedagogia para o século XXI (Dalsgaard 2008; Ravenscroft, Wegerif & Hartley 2007). A propósito da aprendizagem dialógica, Wegerif (2007) refere mesmo que o diálogo é um fim em si mesmo e consubstancia-se como o derradeiro objetivo da educação. O autor reconhece, também, as potencialidades das tecnologias na expansão de espaços de aprendizagem e, consequentemente, da oportunidade de ser confrontado com perspetivas dissimilares, que se afiguram como fundamentais na construção de aprendizagens. Esta exposição constante e confronto com ideias e pensamentos divergentes encoraja o aprendente à exploração desses novos argumentos, analisando-os e tentando compreendê-los e integrá-los no seu próprio pensamento, ao invés de pura e simplesmente o rejeitar pelo facto de não corroborarem as suas ideias. Este estabelecimento e manutenção de conexões tenderá a expandir-se à medida que o aprendente se torna mais autónomo e mais crítico, potenciando e criando condições para uma aprendizagem ao longo da vida, onde se torna capaz de tomar decisões sobre o que aprender e como, quando e onde fazê-lo. Podemos considerar a dialética e a dialógica como duas dimensões relevantes e complementares que se focalizam em aspetos dos processos de diálogo relevantes para a aprendizagem. Ao passo que a dialética enfatiza dimensões cognitivas e epistémicas, já a dialógica dá primazia às dimensões emocionais e interpessoais.

A Web 2.0 trouxe uma panóplia de oportunidades para a aprendizagem de línguas estrangeiras. Em primeiro lugar, ditou a obsolescência de conceitos como espaço e tempo para aprender, possibilitando a construção de ambientes interativos de aprendizagem adequados às caraterísticas de cada aluno, que passará a ser considerado como o epicentro de todo o processo de construção de conhecimento. Outros benefícios são frequentemente apontados, como uma maior motivação dos alunos, o que significa que dedicarão mais tempo à aprendizagem quando esta é auxiliada por ferramentas tecnológicas (Goodwin-Jones 2005; Ollivier & Puren 2011; Stanley 2006). A capacidade de se adaptar às necessidades individuais também é mencionada (Stepp-Greany 2002), permitindo aos estudantes gerir o ritmo de aprendizagem, e também tomar decisões sobre o que aprender e como, quando e onde fazê-lo. Outro fator relevante é a autenticidade (Ollivier & Puren 2011), uma vez que os alunos podem interagir com materiais

autênticos. Ollivier (2007) destaca que os estudantes, ao terem consciência da responsabilidade associada a uma tarefa do mundo real e da qualidade inerente, utilizaram diversos mecanismos de correção no sentido de melhorar as suas produções escritas.

Apesar das potencialidades elencadas, urge destacar que a Web 2.0 não é, de forma alguma, uma panaceia para a resolução de todos os problemas associados ao ensino e aprendizagem de línguas estrangeiras. Embora exista uma miríade de ferramentas e recursos tecnológicos ao dispor, a sua eficaz utilização depende de uma constelação de fatores. Em primeiro lugar, a tecnologia nunca se deverá sobrepor à pedagogia, pelo que só depois de definidos os resultados das aprendizagens se deverá pensar nas melhores ferramentas para auxiliar esse processo de construção de conhecimento. Para que a utilização dos recursos se consubstancie em verdadeiras oportunidades de aprendizagem, deverá haver, numa fase inicial, uma familiarização dos estudantes com as mesmas, para que se sintam confortáveis na sua utilização e se concentrem apenas na experiência de aprendizagem que lhes é proporcionada. A este respeito, Mason e Rennie (2008) destacam que "the introduction of wikis, blogs, podcasts, discussion boards, and so on, needs to be carefully balanced as part of a symbiotic learning system that brings benefits to the learners rather than confusing, intimidating or undermining their confidence" (p. 60).

Metodologia

Numa perspetiva dialógica e dialética da aprendizagem da língua inglesa no ensino superior, parte-se do pressuposto de que uma efetiva exploração das ferramentas Web 2.0 permite um incremento das oportunidades para interagir e negociar significados em língua inglesa; a exposição dos aprendentes a uma diversidade de materiais autênticos não conformados pelo espartilho da pedagogização; o envolvimento dos estudantes em tarefas autênticas; a promoção de uma aprendizagem mais autónoma e centrada no aprendente; o respeito e adequação aos diferentes ritmos de aprendizagem; a diminuição dos níveis de ansiedade geralmente associados à comunicação presencial.

Da assunção dos pressupostos anteriormente enunciados brota a seguinte questão: Quais as potencialidades das ferramentas Web 2.0 no desenvolvimento da competência comunicativa em língua inglesa no ensino superior no contexto de Bolonha?

Esta investigação, pelo seu carácter interventivo, adotou a modalidade de investigação-ação crítica, de acordo com Mills (2010, p. 7), que alude ao seu carácter "socially responsive", seguindo o modelo de investigação proposto por Stringer (2007 p. 10), apelidado de "community-based action research", que vê a investigação-ação como um contínuo de espirais que envolvem três etapas complementares: observar, pensar e agir, conforme se pode observar na Figura 1.
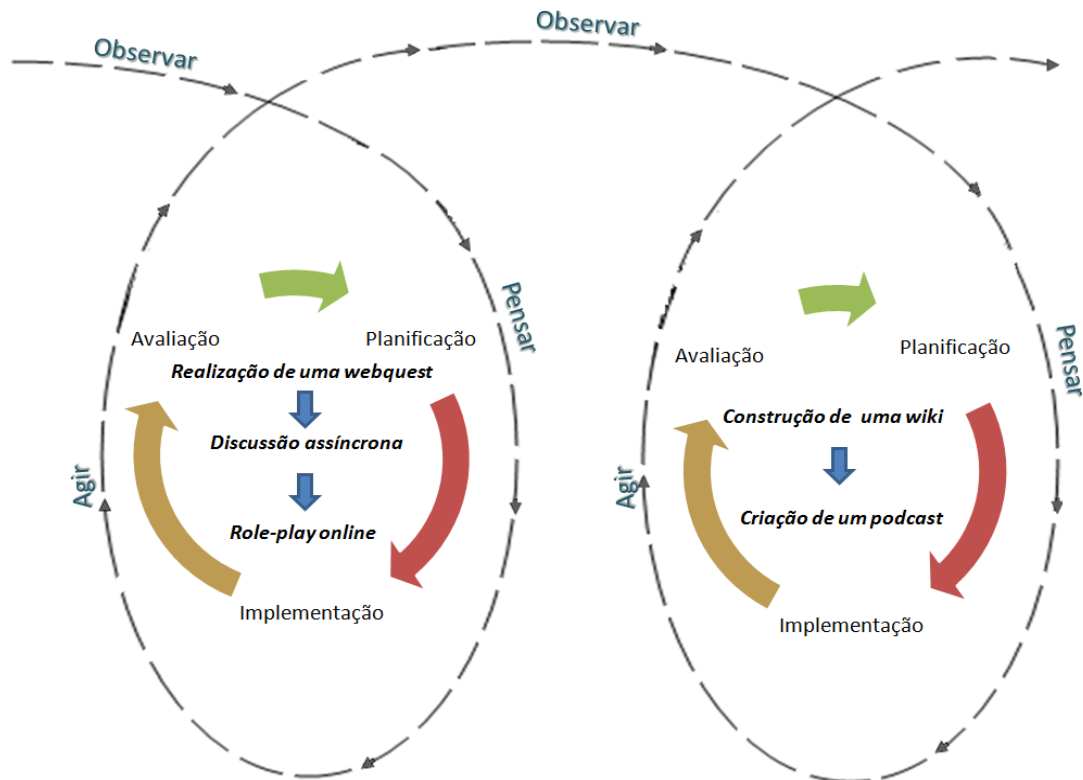
Figura 1 – *Design* do projeto de investigação

O estudo foi realizado na Escola Superior de Tecnologia do Instituto Politécnico de Viseu, no curso de licenciatura em Turismo, no âmbito das unidades curriculares de Inglês II e Inglês III, lecionadas no primeiro e segundo anos do curso. Explicitam-se agora, de forma detalhada, as diferentes fases em que se consubstanciou o estudo empírico, elencando-se, similarmente, as técnicas e instrumentos de recolha de informação que assistiram todo o processo:

Fase preparatória – setembro de 2011 a janeiro de 2012

Esta fase englobou as seguintes atividades:

• Elaboração, validação, aplicação e análise, em novembro de 2011, do questionário de caraterização demográfica, no sentido de conhecer a perceção dos alunos relativamente ao seu nível de proficiência linguística em língua inglesa, distinguindo entre as atividades de compreensão, produção e interação, procurando ainda indagar-se acerca do seu grau de familiarização com algumas das principais ferramentas Web 2.0, bem como a sua motivação para a exploração das mesmas no âmbito das unidades curriculares de língua inglesa.

• Planificação do primeiro ciclo de ação, tendo em conta os resultados da análise do questionário de caraterização demográfica, nomeadamente o baixo grau de familiarização com as ferramentas Web 2.0, bem como o facto de a quase totalidade dos alunos nunca ter tido a oportunidade de as utilizar no contexto educativo.

Primeira fase de desenvolvimento – fevereiro a junho de 2012

Nesta fase realizaram-se as seguintes atividades:

- Implementação, observação e avaliação das atividades do primeiro ciclo de ação, que se desenvolveram em torno do tema "planning and organising a trip to London", podendo, todavia, delimitar-se três momentos:

a) A realização da *webquest* "Discover London" cujo objetivo era motivar os alunos para o envolvimento e participação no projeto, familiarizando-os com alguns aspetos que necessitariam de explorar com alguma profundidade nas etapas seguintes do projeto. No final da atividade foi aplicado um questionário no sentido de averiguar o impacto da atividade ao nível da motivação para a organização colaborativa de uma visita de estudo a Londres.

b) Discussão assíncrona, em que o principal objetivo era a construção de uma comunidade virtual de aprendizagem em língua inglesa, utilizando para o efeito a rede social Grouply, onde os alunos teriam, nesta fase, de interagir *online*, discutindo e negociando uma solução colaborativa para os desafios apresentados. No final da atividade realizou-se um *focus group*.

c) *Role-play online*, em que os alunos, organizados em grupo e assumindo papéis específicos, teriam de organizar uma visita de estudo a Londres para um grupo de 25 estudantes. Para o efeito foi, de igual modo, utilizada a rede social Grouply, sendo a comunicação entre os diferentes papéis efetuada através da troca de e-mails. A concretização da atividade obedeceu a um cronograma específico em que, semanalmente, eram divulgadas, pela docente, as tarefas de cada grupo. A realização da tarefa implicava, na grande maioria dos casos, um aturado trabalho de pesquisa de informação por parte dos alunos. Tratou-se de uma atividade autêntica em que, para além da autenticidade situacional, se procurou, também, a promoção de uma autenticidade interacional. No sentido de monitorizar o processo de desenvolvimento da atividade, foi solicitado aos alunos que, semanalmente, redigissem uma reflexão escrita dando conta das principais aprendizagens efetuadas, das dificuldades sentidas, fazendo, similarmente, um balanço das dinâmicas de grupo. No final da atividade realizaram-se *focus groups* no sentido de se encetar uma reflexão sobre o produto colaborativamente construído, bem como o processo que lhe esteve subjacente.

Fase de reflexão e planificação – julho a setembro 2012

Nesta fase procedeu-se a:

- Planificação do segundo ciclo de investigação-ação, integrando a informação resultante de uma primeira análise dos resultados do primeiro plano de intervenção.

Segunda fase de desenvolvimento – 19 de setembro a 17 de dezembro de 2012

Fase que se consubstanciou na:

• Implementação, observação e avaliação das atividades do segundo ciclo de ação, cujo tema aglutinador foi "On tour" e em que se podem demarcar dois momentos:

a) Construção de uma wiki, em que os alunos teriam, colaborativamente, de criar um roteiro temático para um fim-de-semana na cidade de Viseu, procedendo, igualmente, a uma descrição pormenorizada, por escrito, das principais atrações turísticas inclusas no roteiro. O processo de recolha de informação foi auxiliado por uma grelha de observação preenchida pela investigadora durante o decurso da atividade, onde foram considerados critérios como a abertura dos estudantes face à atividade em si e também em relação ao trabalho colaborativo, as atividades de pré-escrita desenvolvidas pelos participantes, a integridade e equidade das contribuições, a organização textual, a coerência e coesão e a edição construtiva. Tendo em conta os critérios elencados, foi igualmente criado um questionário de respostas fechadas, com recurso a uma escala de diferencial semântico, no sentido de conhecer as opiniões dos alunos que, confrontadas com o ponto de vista da investigadora, permitiriam retirar conclusões mais alicerçadas e fundamentadas.

b) Criação de um *podcast*, cujo objetivo era que os alunos, em pares, apresentassem uma descrição oral dos pontos de interesse turístico incluídos na wiki, complementando, desta forma, o trabalho desenvolvido na atividade anterior. O processo de recolha de informação foi semelhante ao da atividade anterior, tendo, para o efeito, sido utilizada uma lista de verificação para a avaliação dos *podcasts* desenvolvidos pelos alunos e considerados critérios como a estrutura, a apresentação, aspetos técnicos e colaboração. Foi, de igual modo, solicitado aos alunos o preenchimento de um questionário, que se norteou pelos mesmos critérios da lista de verificação, para uma posterior triangulação de dados.

Fase final – janeiro e fevereiro de 2013

Fase em que se procedeu a:

• Análise parcial dos dados recolhidos no segundo ciclo de investigação-ação para seleção de três alunos correspondentes a três exemplos de desempenho no desenvolvimento da globalidade do projeto (um exemplo de sucesso, um exemplo de desempenho médio e um exemplo de insucesso).

• Realização de entrevistas individuais, no sentido de se proceder a uma metarreflexão, na medida em que existia já um distanciamento dos alunos face ao trabalho desenvolvido, o que poderia iluminar o processo de inferências.

Análise de Dados

A presente investigação privilegiou um método misto, combinando as potencialidades do método quantitativo e qualitativo para uma compreensão mais aprofundada do fenómeno em estudo. Desta forma, no que respeita à análise quantitativa, utilizou-se a estatística descritiva para apresentar as descrições dos dados observados. Findo o processo de recolha, classificação e organização de dados, procurou sintetizar-se e representar de forma inteligível a informação obtida. Relativamente à análise qualitativa, esta corporizou-se na tentativa de compreensão e

descrição de fenómenos, maioritariamente através da análise de conteúdo, auxiliada pelo *software* WebQDA. Apresentar-se-á de seguida um conjunto de dados descritivos relativos ao comportamento e perceções dos estudantes na utilização das ferramentas utilizadas.

No que diz respeito aos alunos envolvidos nas diferentes atividades dinamizadas, deve destacar-se que, no segundo ciclo de ação, houve um aumento de 27 alunos, conforme ilustra a Figura 2, relativa ao número de membros da comunidade "English for Tourism" na rede social Grouply.
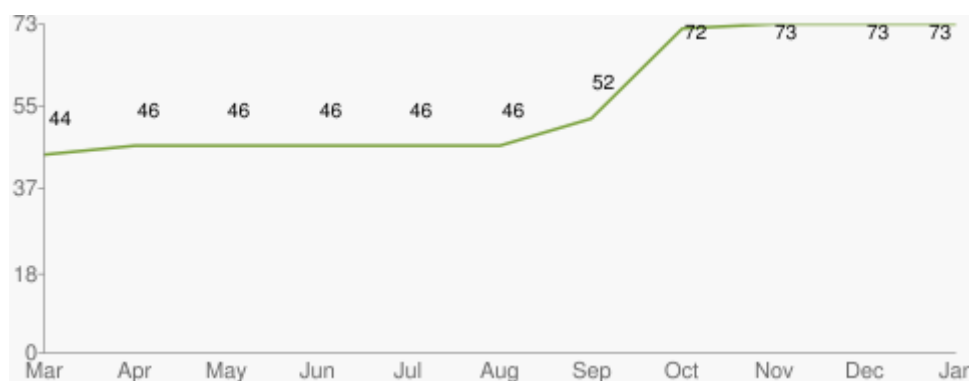

Figura 2 – Número de membros da comunidade "English for Tourism" na rede social Grouply.

Durante o primeiro ciclo de ação, a percentagem de membros que fez login foi diminuindo, o que também se verificou relativamente à assiduidade nas horas de contacto da unidade curricular e que permite referir que a causa para a não participação nas atividades propostas com recurso às tecnologias não será intrínseca à própria natureza da atividade, mas, antes, e de acordo com os diversos relatos dos estudantes analisados ao longo desta investigação, falta de empenho e de interesse. Em relação ao segundo ciclo de ação em que, a partir do mês de outubro, a comunidade passou a desempenhar um papel de suporte das atividades de construção da wiki e de gravação do podcast, a percentagem de membros que efetuaram o login foi ainda menor.

Se nos debruçarmos sobre os estudantes que deixaram algum tipo de comentário na comunidade (ver Figura 3), podemos destacar que nem todos os membros participaram ativamente na sua dinamização. As causas apontadas pelos próprios estudantes foram o receio de exposição e dificuldades ao nível da expressão escrita em língua inglesa.
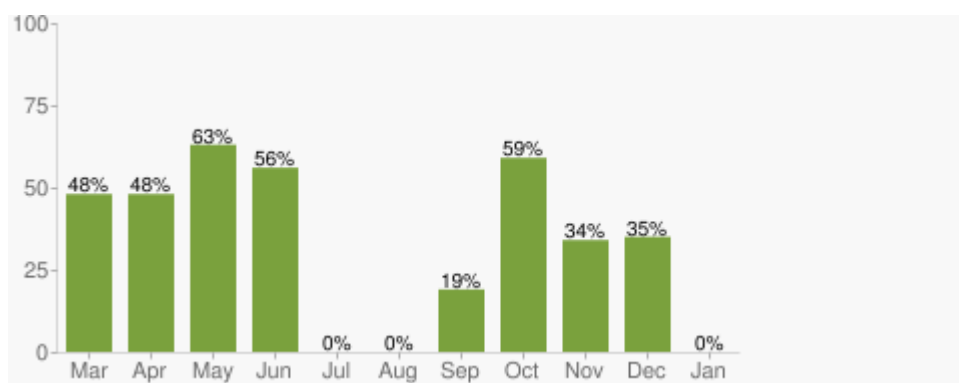

Figura 3 – Percentagem de membros que deixou algum tipo de comentário
na comunidade "English for Tourism" na rede social Grouply.

Todavia, se apenas tivermos em consideração os alunos que efetuaram *login* na comunidade, a percentagem dos membros que deixaram algum tipo de contributo é bastante mais expressiva, como demonstra a Figura 4.
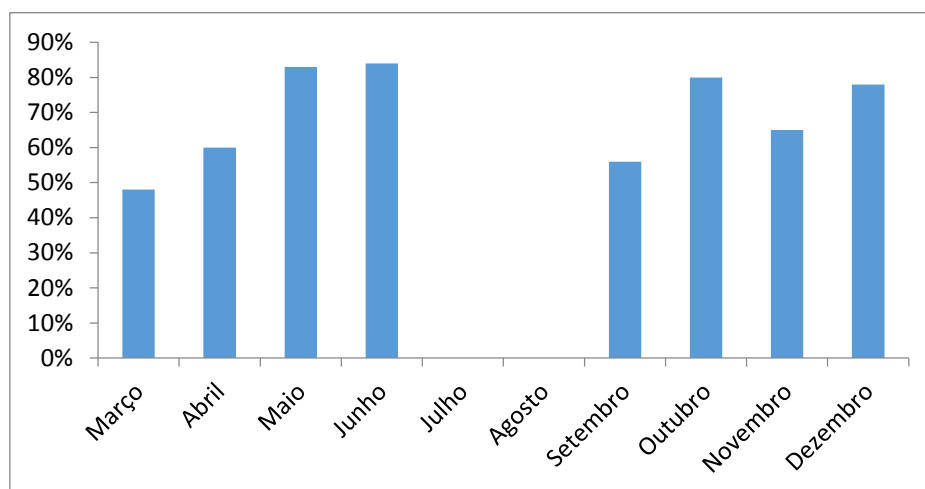

Figura 4 – Percentagem de membros que efetuou algum tipo de comentário
em relação aos membros que efetuaram o *login* na comunidade.

Os resultados são bastante mais satisfatórios e, no primeiro ciclo de ação, houve sempre uma tendência de subida, o que reitera as opiniões dos estudantes que iam no sentido de que as atividades contribuíram para um aumento da motivação para a aprendizagem da língua inglesa e, também, para um incremento de oportunidades para praticar o uso da língua. Durante o segundo ciclo de ação e tendo em conta que, a par do Grouply, foram utilizadas outras ferramentas Web 2.0 e integrados mais 27 membros na comunidade, os resultados apresentados podem considerar-se bastante satisfatórios. Outro aspeto sublinhado pelos estudantes foi o impacto ao nível da promoção da socialização na turma, o que pode ser validado através da elevada percentagem de utilizadores da comunidade que acederam e efetuaram modificações na página de perfil.

Ainda relativamente à comunidade de aprendizagem dinamizada na rede social Grouply importa considerar o volume de mensagens ao longo da duração do projeto (ver Figura 5).
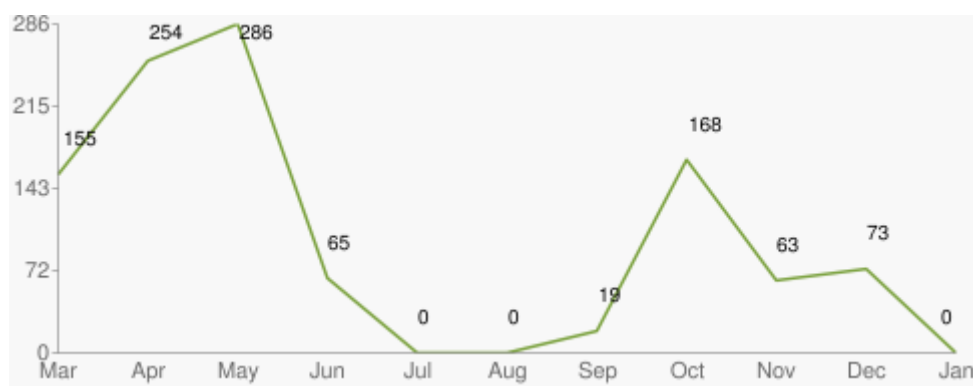

Figura 5 – Volume de mensagens ao longo da duração do projeto.

Durante o primeiro semestre de execução o volume de mensagens apresentou, ao longo dos meses, um crescimento assinalável, atingindo um pico de 286 mensagens durante o mês de maio, aquando da realização da atividade de *role-play online*. Importa, a este respeito, reiterar que os alunos dispunham de uma aula semanal em laboratório de informática para a realização do projeto e, por outro lado, eram-lhes fornecidas, pela investigadora / professora, atividades semanais que teriam de completar. As 65 mensagens disponibilizadas durante o mês de junho dizem respeito a apenas 5 dias, uma vez que a componente letiva do semestre terminou a 5 de junho.

O número de mensagens no segundo semestre de execução do projeto diminuiu consideravelmente, em virtude das razões já expostas anteriormente. O ponto máximo foi atingido no mês de outubro, altura em que os estudantes teriam de discutir os roteiros temáticos apresentados e eleger um para ser desenvolvido colaborativamente na *wiki* "Visit Viseu", devendo, igualmente, proceder a sugestões no sentido da sua melhoria. As postagens dos meses de novembro e dezembro são relativas à discussão de pormenores relacionados com o desenvolvimento da *wiki* e dos *podcasts*, designadamente a distribuição de tarefas, aspetos relativos à formatação da *wiki* e ao *layout* para a apresentação final do projeto. Não podemos deixar de valorizar positivamente os contributos dos alunos ao nível da planificação das atividades, uma vez que a troca de informação foi efetuada em língua inglesa, o que, geralmente, não acontece quando estes aspetos são discutidos entre alunos sem que, para tal, haja o recurso às tecnologias.

Decidiu, também, questionar-se a análise de dados no sentido de se obter uma perspetiva evolutiva das opiniões dos estudantes ao longo da execução do projeto. Assim, elaborou-se uma análise comparativa das mais-valias da utilização das tecnologias Web 2.0 na aprendizagem da língua inglesa destacadas pelos estudantes nos diferentes momentos reflexivos proporcionados ao longo dos dois semestres (ver Figura 6). A aprendizagem de vocabulário, mormente terminologia específica da área do turismo, foi o aspeto mais destacado pelos estudantes em ambos os semestres. O conhecimento da cultura foi mais destacado no primeiro semestre, em virtude de todas as atividades gravitarem em torno da organização de uma viagem a Londres. A atividade do segundo semestre implicava um conhecimento da cultura viseense com a qual muitos dos alunos estão já familiarizados. O dinamismo e a partilha de ideias foram sobejamente mais apontados no segundo ciclo de ação, o que, de certa forma, se revela como surpreendente, uma vez que a maioria dos alunos havia já experienciado a utilização de ferramentas Web 2.0 na aprendizagem da língua. A nosso ver, tal pode estar relacionado com as dificuldades – e, inclusivamente, alguma relutância – iniciais em trabalhar colaborativamente. A ênfase colocada no dinamismo e na partilha de ideias poderá ser interpretada como o reconhecimento das potencialidades da aprendizagem colaborativa no desenvolvimento da competência comunicativa em língua inglesa.
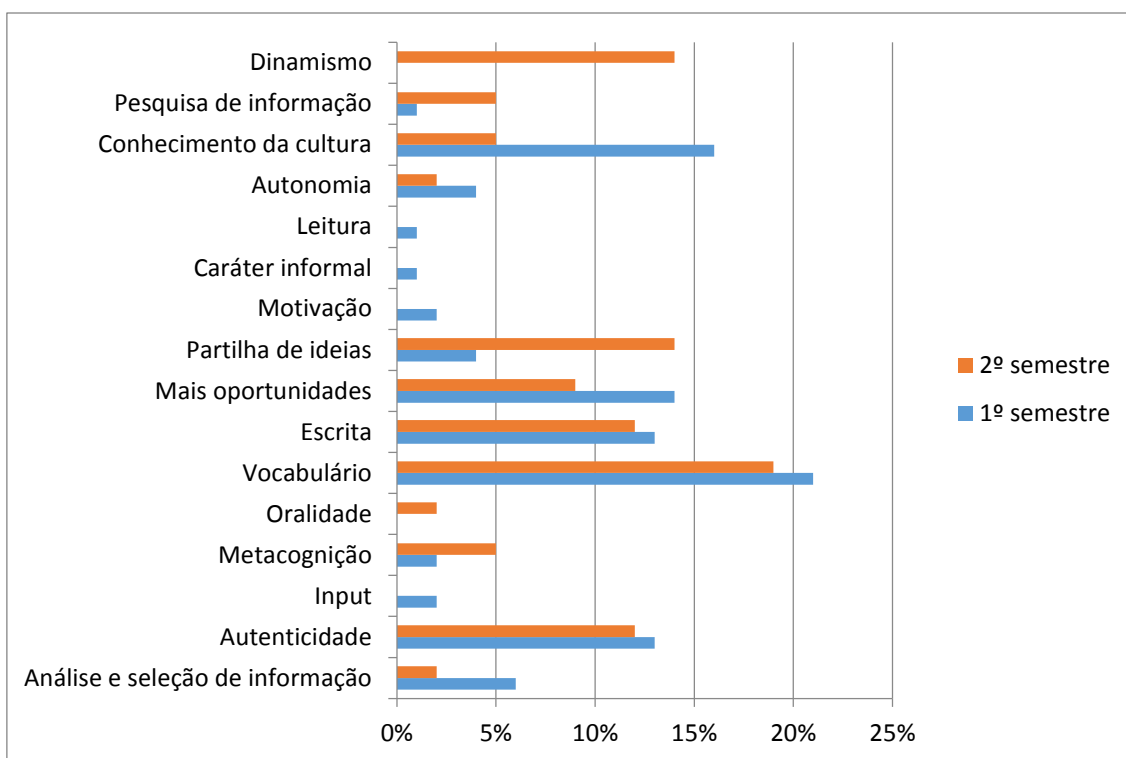
Figura 6 – Análise comparativa das mais-valias da utilização das tecnologias Web 2.0
na aprendizagem da língua inglesa nos dois semestres de execução do projeto.

O desenvolvimento da escrita e a autenticidade das tarefas são valorizados nos dois ciclos de ação, em conjunto com o acréscimo de oportunidades para comunicar através da língua inglesa. Todavia, este aspeto foi mais enfatizado no primeiro semestre, o que se justifica pelo facto de as atividades propostas implicarem mais interação escrita entre os participantes.

Conclusões

Centrando-nos, primeiramente, nas respostas à questão de investigação, validadas através da análise dos dados exposta anteriormente, permitimo-nos destacar os seguintes aspetos:

a) A estratégia de utilização de ferramentas Web 2.0 na aprendizagem da língua inglesa, ao nível do ensino superior, permitiu um envolvimento ativo dos estudantes na resolução de tarefas autênticas do ponto de vista situacional e interacional, articuladas com os objetivos gerais do ciclo de estudos, numa abordagem integradora das diferentes atividades linguísticas definidas pelo Quadro Europeu Comum de Referência.

b) Paralelamente, a exploração de materiais reais permitiu o confronto com uma linguagem autêntica, impregnada de valores e normas socioculturais, harmonizando a aprendizagem contextualizada da língua com a descoberta da cultura, contribuindo, desta forma, para o desenvolvimento de uma competência plurilingue e pluricultural.

c) Os estudantes que participaram nos dois ciclos de ação desenvolvidos revelaram capacidades de gestão do seu próprio processo de aprendizagem, tomando decisões relativamente a materiais (o quê), estratégias (como), tempo/frequência (quando) e espaço (onde). Concomitantemente, potenciaram-se as capacidades de autorreflexão e de avaliação, quer do processo, quer dos resultados de aprendizagem.

d) trabalho colaborativo destacou-se como uma mais-valia na aprendizagem da língua, na medida em que fomentou o desenvolvimento de competências de seleção e análise crítica de informação, permitindo alcançar resultados qualitativamente mais ricos ao nível da forma e do conteúdo. Pode, ainda, destacar-se a interiorização do conceito de interdependência positiva e uma maior responsabilização pelo processo individual e coletivo de aprendizagem.

e) A abordagem dialética, dialógica e acional utilizada, que envolveu alunos em processos interativos, através da utilização de estratégias diversificadas, promoveu o desenvolvimento de competências conducentes à melhoria do processo de ensino e de aprendizagem da língua inglesa no ensino superior.

f) Os estudantes revelaram dificuldades no desenvolvimento de estratégias de colaboração *online* e alguma resistência em desenvolver atividades em regime de *e-learning*, fruto, provavelmente, da imaturidade da aprendizagem *online* no contexto educativo português.

g) Como principais pontos fracos salienta-se a rejeição da estratégia de aprendizagem por parte de alguns estudantes, que continuam a privilegiar um modelo passivo de aprendizagem, uns por encararem a aprendizagem dialógica e dialética como penalizadora do desempenho individual e outros pelo volume de trabalho associado a este tipo de aprendizagem, o que, efetivamente, colide com os princípios basilares do Processo de Bolonha.

h) Os estudantes utilizaram, frequentemente, e de forma acrítica, ferramentas de tradução *online,* não apenas para auxiliar na tradução de palavras ou segmentos textuais, mas para a reprodução integral de textos, o que torna necessário implementar estratégias com vista a auxiliar os estudantes na utilização deste tipo de ferramentas, de modo a que o seu uso se torne, de facto, proveitoso e o mais eficaz possível, conciliando este trabalho com o desenvolvimento de capacidades de pesquisa, seleção e tratamento da informação na Web.

Como consequência dos traços distintivos apresentados, enuncia-se a dimensão inovadora deste projeto de investigação que se consubstancia numa abordagem dialética, dialógica e acional do ensino e da aprendizagem da língua inglesa no ensino superior com recurso à Web 2.0, que potenciou uma imbricação entre comunicação e ação, colocando a diversidade e autenticidade de materiais e recursos disponíveis ao serviço da ação. Embora nos últimos anos tenha havido um aumento do interesse pela utilização de ferramentas Web 2.0, tal é, por vezes, concebido numa abordagem cognitivista e construtivista da aprendizagem, não se maximizando as potencialidades destas ferramentas ao nível da interação e da co-ação.

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Teaching Foreign Languages for Specific Purposes in Mobile Learning for the Internationalization of SMEs

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Abstract

Multilingualism at work and language skills required for international trade are some of the main topics of recent European directives leading to important research by the European Commission, which focuses on the impact of foreign languages on job opportunities and international business relationships in small and medium-sized enterprises (SMEs). In promoting the application of Information and Communication Technologies (ICT) to language learning and training, they outline some good practices to support internationalization. Our proposal aims at describing the results of the research project "LSECON: foreign languages as tools to support the productive and economic system of Tuscany Region", through which the research team has implemented language courses for specific purposes on mobile devices for Tuscan SMEs, based on the different needs of the local economy, to promote their internationalization. The potential users of our courses are entrepreneurs, with little time to dedicate to language learning; therefore, we have chosen a mobile learning tool in order to allow for a learning process anywhere at any time and focused on a ludolinguistic approach, through which language skills for specific purposes were developed in a lighter and more flexible way by using fun activities such as crosswords, crucipuzzles, dot-to-dot, mesostics, etc. Prototypes of teaching paths and learning materials were also developed which could be used to build future language and culture courses tailored to the users' specific needs, retrieving authentic texts from a Textual Database that is organized by languages and fields and constantly updated. In particular, seven courses have been created for different CEFR levels and productive sectors of the economy.

Keywords: foreign languages, mobile learning, internationalization, SMEs

Introduction[1]

The research project "Le lingue straniere come strumento per sostenere il sistema economico e produttivo della Regione Toscana: LSECON" (authors' translation: "Foreign languages as a tool to support the Tuscan economic and productive system: LSECON"), funded by the Tuscany Region (Italy) and carried out by the Università per Stranieri in Siena, aims at implementing new tools able to create suitable paths of linguistic and cultural learning for specialised purposes in Arabic, Chinese, Japanese and L2 Italian, and for the internationalisation of Tuscan SMEs in relation to the diverse needs of local economic sectors. The challenge which the LSECON project has set since its conception has been to promote the European directives in the field of languages and businesses within the interstitial space where language policy, cultural policy, social policy and employment policy meet: conceiving language not as a mere tool, but as a vehicle for values and cultural symbols; promoting language training for professional purposes

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[1] This article is the result of a shared reflection of the two authors, who drew up together the bibliography, the introduction and the conclusions. However, Luana Cosenza is responsible for the sections on *A quantitative analysis: a geo-economic-linguistic mapping* and *LSECON qualitative analysis* while Luisa Salvati is responsible for the sections on *LSECON for enterprises: linguistic and cultural training for specific purposes* and *Theoretical approach and operating models in the LSECON teaching units*.

as a key to social inclusion; making enterprises aware of the need for linguistic and cultural skills for commercial implementation, so that staff training is no longer seen as a cost but as a real investment for the future. The project consisted of three very important stages, i.e. the research itself, from the production of materials for the diffusion of foreign languages across Tuscan businesses, from the involvement of operators in the dissemination of such materials for the development of self-awareness, to the linguistic dimension and the internationalisation of the Tuscan productive system.

A quantitative analysis: a geo-economic-linguistic mapping

The widespread lack of language training is one of the factors that hinders enterprise internationalization process with consequences that directly affect the economy. In this context, foreign language skills are a condition of possibility for their growth.

Starting from the import / export data from each Tuscan province about 2010, in millions of euros, and the official languages of the countries involved in trade with the ten provinces, LSECON team project carried out geo-economic-linguistic maps that highlight international trade flows between the Tuscan provinces and a specific foreign country, or a group of them, and their official languages. This mapping allows underlining areas that need language support, for different sectors of the economic activity. Such a quantitative phase, mapping represented a condition to create learning paths aimed at developing competences in foreign languages and at providing linguistic tools useful to international exchanges.

In order to study the productive sectors, the team project carried out a brief analysis of the industrial districts which showed a varied socio-economic system, in terms of production, characterized by a strong percentage of firms that often, working as satellite activities, do not have access to internationalization processes (Distretti Italiani 2012). Despite this, and despite the crisis that devastated the global economy, Tuscany represents the largest exporting region in Italy (IRPET & Unioncamere Toscana 2012).

In this context, it is important to highlight how the cultural dimension of the Tuscan entrepreneurial system is central: foreigners appreciate the Tuscan production system for its surplus value which is a centuries-old cultural heritage that increases quality and excellence of productions. For these reasons, the continuous expansion of international relations makes the knowledge of foreign languages a useful and necessary tool to encourage the internationalization process and to overcome the economic crisis; its process is, however. prevented from the lack of language skills.

Specifically, mapping was conducted by collecting statistical data of the Tuscan Chambers of Commerce and then analyzing data with a linguistic approach. Starting from the states involved in the import/export activities:

1. at first, we identified the official languages and we carried out a list of languages useful to manage commercial activities;

2. secondly, we carried out maps relating to each language in order to show a graphical representation of language impact in a specific province.

Import/export regional data show a varied linguistic landscape that reflects, in fact, the international trade of the region.

The linguistic projection allowed the creation of 36 maps, related to the first 18 languages on the list we carried out, and provided a graphic perception of the import / export distribution of Tuscan provinces grouped by language spoken in trade partner. In particular, the area painted in white indicates the absence of relevant exchanges between the province and the countries where the language is spoken, therefore, the greater intensity of the color shows a greater business activity.

The quantitative analysis results revealed the languages of the traditional trade partner, but also highlighted languages of the emerging markets, such as Arabic, Chinese, and Japanese. They are the priority languages for increasing regional business, which completely rearrange the framework of the provincial market and of the region. For these reasons, as an example below, we show the maps created for the Arabic language that show, then, the distribution of the potential use of the Arabic language in the region (Image 1), where the darker the green, the greater the potential.
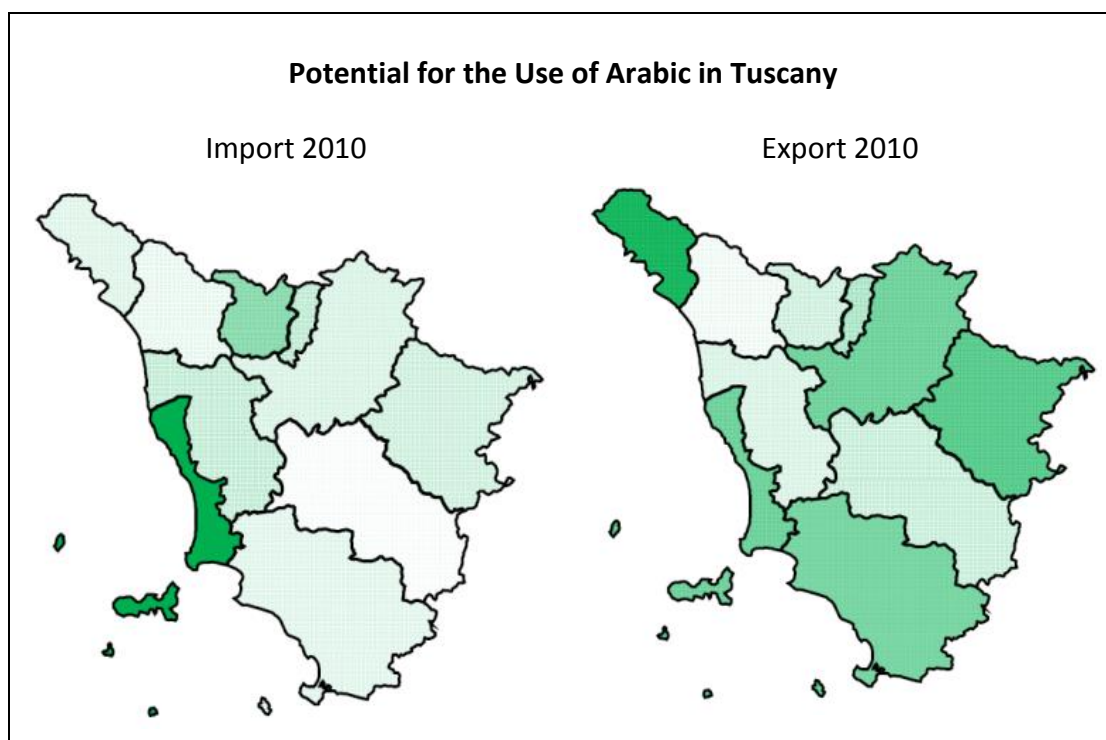

Image 1 – Distribution of the hypothetical use of the Arabic language for trade relations in the Tuscany region – 2010

LSECON qualitative analysis

In order to compare the purely quantitative data obtained from the first phase of the project, the LSECON research team performed a qualitative analysis based on the direct testimony provided by enterprises representing the leading sectors of Tuscany, e.g. consortia, special agencies, regional and provincial offices of promotion, with the aim of covering all the needs of language training, as well as the (non) linguistic strategies adopted by them within the process of internationalization of the enterprise. The analysis involved video-interviews with 29 enterprises, 6 consortia and 2 (regional and provincial) offices of promotion. As regards enterprises, most of them were small and medium-sized enterprises, displaying the prototypical features of Tuscan and Italian economic systems.

The video-interviews were characterized by questions concerning the different elements that contribute to the management of activities within foreign trade and the linguistic strategies

promoted by the enterprises. The information obtained through the interviews has allowed the delineation of a profile of Tuscan enterprises revealing an openness to foreign markets that is not dictated by a targeted marketing strategy, but is rather seen as a necessary response to an almost non-existent domestic market. Secondly, with regard to the languages used in commercial activities with foreign countries, in micro-enterprises there is a prevalence of English and French; in SMEs contexts we can also find Spanish and German; and finally, in large enterprises it is also possible to notice the use of Russian, Chinese and Arabic.

With regard to the linguistic strategies adopted, all enterprises have declared to take avail of translation and/or interpreting services especially for the least familiar languages (Chinese, Arabic and Russian) and in the early stages of the contract. In order to better promote themselves to foreign markets, enterprises also stated that they appear on the web through the interface of a website translated into several foreign languages: some websites are in English, others are in multiple languages, depending on the needs of the market.

The analysis carried out through the implementation of interviews has also allowed us to identify three *modi operandi* in the linguistic management of trade relations with foreign countries:

1. the first characterized by a monopoly of English language;

2. the second characterized by multilingualism limited to some European languages (English, French, German, Spanish);

3. the third characterized by multilingualism extended to the official languages of foreign partners (in particular, Chinese, Arabic, Russian).

With regards to the monopoly of English as a Lingua Franca to facilitate communication with international markets, some of our witnesses claimed that English is a valuable tool, that it is necessary and sufficient to promote both trade relations and personal relationships with customers and business agents. In addition to this, in some cases we observed the exclusive use of the Italian language made by local staff with competence in Italian.

The second strategy identified regards multilingualism as a distinctive feature of official languages within traditional markets, i.e., English, French, German and Spanish. It is plausible that the widespread use of these languages is due not only to the teaching of these in schools and Italian universities, but also to their spread in some post-colonial countries, some of which also represent the new emerging markets.

Last but not least, the third *modus operandi* is a form of multilingualism which is not only limited to the European languages mentioned above but is also extended to languages in markets where the enterprise has or intends to do business, e.g. Arabic, Chinese, Russian, Portuguese and so forth.

In the light of such considerations, it was possible to formulate some reflections on the request for language training by enterprises. First of all, there is a widespread demand for general English courses, for the consolidation of language skills already acquired by the staff during their training, and for business English courses and specialized terminology. Secondly, from the interviews, it is possible to notice the emerging need for general courses for commercial purposes in the languages of new markets: Arabic, Chinese, Russian and Japanese. In particular, as for these four languages, most of the entrepreneurs also expressed the need to know the culture-specific elements and dynamics of the socio-pragmatic foreign country with which it has

or intends to do business. Finally, to back up the data obtained from meetings with enterprises, it turned out to be useful to analyse the interviews carried out in the consortia and in the promotional offices of the Region and the Provinces, which further emphasized the need to reconcile both professional and linguistic training in order to enhance contacts with foreign countries and thus facilitate the process of internationalization and placement of business products in the foreign market.

In conclusion, in order to convert the needs for internationalization on the part of Italian enterprises into effective demand and to provide an offer of foreign language training, it is necessary to create a structure of language services which serves the specific needs of small enterprises, and to develop a strong integration between the different stakeholders, aimed at better increasing the resources and reduce costs. On the other hand, cultural and linguistic diversity – far from being an obstacle to development – is increasingly perceived as a resource for creativity and competitiveness. The context of globalization unquestionably strengthens this finding, which leads us to consider that cultural and linguistic diversity, beyond its intrinsic social value, should become an integral part of corporate strategy.

LSECON for enterprises: linguistic and cultural training for specific purposes

The aim of the LSECON project is to provide models of language teaching for professional purposes by means of training courses for a variety of users operating in different industrial sectors, thanks to a methodology that is no longer static, as would be the case of courses with a permanent physical location, but rather offers a mobile and flexible training at the learner's disposal. Starting from the recognition of the linguistic needs of SMEs in Tuscany by means of both a geo-economic-linguistic mapping of the Region and the video interviews with entrepreneurs and experts of the productive sectors in the provinces, it was possible to identify the specific target to get into contact with, to pinpoint the specialized areas in which to provide linguistic and cultural training (in Arabic, Chinese, Japanese and L2 Italian), to build prototypes of training and teaching units suitable for both on-site-based training and distance learning via mobile devices.

The potential users of LSECON are represented by companies, consortia, associations, chambers of commerce, individual employees, managers, unemployed, students, and trainers.

As for individual companies or groups of companies – either directly or through consortia, trade associations and chambers of commerce – LSECON aims at promoting language learning by planning training adapted to their real needs and providing them with a wide range of technological language tools, with the ultimate goal of enabling companies to get a better return on investment. Specifically, LSECON is able to provide companies with both on-site-based training and distance learning through specific paths of development and reinforcement of language and communicative skills on a dedicated e-learning platform and on most modern mobile devices (i-pad, tablet, i-phone, smartphone).

Other possible users of LSECON consist of individuals (employees and executives, people looking for a new or first job, students who wish to specialize in certain languages for specific purposes) who, regardless of their employment status and in line with their own interests, can autonomously turn to LSECON, through which mobility and employability of human resources are encouraged by the improvement of language and cultural keys needed to access to new markets and better job opportunities.

Finally, LSECON offers trainers, who are interested in teaching and learning languages for business purposes, the possibility to access training models and teaching units, the Textual Database and the Ludolinguistic Database connected to them, available on the LSECON e-learning portal http://lsecon.unistrasi.it (Image 2).

Image 2 – Website and *e-learning platform LSECON*

As concerns the choice of specialized sectors in which to develop prototypes of training courses and teaching units, in line with the findings from our analysis of the training needs of enterprises, we identified the following topic areas:

- Arabic for the gold sector (A1 level)

- Arabic for the stone sector (B2 level)

- Chinese for leather goods (A1 level)

- Chinese for oenology (B2 level)

- Japanese for oenology (A1 level)

- Japanese for the oil sector (B1 level)

- Italian L2 for safety on the workplace (A1/A2 level).

Before proceeding to illustrate the theoretical approach and the means of implementation of teaching units, it seems appropriate to clarify some issues.

The first one concerns the levels of language competence mentioned for each course. Although the language corse always refer to the Common European Framework (2002), the teaching units made not a full path that guides learners from an initial level to a final one, but they are prototype units to refer to in order to build teaching pathways. However, for each prototype unit, they define contents, objectives and expected entry levels.

Finally, the second point concerns the course of L2 Italian which, departing from the productive sectors the above-mentioned languages refer to, regards safety in the workplace, a topic that in recent years has attracted much interest, in order to sensitize employees and employers to more prevention and attention to accidents at work.

Theoretical approach and operating models in the LSECON teaching units

The theoretical approach the LSECON teaching units is based on the Common European Framework of Reference for Languages (2002), which places the text in the middle of each training course aimed at developing language and communicative skills. In line with this model, the prototypes of teaching units are designed with their own functional autonomy, "aimed at achieving a specific, particular, concrete goal in terms of language and communicative competence" (Vedovelli 2002: 136, our translation), and they present the following structure (Vedovelli 2002: 136):

1. contextualization
2. the text as central node of language teaching
3. comprehension activities
4. communicative activities
5. reflection on communicative activities
6. reinforcement activities
7. output

If the function of contextualization is to direct attention when learners use the text (Vedovelli 2002: 137), in a specialized technical training targeted at adults, contextualization does play an even more important role in terms of clarification of contents and objectives, in order to seal a training agreement between the provider of the course and learners, in a process of on-site-based and distance learning, or of self-study.

In order to carry out our prototypes, texts were selected to represent, as Vedovelli suggested, a model of language communicative use and are offered to learners "in communication acts, in the link between different components (phono-morpho-syntactic, lexical, pragmatic ones) and in reference to the context " (Vedovelli 2002: 138).

Each unit has two input texts: the first text consists of short dialogues aimed at developing skills related to common language, despite being set in technical-specialized situations (meetings, phone calls, etc.); the second text is a technical-specialized written text (brochure, business contracts, technical specifications of products, etc.). The dialogues of each teaching unit are made *ad hoc* and are intended to represent a real context where learners can find themselves in various working experiences with foreign partners. Their communicative function is defined in the objectives of each unit (to introduce oneself, to introduce one's company, etc.). Technical and specialized texts, however, have the function of representing a reality closer to the working environment of learners (for example, to describe the processing steps of marble) and their communicative function is defined in the objectives of each teaching unit as well.

The texts were selected from a Textual Database (TDB) the LSECON research team has made in order to obtain and make available to external trainers texts around which to create teaching units and training. The TDB is an archive containing technical-specialized texts – each one accompanied by a brief description – In several languages, in a variety of media (video, audio, paper, digital) and of various kinds, relating to prevailing sectors of the Tuscan economy. Moreover, it is interrogated by a system that allows the selection of texts through criteria such as market sector, language, gender and level of textual analysis.

As for the use of teaching materials, following the guidance to training – written by the research team – every potential trainer has the opportunity to choose the training paths that are in default on the LSECON platform, or (s)he can independently build new ones by drawing on available materials on the TDB, or (s)he can implement the database with new texts.

Input texts are followed by comprehension and communicative activities: the latter ones are focused on pragmatic functions, vocabulary, morphosyntax, pronunciation and spelling referring to the text of common language; instead, communicative activities refer to the texts of specialized language and are focused on lexicon.

Since the type of activities is closely linked to the learning context, in the case of the LSECON prototype teaching units, comprehension and communicative activities (as well as reinforcement activities) have been developed so that they will be available both in onsite-based training and distance learning. All activities have been created on Moodle (Modular Object-Oriented Dynamic Learning Environment), an open source platform for distance learning, which provides support to teaching through a lot of tools, including tasks, fora, blogs, chat rooms, journals, quizzes, glossaries, wikis and surveys. It is also possible to create exercises by external resources and compatible with Moodle (such as, for example, the free software Quiz Hot Potatoes). Among the types of activities, there are open questions and multiple choice, cloze, matching, drag and drop. For each activity, Moodle provides a feedback of results in real time allowing learners to see how and where they eventually made mistakes.

From a theoretical point of view, in developing activities the project LSECON was inspired by the principles of ludolinguistic that, in addition to making second language learning more enjoyable and motivating, stimulates and tests language learning at different ages (Mollica 2010). Thanks to ludolinguistic activities, instrumental motivation for learning, tied for professional purposes, integrates with playful aspects, which aim at activating the pleasure of learning. The use of ludolinguistic activities allows to build an environment where learners are constantly stimulated to manipulate pieces of the same language trying connections and formulating hypotheses about the target language. Ludolinguistic, therefore, with its ability to develop knowledge also in an intuitive manner, not only is configured as a valid support for both on-site-based training and distance learning, but it is particularly suitable for LSECON users, who are adults, in a large part workers, who have little time and energy to devote to language learning and ask to do so in a flexible (PC and mobile) and relaxing (game) way (Guidi 2012).

Therefore, the types of activities proposed by Moodle have been adapted to ludolinguistic resources; the result is a range of exercises in the form of crossword puzzles, word searches, among others. All activities, where necessary, are supported by audio/visual glossaries which report the transcription into Latin alphabet.

The activities are followed by a phase of meta-linguistic and meta-communicative reflection through grammar and vocabulary sheets and by a range of reinforcement activities. These may vary depending on whether teaching units are used with teacher's guidance or in self-study.

The units end with an intercultural focus, in a comparative perspective between the Italian culture and the culture of the target language. The knowledge of the culture of a country, in fact, allows accessing values and ideas through which to understand how to manage social and professional relationships. For the L2 Italian course, cultural insights focused on constitutional principles relating to health and safety in the workplace, as well as resources to be used and approaches to be taken to avoid accidents.

Conclusions

The project LSECON ends with a feasibility study of a "mobile classroom" which, specifically equipped for language teaching in regional manufacturing districts, makes up for the lack of facilities at a local level or it complements and supports the actions of training facilities where they exist. In this sense, it could be the most advanced prototype training environment specialized for languages.

The "mobile classroom" was thought as located on a bus with all the solutions for acoustic insulation, ease of management and security of transport, with a hydraulic platform to make accessible and safe entry to the disabled. Moreover, in full respect of the environment and in line with the principles of environmental sustainability, it is equipped with solar panels and a wind turbine.

The "mobile classroom" has high-tech equipment for language learning, with 20 individual seats to study – each with its own PC – a seat for trainers and two spaces to consult multimedia, with a PC, a multifunction laser printer and a LIM (Interactive Whiteboard). Seats are fixed to the structure in order to allow both front-of-the-room focussedl lessons and, turning them, cooperative learning environments, converting into a big working table.

The LSECON mobile and flexible classroom perfectly integrates with e-learning and mobile learning for which prototypes of teaching materials were made. Especially in mobile learning, the last frontier of distance learning, learners are constantly connected to the network using the latest mobile devices, so taking advantage of the educational materials offered by LSECON directly at work or at play. In this sense, understood as a continuation and response to e-learning (Mehdipour & Zerehkafi 2003), mobile learning offers the opportunity to learn anywhere, anytime (Crescente & Lee 2011).

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Language Learning with the SEAGULL Tandem Database

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Abstract

The article presents the aims, collaboration and results of the European Union (EU)-funded SEAGULL Project (Smart Educational Autonomy by Guided Language Learning) which fosters multilingualism and inter-cultural competences. SEAGULL provides a tool to tandem partners that helps them to continue working together after their first exchange, when they are searching for new issues, need help with certain linguistic questions and would like to find additional information about the cultures and countries they are talking about, including their own countries. The SEAGULL website with its various features was created for 13 languages by 18 partner institutes from 11 countries. Its main outcome is a very rich database with a significant number of varied materials and ideas which are widely used by language learners and teachers in many countries. A positive consequence was the networking and collaboration between the partners who shared and together fulfilled different tasks within the project, often despite long distances. This inspired other institutions to join in the work with their languages and know-how. The official running time of the project ended in October 2015 with very satisfying results. The coordinating institution – University of Greifswald – succeeded in securing additional funding for the technical and administrative support to keep the website running and even for possibly increasing the number of languages. The article can be considered as a kind of guide through the website which one should open and discover while reading, with the outlook and future objectives as well as the situation specific to Portuguese specified towards the conclusion.

Keywords: SEAGULL EU Project, Language Tandems, Partner Finder, Topic Sheets

Introduction to Language Learning in Tandem

Tandem language learning means that two people with different mother tongues come together face-to-face or virtually to help each other learn each other's language. These partners should ideally both have at least a basic knowledge of the other language, meet regularly (in reality or virtually) and respect an equal distribution of the two languages in their communication. Within these basic conditions, many different concepts and possibilities of working have arisen for language tandems.

The origin of language tandems was in the 1970s, when audiovisual methods of language learning were popular and when an increasing number of youth partnerships were fostered. In Germany this was reflected in French-German youth exchange groups and, later on, for German-Spanish exchanges. Language exchanges among young learners had also been fostered, at least from the seventies on, by creating pen friends between school classes in different countries. Foreign language teachers who were coordinating these activities typically advised their students to change regularly between the two languages to train their skills in reading and writing. Although the component of mutual corrections was generally not very elaborated in this

correspondence, it can be considered to be a precursor of the language tandems of the 21ˢᵗ century.

With the creation of many language centres in the nineties and at the beginning of the noughties, language tandems have become more common in university settings and even more so in primary and secondary schools. Regardless of the educational level, language tandems have long been regarded for their potential in completing classroom teaching and learning. Tandems are not meant to replace the traditional learning situation but they are an interactive form of autonomous learning, where users communicate with partners to improve their respective language competences. It has been proved that the emotional involvement that results from working together with a partner outside the classroom situation not only is more pleasant than traditional learning methods but also stimulates the brain and fosters learning and memorization. The personal character of learning in language tandems remains a very good method of autonomous language learning, independent of the concrete means and organization of the partners.

While originally language tandems were simply aimed at bringing people together, namely students with different mother tongues, to initiate contacts and discussion, the means and methods became more various and sophisticated and also changed considerably with the development of new media. Thus, after the classical period of correspondence, which generally was not termed "tandem", the next step was motivated by the need to foster oral competences beyond the classroom. The initial focus is generally to develop speaking and listening although tandems need not be limited to this. Instead, partners can discuss literature they are reading or have a look at newspaper articles in the target languages or even write each other in periods when they are prevented from physically meeting each other.

In order to perpetuate tandems in spite of any permanent or temporary distance, tandem meetings by phone arose as a solution although, until the creation of Skype, phone calls tended to be expensive and oral communication was much more difficult, less captivating and excluded the advantages of face-to-face meetings.

When email arose as a new mode of communication, tandems followed quickly. Based exclusively on written communication they were still close to the former "tandems" through correspondence by paper letters, but of course, much quicker and more similar to a (written) dialogue, which at the beginning made them quite interesting and attractive. But *a*gain this was about reading and writing, which could always be done inside the classroom or as an ordinary kind of language homework, the mutual correction of the texts could not really be done by the students and should not be the main focus of a language tandem.

In contrast, e-mail tandem text-production could be easily controlled and corrected by the teacher and therefore complete (real and virtual) classroom programs became a subject of various studies and research about text-production and the possibilities and limits of progress in writing by means of this kind of autonomous learning.

The new technical possibilities of Skype unite the advantages of all the means and methods presented. The partners can see and hear each other; they can have a written chat and have a common look at documents without printing and without paper. All this, regardless of the geographical distance, contributing to the development of linguistic and intercultural competences. Nowadays many tandem partners use Skype for their contacts to develop all their language competences: production, comprehension, interaction, and mediation, which is a new quality of distance tandems that has provided new opportunities for mutual support.

A common barrier for tandems, however, is the tendency to focus on discussion of personal issues; when this happens and the topics run out, the tandem partners have difficulty finding new subjects of conversation. Distance tandems for language learning may also require a lot of time and experience to find materials corresponding to their language level, a skill that learners are not required to have.

The SEAGULL Project: A special tool for language tandems

The need for some tools to foster tandem communication for language learning and to simultaneously deal with the typical barriers to progress was the context for the development of the SEAGULL Project with a focus on tandem learning, which resulted in the SEAGULL website, created by language specialists to encourage tandem partners continue their work together, talking and learning, by providing help through a wide variety of interesting and appropriately levelled materials and a functioning network.

The SEAGULL Project may be understood as a complement or even a follow-up to classroom language learning at any moment of lifelong learning. Although the materials start at the A1 level of the CEFR, these materials are not meant to replace a beginning level class. They should be viewed as an opportunity for repetition of the basics before initiating a language tandem since A2 is considered the minimum level for participating in a language learning tandem.

Most of the materials cover levels A1 to B2, with a focus on B1 and B2, but more advanced learners can find appropriate resources for review, including "Global issues" as offered in the feature "Ideas", such as questions on everyday life, nature, sports, environment and many others, and some materials under "Language for Public Areas" (see more information in sections 2 and especially 3.4), which was added during the last phase of the work on the project and is meant to help users, for instance, organize their lives in the other country when starting to study or to work there.

Aims, Partners, Product, and Contact

Through the initiative and project proposal submitted by the Language Centre of the University of Greifswald (Germany), this project started its official work in November 2012 with funding from the European Union (EU) and was concluded in October 2015, within the projected three-year period. It first included 17 partners (mainly universities) from 11 countries around the world: 16 public institutions of higher education – Ernst Moritz Arndt University of Greifswald (Germany), Queen Mary University of London (Great Britain), University of Bialystok (Poland), Lund University (Sweden), University of Rostock (Germany), Atatürk University Erzurum (Turkey), Vitautas Magnus University, Kaunas (Lithuania), University of Potsdam (Germany), University of Lorraine, Nancy (France), the Confucius Institute at the University of Hamburg (Germany), Technical University Madrid (Spain), Martin Luther University Halle-Wittenberg (Germany), Immanuel Kant Baltic Federal University Kaliningrad (Russia), University of Bremen (Germany), Acadia University Wolfsville (Canada) and Volkshochschule Greifswald (Germany), a public institution providing courses to adults outside the university. There was one private partner: Institute Albert Le Grand, Ircom – a higher education private school in Angers (France).

These partners were involved from the beginning and have benefitted from the financial support from the EU. Towards the end of the project, although without financial support, two other partners joined the project with their languages (making the website a work in progress): for Portuguese, the Brazilian Federal University of Paraná (a Brazilian public university of higher

education) and, for Luxembourgish, the Ensemble Inter-Actions (Luxembourg), a social project. All the partners are listed on the project website (http://SEAGULL-tandem.eu/partners/), where more information can be found about these institutions.

The inspiration of the project was the idea of fostering multilingualism, intercultural exchange and lifelong language learning by creating a complete ensemble of open access materials as well as an exchange platform for tandem learning. The primary result is the SEAGULL website which will be presented below. SEAGULL stands for Smart Educational Autonomy by Guided Language Learning and, simultaneously, is the bird which crosses the sea, much like tandems which can cross seas, borders, at any time and space. The choice of partners was mainly based on pre-existing networks and exchanges and on the possible collaboration of the partners. The languages to be included began with those that are widely taught, such as English, French, German, Spanish, Arabic, Chinese and Italian, as well as Lithuanian, Polish, Russian, Swedish and Turkish. They were followed by Portuguese and, most recently, Luxembourgish (the first materials are being elaborated as this paper goes into print) and Japanese (in the planning stage).

The main work in the creation of the homepage consisted in two key features – "Ideas" and "Materials" – and also in having the website translated into the 12 originally integrated languages (Arabic, Chinese, English, French, German, Italian, Lithuanian, Polish, Russian, Spanish, Swedish and Turkish). Working teams for each language were created for the elaboration of the materials, linking distant universities in an international network. All materials were created by native language specialists, most of which are teachers.

Most partners were involved in the elaboration of materials, some others in the testing of the topic sheets, even during the creative phase, and still others had the task of dissemination and application, not only in their own institutions but also in other universities and institutions.

The target audience of the website materials was and is students in higher education within and beyond the classroom. But the website could also be used by young adults who are already working or even by high school students. This depends also on the language teaching systems of the countries, which are fairly different from one another despite the efforts of the Bologna Process, but are all working according to the CEFR which makes cooperation possible.

The wide variety of materials offered on the website, including more than 900 topic sheets (which form the most systematic part of the website to be found under the feature "Materials") with pages for a variety of topics for all the languages and levels of the project, numerous videos and pictures, professional tips for language learning, inspiring questions on relevant subjects and also interesting, useful and tested links to follow up. The distinction of this project and the resulting website is largely due to the extensive networking between the unusual number of partners, the open access to the website and the fact that the users can get in touch with the partners and authors of the materials.

Although the aim of the overall project is to provide a toolkit of materials and inspiration for tandem partners, it is also meant to be used by students on their own who are looking for materials, information, tests and links for their autonomous training. In addition, teachers can use the page to engage their students in discussions and to assign them special tasks which can be prepared at home or in the classroom for eventual presentation and discussion of the results. Teachers can ask students to choose among the topics of a level of their choice and prepare a conversation with their classroom partner or let them prepare a special topic while working separately on questions and possible answers. At higher levels teachers can prepare a discussion

on questions related to the "Global issues" or ask students to create roles in a real situation drawn from the topics in the materials "Language of public areas"; students can simulate situations where they are customers, administrators or involved in dispensing medical care. They can imagine searching for a room or a flat as an Erasmus+ student in a foreign country and prepare the questions and the wishes and the list of documents to bring along on their trip through the help of the related topic sheet.

The SEAGULL Website features

Structure and languages

The SEAGULL webpage (http://SEAGULL-tandem.eu) consists of seven main features, labelled Home, Partner finder, Ideas, Materials, Certificate, Partners and Contact. The opening page (Home) identifies SEAGULL as the Smart Educational Autonomy by Guided Language Learning and invites users to take some time and to find out the best path of discovery of the wealth of materials on the site. The two primary tabs to work with are "Ideas" and "Materials", whereas the other sections are more direct, dealing with precisely what is specified (e.g. Certificate, where the user completes the request form for their individual certificate).

It is advisable to start at the lower left site of the opening page (Home) at the short and funny video which tries to briefly explain what SEAGULL aims to be and how it works. The next step should be the study of the tips and advice given in the "Ideas" section. This way the user will understand the approach of the whole site and will be able to make the best use of it.

The website is currently available in 12 languages (see above) which makes it easy also for beginners who can read all the tips and instructions in their own language. The materials for these languages are complete as well as the translation of the whole site.

In the middle of the working phase, the Brazilian Federal University of Paraná asked if they could participate in the production of materials and add the Portuguese language to the website, bringing the working languages to a total of thirteen. Although formally there was no EU funding for this addition, all partners agreed to it, a task which is still in progress; materials in Portuguese have been added for level A1 of the CEFR though the website has not yet been translated to Portuguese.

The Partner Finder — a Tandem database

The Partner Finder is a basic tool on a tandem website, although already existing tandems looking for new inspiration are also encouraged to use the SEAGULL Website. For those who choose to use the Partner Finder, users simply register with their own language, indicating the language to be improved; statistics are provided about the number of available partners for each language. This page also offers a short tandem learning guide with advice about how to work in a direct or distant tandem and how best to learn with SEAGULL. Users can also register for Skype directly to link distant partners and help users who are unfamiliar with or reluctant about using Skype. This page also covers information about the security of the site and the protection of privacy.

Ideas

The "Ideas" feature is the richest and most varied part of the SEAGULL website, offering tips, inspiration and material for all language levels. Users need not follow any specific order, but instead can simply choose a starting point for discussion or exchange. Nevertheless, the order of the following pages can also be understood as a suggested road map, progressively linking tips, photos, videos, global issues-questions, links, among others.

1. **Tips**: The tips, which are of great use, should be studied by beginners in their own language. When the user starts tandem learning on the SEAGULL website, the tips will be essential for learning how to proceed: how to organize the learning process, how often to meet and for how long, how (and how often) to alternate between their respective languages, how and when to correct the partner, how to choose the materials and what to do with them. All the information related to using the site to the fullest is in the area on tips. Despite any impatience the user might feel to get started, the authors recommend starting with these tips to better work seriously and to advance more regularly with one's language tandem even for those who are not experienced tandem learners.

2. **Photos**: Although the authors of these materials have ordered the photos to correspond to the language levels of the CEFR, according to the imagined difficulties users might have in working with the photos and pictures, users are absolutely free to choose what they like and to make use of the pictures in any way they like. Some suggestions are to use them as a vocabulary exercise to describe a photo, asking questions about it or, at a higher language level, arguing for and against different interpretations of the image. Some users will not be interested in using the labelled photos and, as with any parts of the website, these can be skipped. Pictures, however, say much more than one might imagine and can inspire very interesting discussions on culture, colours, art and humour, among other issues.

3. **Videos**: This feature is also very much a question of preference and personal humour. The videos are in different languages but with very little text (spoken or written), at every language level, and there are instructions in the users' language about suggested activities. If the partners like a video, they could do a lot of useful training with it, from relating it to the present or past tenses or simply discussing which films they like or do not like and why.

4. **Global issues-questions**: This part of the website contains only text and is very much focused on reflection. It is very demanding in terms of content, requiring a high level of language competence (B2 and higher). Along with the other section offering this level of materials "Language for public areas" (see section 3.4.2), the section on "Global issues" offers more advanced learners inspiration corresponding to their level and competences for searching for answers and figures on a variety of global issues and for exchanging opinions and points of view. In addition, the syntax of questions in many languages is among the grammar problems to be studied. For each of the languages, the global issues-questions not only inspire discussion of a lot of relevant topics but are also a rich pool of well-formulated questions that may help learners to formulate their own questions.

5. **Links:** Although the partners can use other links of their choice, those available on this page are interesting as a concentrated pool of useful links that have been tested and approved for language learning. They are arranged by languages and CEFR levels and offer another rich treasure trove of activities, information and exercises, including

listening with a number of sources, radio stations, television and also an entertaining video with a 3-minute introduction (in English) to the language studied on the page in question. These links successfully complement the topic sheets (the systematic and thematic pages under "Materials" dedicated to various topics which will be illustrated more explicitly in 3.4) for each language in multifaceted ways and should be explored and discovered in parallel with the proposed materials.

Materials

The Materials section of the website was the initial idea and is conceptually the "heart" of the website. The authors wanted to help the partners to discuss relevant topics at each level by putting together essential information, linguistic elements and some background information about each topic. The topic sheets are systematically prepared so that there is the same number for each level and each language with a similar (but not equal) structure and extent.

These systematic materials were called "topic sheets" for the English version after many long discussions over the appropriate term) and were translated into French as "fiches thématiques", in Spanish as "hojas de trabajo", in Italian as "schede tematiche", in Portuguese as "folhas de trabalho" and in German as "Themenblätter", to give only a few examples of slightly different translations.

There are now "topic sheets" for 12 languages (soon to be 13, with Portuguese), at the four levels, A1 to B2, and the materials for "Language for the Public Areas" for each of the 12 languages. That means 15 topic sheets for each language and level now (780 topic sheets in total for A1 to B2), plus 20 topic sheets on "Language for public areas" for each language (240 now) which means 960 topic sheets available now for the 12 first languages. The topic sheets for Portuguese and Japanese are still a work in progress and there are now 15 for the A1 level in Portuguese, so that you can find a total of 975 topic sheets on the current homepage. These pages are not interactive and contain only a few links so they can be easily printed and used like any normal document.

The concept and structure of the topic sheets

In comparing topic sheets across different levels and languages, there is no uniform structure, choice or order of the topics, except for the top of each topic sheet which offers information about how to use this material. There was a general orientation and concept for the authors of the topic sheets which gave them the possibility to choose and create what they considered most relevant and adequate for each language and cultural backgrounds.

First, however, on the opening page, users can click on the different levels (A1-B2) to find a short description of the competences to be reached in each level according to the descriptors of the CEFR. For some of the languages (English, German, Italian and Spanish), the user can click on a link to a placement test which will help identify the level to start with. Otherwise the descriptions are helpful to find out one's own level for the various competences.

Having established their levels, users can pass on to the topic sheets of the level they wish to start with. Although there is no special order and they can be accessed independently, the overview of all the topics covers the main lexical/grammar elements labelled from 1 to 15 within one level. The numbers do reflect more or less progressive complexity and difficulties in the texts and the kinds of texts of each of the topic sheets from one level to the next. The topic sheets focus on cultural specificities, traditions and customs to be observed in the respective

countries and languages. In addition to each topic sheet, a handout for the native speaker is aimed at providing background information about some language issues that could be useful for the topic and, in some cases, additional information about the topic, such as figures or facts which could help to clarify any doubts and explain issues to the partner. Experience shows that most native speakers have difficulty explaining not only their own grammar to others studying their language but also facts about everyday life in their own country.

It is up to the partners to choose what they want and need, leaving out what they consider too easy, too difficult or not useful. Although the topic sheets explain certain linguistic problems when they are especially important for a certain subject or when the chosen text offers the opportunity of pointing out certain grammar or lexical questions, they are not ordered in a strict sense of progress like lessons of a student's book. The aim was to provide relevant topics and to give inspiration to think and talk and even write about these topics with the help of the short texts and tasks they provide through short texts, pictures with or without comments, exercises, questions and space for notes. But there are also some special elements present in all topic sheets such as the short proverbs or citations at the very end of the page.

The Topics

More than a database of materials, the topic sheets provide inspiration and information for the discussions of the partners. You will find a certain number of topics more or less for all the languages, while others are more specific for one or several languages. The topics include mainly personal issues (family, friends, studies, holidays, spare time, music, sports) or relevant general topics concerning customs and traditions, mass media, pollution and the environment, among others.

The topics cover more or less all the areas of everyday life but they are not aimed at giving specialist information or texts for special purposes. Especially in the features on "Language for public areas", they provide information, vocabulary and expressions which are less common in everyday speech since they involve discovering additional information, formal contexts, and norms and habits which are often very different from one country to another. Again, the choice of topics and their order depends on what the authors considered most relevant or interesting for their respective country or countries. They were created especially for incoming/outgoing students to help them in all the official situations in the host country. Tandem partners are not necessarily specialists in these issues so the material aims to help users learn how to behave in certain official or administrative contexts. Therefore, the materials include the appropriate language tools as well as useful information for both partners – the insider (the native speakers of the respective language, who know their own country albeit with some gaps) and the future or present visitor (Erasmus+ students, researchers, teachers or other professionals in mobility) who need to find their way "through the jungle" of administration and other questions of surviving in the other country. This feature, thus, includes information, language tools and many useful links for topics from Job Search and Starting your job, Health, Money and Finance, Public Transport, Salary, Pay and Wages, The Press and the Media, Rented Accommodation, to Politics, Equal Opportunities and others. The topics provide not only information but also the opportunity to see where there are differences between the two respective countries and can also be inspiring for interesting discussions.

Finding an appropriate title for this feature was also difficult and, again, the translations into various languages (English being usually the first version to appear) sometimes show slight differences which reflect the complexity of terminology. While German (*Sprache des*

öffentlichen Raums) and French (*La langue des espaces publics*) follow more or less exactly the English version "Language for public areas", in Italian it is "*Lingua per uffici e temi di interesse generale*", in Spanish "Lenguage para el mundo laboral y público", in Portuguese "Linguagem para situações públicas" and the Chinese version corresponds to "Business Chinese".

Certificate

The SEAGULL Certificate neither aims to be nor does it compete with any existing institutional certification or certificates; it is simply a nice "cherry on top" to reward the work of autonomous users of the SEAGULL website to learn foreign languages. The best reward for effort in language learning will always be progress in better mastering the language itself; those users who understand the importance of documenting the activity carried out to measure and to reflect their progress can use this evidence to request the related certification.

The SEAGULL Certificate might be seen as a kind of seal on a language portfolio – neither more nor less. While aiming to acknowledge the users' well-documented work, it does not replace any assessment, testing or exam and will never serve as proof of the users' actual level and quality of language competence and, thus, cannot be the basis of any academic classification. It is, nevertheless, a fitting reward which can be given freely to tandem partners or to complete student certification by a given institution.

The tandem partners can register on the SEAGULL website to obtain the certificate. The request form includes the target language, level achieved, target activities and goals for the 15 one-hour tandem lessons. The form, also including the issues covered during these lessons and the materials used (SEAGULL and others) as well as the learning results, is then submitted automatically to the coordinators of the website for emission of the certificate.

The State of the art and outlook

The official work of the EU Lifelong Learning project has been successfully completed. Besides individual cooperation between some of the partners, the main result is the SEAGULL website, available in 12 languages with its various features and materials for 13 languages, which comprises:

- The SEAGULL **topic sheets** assist users through four levels of proficiency.

- The **tips** provide a wide array of suggestions and help about learning effectively with a partner.

- The **photos/pictures** can give the user inspiration for practising language skills in short dialogues.

- The **videos** are a basis for practice in discussion, debate and persuasion in a foreign language.

- The questions on **global issues** can be discussed amongst the partners to find answers suitable to all those involved.

- The user can register in the **database** to find a tandem partner.

- There is a compilation of many useful **links** throughout the website, leading the user to other language learning materials, information, tests, exercises and even radio and television stations.

- For those users who maintain a record of their work, recognition can be requested in the form of the **SEAGULL Certificate**.

The SEAGULL Project will continue; the coordinators at Greifswald University have successfully applied for new funding and will continue to maintain and build the website, which has been and remains an open source without the need for a login so that anyone interested in improving their language knowledge and competences independently and without charge, with a partner or even on their own. Even teachers can use SEAGULL for inspiration for their classrooms. The website remains open not only for users, which is an important step, but also for institutions willing to add their own language in accordance with the standards of the present SEAGULL website. This is the stage at which the materials for learning Portuguese are now; they were added in part during the last phase of the official work and will be completed within the initial months of 2016.

Like the project partners in Luxembourg and in Japan, who have begun preparing the materials for their respective languages to become SEAGULL network partners, other countries and languages are welcome to join in as well, as long as the standards of the SEAGULL Project are followed, to contribute toward completion of this growing work in progress. Readers of this article, learners and teachers alike, are encouraged to discover and use the SEAGULL website at http://seagull-tandem.eu/.

III. Languages for Tourism Purposes

"Eu nem sei o que é um badejo em Português!": um projeto de desenvolvimento de vocabulário específico em língua inglesa para a indústria hoteleira

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Resumo

Este artigo discute a metodologia utilizada numa unidade curricular (UC) de língua inglesa para fins específicos, onde se abordam, em articulação com uma das disciplinas nucleares, conteúdos relacionados com as atividades operacionais da indústria da restauração e *catering*, e faz uma reflexão sobre a aquisição de vocabulário para a indústria hoteleira no âmbito do primeiro ano da licenciatura em Gestão e Administração Hoteleira. Considerado o volume de léxico especializado que se espera que os aprendentes venham a dominar, e ainda que pareçam considerar o seu domínio o melhor indicador de proficiência linguística, os alunos de 1º ano revelam não ter ainda desenvolvido estratégias que lhes permitam adquirir de forma autorregulada e autónoma o léxico da indústria em que pretendem inserir-se, confiando no docente para selecionar, explicar, traduzir ou definir "todas as palavras importantes" que pensam virão a ser-lhes úteis. Partindo da premissa que importa contrariar esta tendência, tem vindo a ser adotada uma estratégia com resultados satisfatórios (taxas de aprovação rondando os 80% nos últimos cinco anos) assente, paralelamente, no desenvolvimento de atividades de cunho mais tradicional, desenhadas para suportar a evolução da aprendizagem, por exemplo, com trabalho sobre variados *inputs* linguísticos que permita o desenvolvimento das quatro macro-competências, associado à forma e ao desenvolvimento do léxico, articulado com uma orientação *task-based,* atualizada na realização de um projeto interdisciplinar, intitulado *TV Cooking Show*. Da análise qualitativa da metodologia, dos seus resultados, e da revisão da literatura disponível, podemos concluir que, sendo simultaneamente um desafio para docentes e discentes, esta orientação parece potenciar a autonomia dos estudantes, relativamente à identificação, organização e apropriação do léxico, bem como no desenvolvimento de competências de pesquisa, organização e autoavaliação, ainda que seja possível identificar que os estudantes apresentam posteriormente dificuldades na transferência destas competências para outras UC de língua inglesa.

Palavras-chave: Language for Specific Purposes (LSP), Content and Language Integrated Learning (CLIL), investigação-ação, desenvolvimento vocabular, hotelaria e restauração.

"I don't even know what 'whiting' means in my mother tongue!": a vocabulary development project in English for the hotel industry

Abstract

This article discusses the methodology used in an English for Specific Purposes class, whose syllabus (in close articulation with the core subjects of the degree) includes topics related to the operational activities typical of the restaurant and catering industry. Furthermore, it reflects on vocabulary acquisition for 1st year students in the Hotel Management degree. If one takes into consideration the amount of specialised vocabulary students are expected to master (though they seem to consider such mastery the best indicator of language proficiency), 1st year students will still not have developed strategies which enable them to acquire the industry's vocabulary in autonomous and self-regulating ways. Instead, they will rely on the lecturer to select, explain, translate or define "all the words" they deem relevant. Bearing in mind that such a trend needs to be countered, we have adopted a strategy with satisfying results – approval rates of 80% – over the past five years. This strategy combines more "traditional" learning activities (designed to underpin the learning process), such as noticing tasks, including work on realia, which are associated to the relevance of form and lexical development, with a task-based approach. The latter, which materialises in the form of an interdisciplinary project, called TV Cooking Show, aims at developing the four macro-skills. The qualitative analysis of the methodology, its results and the review of the existing literature led us to conclude that, a challenge for lecturers and students alike, this approach seems to entice students' autonomy, in what concerns the development of researching, organisational and self-assessment skills. Nevertheless, it is also possible to pinpoint subsequent difficulties students experience in transferring these kills efficiently to other English courses.

Key-words: LSP, CLIL, action-research, vocabulary development, hospitality and catering.

Introdução

O projeto interdisciplinar intitulado *TV Cooking Show*, implementado desde o ano letivo 2008/2009, em articulação com a unidade curricular de Práticas Hoteleiras II, é parte integrante do sistema de avaliação contínua previsto para a avaliação do aproveitamento à unidade curricular de Inglês II, no Curso de Gestão e Administração Hoteleira da Escola Superior de Estudos Industriais e de Gestão, no Instituto Politécnico do Porto.

De caráter obrigatório, a unidade curricular (UC) semestral de Inglês II conta com 4 créditos (ECTS), uma carga horária de 4 horas de contato semanais (num total de 68 horas de contato e 44 horas de trabalho autónomo). A realização do *TV Cooking Show* é parte integrante do sistema de avaliação contínua, contando com a mesma ponderação dos dois testes, i.e. 25%, a que acresce as rubricas "Assiduidade" e "Participação, empenho e postura" (PEP), com uma ponderação de 12,5%. Em razão dos objetivos da UC, a avaliação do projeto impacta, em grande medida, esta última rubrica onde se procura refletir a medida de desenvolvimento de competências atitudinais e a adoção de processos autorregulados próprios de uma visão madura e responsável do envolvimento do próprio no processo de aprendizagem.

Colocando ao alcance de todos a capacidade de produzir conteúdos, a Internet 2.0 transformou-nos em emissores num processo de comunicação de massas. O *TV Cooking Show,* herdeiro da abordagem comunicativa (CLT), com a sua metodologia *task-based*, exige aos estudantes que concebam, produzam e realizem um vídeo em língua inglesa. Neste, apresentam uma receita à sua escolha, fazendo eco dos programas de televisão dedicados à culinária, cuja popularidade toda uma nova geração de *foodies* parece apostada em renovar.

Da teoria

Apesar de o termo mais abrangente *Línguas para Fins Específicos* existir (cf. http://www.city.ac.uk/arts-social-sciences/centre-for-language-studies/courses/languages-for-specific-purposes), o domínio da língua inglesa no contexto internacional, fruto do processo de globalização/mundialização dos setores económicos e industriais dos Estados Unidos da América (bem como do seu poderio militar) a partir da segunda metade do séc. XX, redundou na enorme preponderância de estudos e programas para o ensino do inglês de enquadramento vocacional e profissional, o Inglês para Fins Específicos (*ESP*).

Esta abordagem ao ensino das línguas começou a deixar a sua marca a partir da década de 1960, tendo o diagnóstico de necessidades (*needs analysis*) dos aprendentes no centro da sua teorização. Será a partir desse diagnóstico que se criam os conteúdos programáticos para os contextos específicos em que os aprendentes irão comunicar. Segundo Dudley-Evans (1998), "ESP is defined to meet the specific needs of the learners", a primeira das suas caraterísticas absolutas.

A última década do século passado assistiu ao aparecimento do CLIL (*Content and Language Integrated Learning*), uma abordagem com um enfoque duplo: o conteúdo e a língua em que é ensinado:

> *"The point of CLIL is NOT to make the foreign language a mere by-product of what goes on in the classroom. In an integrated way, language and content should be learnt together for a common purpose of (1) cognition + (2) knowing the cultural contexts of the discipline + (3) content/competences + (4) communication." (Morgado et al. 2015)*

O processo de Bolonha determinou a necessidade de uniformizar *curricula* e graus no ensino superior, bem como as enormes vantagens da cooperação entre instituições de ensino superior (a qual se fará no código linguístico com estatuto de *lingua franca* – o inglês), deixando bem clara a necessidade da internacionalização dos programas de ensino e dos corpos docentes e discentes. Apesar de algumas diferenças metodológicas (cf. Bruton 2013), há muitos pontos de contacto entre estas duas abordagens ao ensino das línguas pelo que a metodologia adotada no projeto *TV Cooking Show* será uma confluência dos pontos que aquelas têm em comum, nomeadamente na necessidade de "to scaffold students while working towards their goals." (Sobhy et al. 2013)

Da metodologia

A presente proposta de trabalho insere-se, do ponto de vista metodológico, no quadro da investigação-ação, na definição de Watts (1985 apud Ferrance 2000), "[...] a process in which participants examine their own educational practice systematically and carefully, using the techniques of research". Nesta linha podemos afirmar que as sucessivas edições do *TV Cooking Show* têm oferecido um espaço de intencionalidade transformadora, colocando a equipa docente numa situação privilegiada, para recolher dados qualitativos, através de observação

naturalista e participante, que utiliza para alavancar a melhoria contínua na conceção, implementação e avaliação do projeto, focando-se num problema da UC - a integração de competências cognitivas, operacionais e atitudinais valorizadas pelo mercado de trabalho - e procurando uma solução adequada para os alunos de 1º ano.

É neste quadro que temos aprofundado a compreensão da prática docente e o melhoramento do contexto em que aquela tem lugar (Waters-Adams 2006), considerados a exequibilidade e o impacto do projeto, expresso pela melhoria da prática docente e dos resultados dos estudantes, bem como lançamos um olhar crítico com o objetivo de participar na transformação social através da ação facilitadora do investigador num processo que se quer colaborativo (Coutinho et al. 2009).

Feitos os ajustes necessários ao meio de comunicação utilizado, os dados qualitativos são recolhidos com recurso ao conjunto de técnicas e de instrumentos da investigação-ação propostos por Latorre (2003 apud Coutinho et al. 2009), i.e., a observação direta do fenómeno em estudo; a entrevista na perspetiva da interação dialogante permitida pelas tecnologias de informação e comunicação (TIC) e a análise de conteúdo dos textos produzidos pelos participantes.

Da logística

Os discentes terão um nível de proficiência que variará entre o A2 e o B1, tal como descrito pelo Quadro Europeu Comum de Referência para as Línguas, e são distribuídos por duas turmas, com cerca de 30 elementos cada.

O projeto (objetivos, orientações e dicas e parâmetros de avaliação) é apresentado e discutido no início do segundo semestre, sendo posteriormente disponibilizado sob a forma de guião de trabalho na página da UC do *Moodle*. Aos estudantes é pedido que se organizem em grupos de trabalho, não superiores a 4 elementos, e se responsabilizem pelo planeamento e gestão dos trabalhos que decorrem exclusivamente em horário de trabalho autónomo. Para desencorajar a procrastinação, os estudantes são inquiridos regular e informalmente sobre a progressão dos trabalhos ao longo do semestre e é-lhes pedida a entrega dos guiões a meio do semestre (cf. Figura 1).

Como forma de responsabilizar e também de promover o envolvimento dos estudantes, a seleção do número, natureza e complexidade da(s) receita(s) a apresentar é livre. Sugere-se, no entanto, que a(s) receita(s) a apresentar sejam herdeira(s) da gastronomia portuguesa e recebam aprovação da(s) docente(s). Esta fase envolve uma significativa negociação intra e inter grupos, dado que não pode haver duplicação de receitas.

Para a realização do *TV Cooking Show* os estudantes são aconselhados a mobilizar recursos audiovisuais, disponibilizados pelo Gabinete de Imagem e Comunicação, Logísticos (laboratórios de cozinha) disponibilizados pela Unidade técnico-científica de Hotelaria e Restauração, e Humanos (os docentes das UC de Inglês e de Práticas Hoteleiras e das Tecnologias de Comunicação), o que pressupõe um cuidadoso planeamento dos trabalhos e competências de negociação com os vários agentes envolvidos, bem como com os pares, num ambiente de competição por recursos necessariamente limitados.
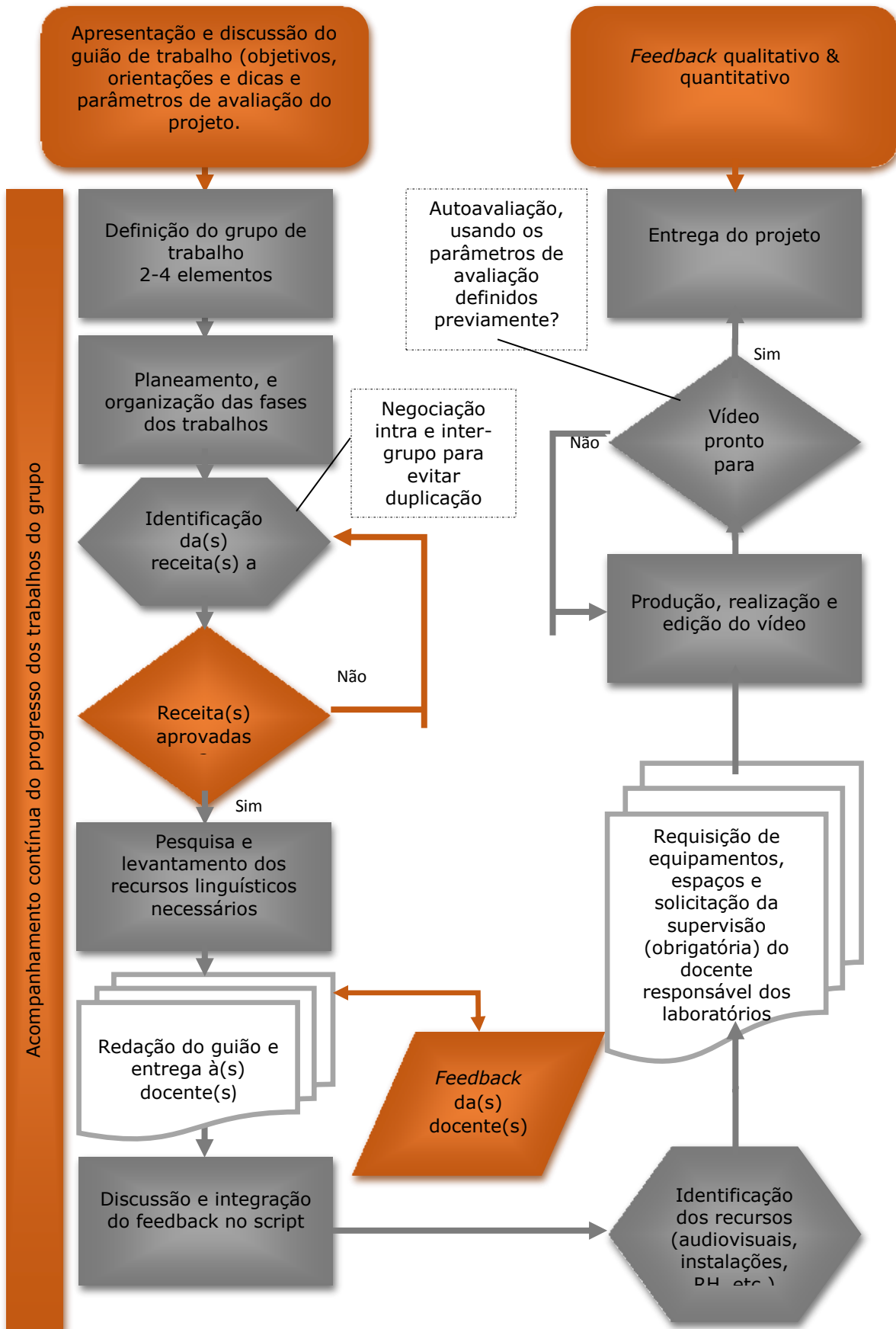
Fig. 1 – Fluxograma: *TV Cooking Show*

O guião de trabalho, bem como a grelha de avaliação que é discutida na apresentação do projeto (e cujos indicadores para a avaliação são discutidos com os estudantes e publicada no *Moodle*), dá suporte aos resultados de aprendizagem que se pretende atingir, nomeadamente no que diz respeito a uma utilização confiante de um leque alargado de vocabulário específico e técnico (bem como das estruturas sintáticas da língua estrangeira), à identificação do registo, género e tipo textual adequado à situação comunicativa e, por fim, à familiaridade com conceitos básicos de ordem técnica e sua aplicação (*mise en place*, cortes e técnicas culinárias, empratamento, tipos de serviço, maridagens), em estreita ligação com a UC de Práticas Hoteleiras II.

A aprovação da(s) receita(s) pela(s) docente(s) é necessária para garantir que não há duplicação de receitas quer no ano letivo em curso, quer de receitas apresentadas em anos anteriores. A aprovação permite também dar um primeiro feedback relativamente, por exemplo, à adequação do número de elementos constituintes do grupo, à necessidade de planeamento atempado (com várias fases de trabalho de pesquisa) e ao eventual baixo nível de complexidade da receita proposta.

A elaboração do guião, para o qual é sugerido um modelo (cf. Apêndice Guião de trabalho), deve ser discutido com a(s) docente(s). Para isso, os grupos fazem chegar os guiões à(s) docente(s) (em suporte papel ou digital, por correio eletrónico) para que sejam comentados e devolvidos.

Este passo implica, com frequência, um vaivém motivado pelo facto de que os estudantes procuram que sejam sucessivamente revistas e comentadas as alterações introduzidas. Este documento não é alvo de uma avaliação formal individual, traduzida numa escala de 0 a 20 valores e transmitida como tal aos discentes, por dois motivos: não criar entropia numa fase ainda inicial do processo (o que poderia acontecer por receio de errar – cf. http://ttlearning.com/blog/how-to-conquer-the-fear-of-failing-in-school/) e porque obrigaria a uma dilatação do prazo para avaliação pela(s) docente(s), com a consequente diminuição do tempo de trabalho útil dos alunos.

Este passo tem-se revelado crucial para monitorizar o planeamento do projeto e o comportamento organizacional do grupo, retroalimentar o processo criativo com *feedback* construtivo e manter níveis de motivação (intrínseca e extrínseca) adequados e para garantir ao resultado final um nível de qualidade adequado.

Com este passo é possível à(s) docente(s) identificar grupos que pareçam não ter ainda avançado com os projetos e intervir atempadamente, evitando a entrega de projetos "chave na mão" ou eventuais desistências.

A avaliação do *output* final, entregue e posteriormente armazenado em suporte digital (disponível no acervo de materiais utilizados pelas docentes nos anos posteriores e que pode ser consultado por todos os discentes da UC), é feita através da aplicação de uma Grelha de Avaliação, definida pela equipa docente, e sujeita a discussão com os estudantes no início do semestre. Os indicadores desenvolvidos nessa grelha permitem aos estudantes autoavaliar o *output* final, antes da sua entrega. Estando a Grelha disponível na plataforma *Moodle* para consulta dos alunos, estes podem a qualquer momento verificar as sugestões/correções feitas pelas docentes e enquadrá-las no trabalho final, por forma a terem o melhor desempenho possível.

Em todas a edições até à data, os estudantes têm-se oposto ao visionamento dos vídeos em contexto de sala de aula, o que tem impedido a introdução de um sistema de avaliação pelos pares. No entanto, e uma vez que temos finalmente disponível a ferramenta *"workshop"* no *Moodle*, no ano letivo de 2016/2017 será dado o primeiro passo no sentido de este projeto ser

sujeito a avaliação pelos pares, com a submissão dos guiões e consequente análise pelos colegas de turma. Daqui se tentará chegar ao objetivo final de implementar a visualização em sala de aula e avaliação pelos pares do vídeo entregue por cada grupo.

Da discussão

A análise qualitativa das sucessivas edições e o *feedback* dos estudantes (obtido através dos resultados dos inquéritos pedagógicos realizados pela instituição de ensino, bem como pelos contactos efetuados pelos discentes durante o horário de apoio das docentes - definido para acompanhamento do trabalho autónomo dos estudantes-, através de e-mail e do sistema de mensagens instantâneas do *Moodle*) têm sido utilizados para alavancar o processo de melhoria contínua na conceção, implementação e avaliação do projeto, em linha com as premissas da investigação-ação. Dessa análise é possível afirmar que o projeto é viável, mantem altos os níveis de motivação discente e que, por estar focado num problema da UC - a integração de competências cognitivas, operacionais e atitudinais valorizadas pelo mercado de trabalho – tem-se revelado eficaz no atingimento dos resultados de aprendizagem pretendidos. Ao mesmo tempo mostra-se capaz de desenvolver nos estudantes primeiranistas uma consciência das competências transversais de que vão necessitar para concluir com sucesso a sua formação (*study skills*) e das *soft skills* que posteriormente os podem valorizar no mundo do trabalho. Essa mesma análise, sob forma de análise SWOT (*strengths, weaknesses, opportunities and threats*) (cf. figura 2), evidencia os pontos fracos de um projeto em que continuamos a apostar.

Pontos Fortes	Pontos Fracos
• Desenvolvimento nos estudantes de um leque alargado de vocabulário técnico na língua estrangeira como na língua materna; • Integração de *soft* e *hard skills*; • Manutenção da motivação nos estudantes; • Fomento de atividades de formação interpares.	• Exigência do ponto de vista logístico; • Não integração de um sistema de avaliação pelos pares.
Oportunidades	Ameaças
• Crescente visibilidade da culinária e gastronomia nos média; • Classificação da Dieta Mediterrânica como Património Cultural Imaterial da Humanidade; • Oportunidade de testar a metodologia em outros contextos educativos com o arranque dos cursos do Hotel-Escola do Instituto Politécnico do Porto.	• Domínio da terminologia na língua materna muito incipiente nos estudantes do primeiro ano; • Autonomia pouco desenvolvida nos estudantes do primeiro ano; • Instabilidade na dinâmica de grupos mais acentuada nos estudantes de primeiro ano; • Percecionado pelos estudantes como "trabalhoso".

Figura 2 – Análise SWOT do Projeto *TV Cooking Show*

Assim, o projeto *TV Cooking Show* revela:

Aspetos negativos:

- a fragilidade do domínio da terminologia em língua materna;
- a fragilidade das competências de autoavaliação do *output* final, antes da sua entrega, ainda que os indicadores da grelha de avaliação sejam desenvolvidos no guião de trabalho;
- a fragilidade das competências de comunicação organizacional, originando turbulência no seio dos grupos, resultando, em casos extremos, em desistências ou completa redefinição dos grupos;

- o sentimento de sobre-exposição dos estudantes que impede que se submetam à avaliação pelos pares no contexto da sala de aula;
- a falta de um instrumento seguro e controlado que, fazendo uso das potencialidades da Web 2.0, permita que a avaliação pelos pares decorra fora do contexto da sala de aula.

Aspetos positivos:

- a articulação de competências e conteúdos próprios da UC de língua inglesa com os das restantes UC do curso;
- a manutenção do nível de motivação para a aprendizagem alto;
- o desenvolvimento nos estudantes de maior autonomia e sentimento de autoeficácia;
- a garantia de um nível de aprovações a rondar os 80% em média nos últimos seis anos;
- a garantia de que os diferentes elementos do grupo participam dos trabalhos de forma equitativa, no respeito pelos diferentes estilos e ritmos de aprendizagem;
- a criação de redes de apoio interpares (*peer support*), de carácter informal, que tendem a manter-se ao longo do curso e demonstram coesão e solidariedade crescentes;
- a capitalização dos conhecimentos prévios de TIC e o apelo que a Web 2.0 exerce sobre os estudantes;
- a criação de um contexto de aprendizagem próximo da realidade profissional onde se desenvolvem competências transversais com impacto em outras UC;
- a sensibilização para as questões de propriedade intelectual.

É possível ainda afirmar que esta proposta de trabalho vai ao encontro da necessidade de incentivar o multilinguismo e o multiculturalismo, dado que visa a criação de "interactive activities, tasks and games, within a central storyline, for the use of CLIL teachers, learners, educators and researchers" (European CLIL Resource Centre for Web 2.0 2012), e tem em conta as necessidades de internacionalização dos cursos do ensino superior (um dos elementos obrigatórios na avaliação dos cursos para efeitos de acreditação da Agência A3ES e que, no caso específico em análise, permite uma integração mais eficiente dos alunos estrangeiros em Programa Erasmus que escolhem o Curso de Gestão e Administração Hoteleira, que têm nas aulas de Inglês II um apoio para melhor apreenderem os conteúdos programáticos da UC de Práticas Hoteleiras II) e de participação em projetos transnacionais (que não raramente estão ligados à realização de estágios curriculares no estrangeiro). Assim afigura-se-nos vantajosa a implementação desta metodologia de aprendizagem, especialmente nos programas de licenciaturas de áreas eminentemente comunicativas e especializantes. Tal como afirmam Pavón Vázquez e Gaustad (2013),

> "one of the main, if not the most important, aims of implementing programmes based on the teaching of academic subjects through an additional language is to improve students' competence in the second language with the objective of equipping them with a very useful tool for their professional future".

Esperamos que a participação neste projeto contribua de forma determinante para a integração bem-sucedida e profícua dos nossos discentes no mercado de trabalho (cada vez mais globalizado), que sendo uma área eminentemente de serviços, depende da eficiência comunicativa em contextos específicos.

Conclusões

A atividade descrita baseia-se largamente nos princípios já anteriormente definidos pelo programa de "imersão linguística" (como são exemplo os programas de ensino bilingue no

Canadá e nos Países Baixos), de modo a incentivar um nível de proficiência na L2 semelhante ao da L1, cuja premência e atualidade emerge claramente no estabelecimento, em 2011, de um projeto pela Comissão Europeia intitulado e-CLIL Web 2.0 Resource Centre.

A experiência já adquirida com o ensino nas unidades curriculares de língua inglesa em algumas licenciaturas (como é o caso das licenciaturas em Gestão e Administração Hoteleira e Contabilidade e Administração da ESEIG) leva-nos a defender as vantagens que poderão advir da adoção de estratégias com enfoque nos 4 pilares do CLIL (comunicação, cognição, cultura e conteúdo), herdeiro da abordagem da *Communicative Language Teaching*.

Ao longo dos seis anos de implementação, esta atividade centrada no aprendente, tem-se revelado fator de motivação para a aprendizagem (elemento repetidamente afirmado pelos alunos quando preenchem o Inquérito Pedagógico da UC, ferramenta disponibilizada pelo IPP nas páginas de cada estudante da secretaria *on-line*), acomodando a diversidade de estilos de aprendizagem, de preparação prévia, de experiências e interesses dos estudantes e permitindo-lhes, simultaneamente, exprimir a sua criatividade e capacidade de inovação e desenvolver competências de ordem cognitiva, operacional e atitudinal que, de acordo com o *feedback*, quer das estruturas do Curso, quer das entidades recetoras de estágio lhe acrescentam valor no mercado de trabalho. Valorização esta cujo reconhecimento pode avaliar-se também através dos dados do Serviço de Inserção Profissional da ESEIG onde se regista o sucesso da integração destes estudantes nos mercados de trabalho nacional e internacional. Com efeito, de acordo com este serviço, só em Londres há presentemente 18 licenciados do Curso de Gestão e Administração Hoteleira da ESEIG a trabalhar em unidades hoteleiras.

O *TV Cooking Show* tem permitido, ainda, desenvolver nos estudantes sentimentos adequados de autoeficácia e de controlo sobre os resultados de aprendizagem e oferecer um espaço de reflexão sobre conceitos de aprendizagem e de avaliação formativa. No entanto, carece de melhoramentos no que diz respeito à compreensão do papel da autoavaliação, importante para uma visão sustentada da aprendizagem ao longo da vida (Boud & Falchikov 2006; Nicol 2007), bem como do relevo da avaliação pelos pares para o desenvolvimento rico de aprendizagem colaborativa. A identificação desta necessidade é responsável pela introdução de um instrumento de avaliação (*Self and Peer Assessment Rubric*), já testado no âmbito de projetos sujeitos a apresentação em diferentes anos curriculares (apresentação de *website*, de análise SWOT, de sistema de HACCP, da estrutura organizacional de Hotel, etc.) que permitirá à equipa docente coligir dados sobre o comportamento organizacional do grupo, bem como sobre o comportamento individual do aluno no seio do grupo. Com o objetivo de complementar o processo de investigação-ação e suportar o processo de tomada de decisão relativo a alterações ao projeto com recurso a dados quantitativos, a equipa docente está a perspetivar a introdução de inquéritos por questionário cujos dados serão objeto de tratamento utilizando a ferramenta SPSS e de entrevistas semiestruturadas, no início e no fim de cada ciclo da de formação, i.e. os três anos de licenciatura, para cujo tratamento será utilizada a ferramenta NVivo. Crê-se ainda que estes dados poderão fornecer uma melhor compreensão sobre a forma como o projeto impacta, ou não, o processo de aprendizagem dos estudantes nas UC de línguas e nas restantes do curso ao longo do seu percurso de formação.

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Em apêndice

Guião de trabalho *TV Cooking Show*.

GAH – English II

🎥 TV cooking project 🎥

As you know you are expected to hand in a video of a recipe of your choice, as part of the 1st year's 2nd term whole project. This project involves using much of the vocabulary and language structures you have been working on from the beginning of this term and draws on transferable skills such as communication and presentation skills, cooking and IT as much as on your language skills.

In this part of the project you are expected to hand in a CD or DVD with your video recipe as well as the recipe on hard copy, featuring:

- an **introduction** to your recipe:
    - describing where it comes from, when it is used (at Christmas, Easter or any other special or family occasion)
    - showing the research done on the cultural or historical background of your recipe;
    - referring to any personal stories behind the recipe - e.g. "My grandmother in Monção used to bake bread at Christmas and always did...");
    - describing any changes or adaptations made to the original to accommodate for healthier lifestyles, food taboos or lack of original ingredients or resources;
- the **recipe** itself with the list of ingredients and Preparation method;
- a **glossary** with the translation of all the technical terms (cooking techniques and kitchenware or dinnerware) and other vocabulary (i.e., the ingredients) used.
- **bibliography,** listing all the sources used for research (to add to the final hard copy paper).

Hopefully, you will find, on the following pages, useful advice and instructions to write your own recipe and make the whole project easier and more enjoyable. We do hope you can follow the instructions to the letter, very much as you would follow a recipe for success.

All this can be used as preparation for the filming of the videoed recipe: what you use in the written introduction can be used as comments at the beginning of the video or as you fill in some blanks spaces during the preparation phase of your recipe.

📝 Tips on writing a recipe 📝

Writing recipes may seem easy, but it takes practice and adherence to a few rules. Knowing how to write a recipe is something even an amateur cook can benefit from knowing, especially when the amateur cook (you!) is expected to base a whole school project on it.

There are at least two main parts in a recipe, the **Ingredient List** and the **Preparation Method**. Here are some basic guidelines for writing both. Note that there might be endless exceptions and little side-rules, different styles certain publications use that may be different from what we present here. If you have a question that isn't addressed in the guidelines below, please **ask any of your English or Service Professors for help**.

1. Add a **Title** before you list the ingredients, and the **number of servings** and serving size if appropriate after the preparation method.

2. If the recipe is adapted from another (original) recipe, a **credit is due** ("Adapted from Jamie Oliver in *Cooking in Italy*" or "Source: My Great-grandmother's mother / my friend XPTO / the book/ magazine / website, etc.") and should be **prominently displayed at the end of the recipe**. No matter what the source is, just place it in plain sight.

3. The **Ingredient List:**

   • List all ingredients in order of use (as you will mention them in the preparation method);
   • The exception to this rule is that the major ingredient, e.g., the turkey in a roasted turkey recipe may be listed first even though it will not enter into the instructions until you are well into them. This is done so that while scanning recipes one is able to decide if the most important ingredient is readily available;

   • Spell out everything: no. of tablespoons, teaspoons, cups, grams, pinches, sprigs, etc.;
   • For things like fruit and vegetables, be descriptive, for example, "medium sized onion", " two large eggs", "3 small carrots" ;
   • For spices and herbs you can count in pinches, or handfuls (for dried herbs) or sprigs (for fresh herbs);
   • Be as precise as possible, and pay attention to wording: "1 cup chopped basil" means you chop the basil, then measure it, while "1 cup basil, chopped" means you measure, then chop. The difference is significant.
   • If the recipe has more than one element (such as a pie which has a crust and a filling), break up the ingredient list with headings such as "Crust" and "Filling";
   • If you use several ingredients at the same time (as when baking a cake, when you mix all the dry ingredients together at once), list them in descending order according to volume.
   • If an ingredient begins with a letter instead of a number, capitalize the first letter, as in "Zest of a lemon."
   • If an ingredient is used more than once in a recipe, list the total amount in the ingredient list and break down the partial quantities in brackets "100 grams of flour (60 grams + 40 grams)". In the preparation method mention the amount used at each step: "Sift 60 grams of the flour into the mixing bowl..." and later "Sprinkle the remaining 40 grams of flour on work surface..."
   • Do not use brand names, only generic names of ingredients.

4. The **Preparation Method**

- Indicate the pans and utensils needed to prepare the recipe as well as the size of bowls and cookware. Saying, for example, "In a large mixing bowl...." will keep the reader from getting halfway through the recipe and realizing he/she doesn't have a suitably sized bowl or pan or a lemon zester;

- Specify whether frozen ingredients should be thawed, canned ingredients drained or fresh ingredients chopped, sliced or julienned.

- Outline the steps involved in preparing the meal in chronological order. Start with the cutting, chopping, blending or pureeing of the ingredients and finish with putting the ingredients in a pan, pot or dish and placing it on the stove or in the oven.

- Indicate whether a frying pan needs to be pre-heated on the stove and level of heat for the stove-top, e.g., "Simmer over low heat." as well as at what temperature to pre-set the oven, for example.

- State cooking times. Be as descriptive as possible for *doneness*. For example, "stir fry for 3 minutes or until meat changes colour" or "Bake until crust is light golden brown."

- Don't assume that readers/viewers understand cooking terms such as "cream" or "dredge." Instead, explain and define them: "beat butter and sugar until light and fluffy" or "coat fish lightly with flour."

- Again if there are different elements to the recipe, as with the crust and filling of a pie, break down each element in the method. Use headings, e.g., "For the Crust" and give the corresponding method.

- Separate each step into a different paragraph. If you are mixing wet ingredients in a cup for making bread, for example, use one paragraph for all the instructions for that step.

- Finish with serving instructions including how to plate, what temperature to serve and how to garnish.

- The last instruction should concern storage, if applicable. For example, "Keep in the fridge for maximum of 3 days"

5. A few pieces of **advice**

- Write **complete sentences** but be **short and concise;**
- Use the **imperative** or the **present tense** (as in the present instructions);
- **Use text organisers**: Firstly/first,.....; second,...; then,...; next,...; finally, ….. This helps you give a clear sequence to your set of instructions as well as helps your reader/viewer follow your instructions more easily;
- **Test your recipe** to make sure it works, check that the amounts and serving size are correct, and that it tastes as great as you want it to.
- If you are "testing as you go" make sure to **take clear and precise notes**.
- For original recipes, look for **basic food compatibilities** and **standard cooking times, and ask your Service Professor for advice and tips**.
- **Learn about the many different spices, herbs and seasonings**, and their appropriate uses.
- **Consider reducing fats, salt, sugar** and any other ingredients that are not considered healthy whenever possible.
- You can **accessorize** your recipe with several features to enhance your recipe:
  - **Equipment list**: you can add a list of any specialized equipment needed (ice cream machine, bread machine, sieve, slotted spoon or microwave), following the ingredient list, for instance, to help readers see they have the necessary equipment;
  - **Time of preparation** (active cooking time, total time, marinating time, rising time) which gives an idea of the time needed to try out the recipe.
  - **Variations**:
    - of ingredients, "Use okra or turnips or eggplants instead of potatoes";
    - of consistency, "for a smoother consistency, put the soup through a blender";
    - equipment, "To make a loaf instead of individual rolls, bake the dough in a loaf pan".
  - **Notes on how to plate, garnish or serve**: it could be serving ideas ("this chutney can be used as a dip or as a sandwich spread"), adaptations that can go in the picnic basket, or suggested accompaniments ("this rice goes well with a yoghurt raita").
  - **Nutrition facts**: As it is quite difficult to estimate the nutrition and calorie content just by looking at a recipe, precise nutrition facts can be a useful feature for anyone who is trying to eat healthier or anyone who has special nutritional needs or food restrictions. There are many software packages on the web to help you calculate nutrition facts for any recipe.

6. Your recipe (hard copy) and your video will be judged according to the following criteria:

- Significance of research to the field
- Presentation
- Theoretical Framework
- Visual Impact
- Ability to explain your recipe / cooking techniques

Write your favourite recipe:

- Name your recipe, it will be good to have personalised recipe names.
- If some of the ingredients are hard to come by in some countries, consider offering an alternative, fresh spices for dried for instance.
- Cooking times and temperatures should be included.

Title:

Country of Origin:

Name of Contributor [optional]:

Country of Contributor [optional]:

Intro:

Ingredients:

Preparation method:

Servings

Glossary (alphabetical order)

🎥 Tips for filming a recipe 🎥

- **Plan ahead,** gather the equipment you are going to use (the school can provide some limited equipment, but arrangements have to be made in advance), **decide on the location and the timing** and who is responsible for what (who is going to do the cooking, the filming, the editing, etc.)

- Take your recipe, **break it down into parts or phases**, list the different cooking techniques/ingredients you will be using and decide what you are going to say about each. Also **decide what exactly and how you are going to capture each phase on film**.

- Consider the **use** of any **props**, **humour**, **art work**, **decorations** in the background, etc. **Be creative**, after all it's your brain child.

- **Prepare a simple storyboard**, the following is one example....

Phase	Comments	Video footage
Introduction	Today I'm bringing you a recipe for a dish my grandmother used to make every Christmas eve for the family to eat after coming from midnight mass – onion soup – a hearty, heart-warming soup to come to after a cold walk in December.	General footage of the kitchen in back ground; close-ups of cook's grandmother's portrait on the wall; close-up of cook / Christmas decorations or winter themed flower arrangement.
List of ingredients	We're going to use 5 large red onions (a variation of the original recipe), 150 grams margarine (an healthier alternative to butter),2 kilograms of all-purpose wheat flour, ….	Sweeping shot of each ingredient as the cook lists them.
Instructions	**First**, you peel the onions and slice them thinly, **then** you melt the margarine in a stockpot in low heat, **next**	Footage of cook hands doing as instructed; close-up of onion tears.... then back to cutting board....
Cooking time & Garnishing	This would take about 20 minutes to cook, but I have a finalised dish right	Footage of pot on stove / timer ticking.

	here to show you how to plate and garnish. Obviously this is only serving suggestion. My grandma used shredded hard-boiled eggs, but I prefer to add croutons and sprinkle with Parmesan cheese. As you can see a delicious, fragrant soup easily done and perfect for a cold winter evening.	Close-up of cook taking a finished dish from the oven. Close-up of plating and garnishing. Long still shot of garnished plate and fade out.

- It can be useful to **interview** the cook before he/she starts cooking – to make an introduction and talk a little about the social, cultural or historical background of the recipe to be presented or any personal stories behind it.

- **Rehearse** the whole thing before actually shooting. Avoid improvisation as it usually takes up precious time.

- As you shoot the footage **concentrate on the cook as much as on the food**. Allow the cook time to make comments on the dish or ingredients he/she is using and most of all to share the secrets and stories related to the cooking.

- **Take as many shots as you can** (two cameras shooting from different angles are better than one), you will be able to delete the really bad ones as you edit your video and make a more dynamic and interesting video;

- When you are editing the film you can overlay the audio of the cooking instructions and stories over the film of her/his cooking if the sound isn't clear or good enough but as this takes time you'd better try and **make sure that the audio is clear** and easily understood.

- We strongly advise you to **ask your ICT Professor for instructions, help and advice on editing software, and how to go about finalizing a quality end-product**.

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Making Tourism Marketing Work for You in the FL Classroom

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Abstract

This paper shares strategies for using advertising, specifically Tourism Marketing, as an authentic source of language in higher education foreign language classes. The various agents, texts and voices in French, Spanish, Portuguese, and English demonstrate the relevance and timeliness of authenticity, particularly as connected with teaching adults. Thus, from knowing why something should be learned and valuing error and experience as learning activities to actively planning and evaluating their instruction, problem-centeredness fuels the intrinsic motivation of foreign language users in higher education. The languages and images of commercial goods, like Port wine and Jerez brandy as well as touristic products, services, and iconic images, reveal important considerations not only about theories of visualization that support foreign language users but also about the stereotypes promoted in a number of advertising campaigns. The cultural dimensions existing (or missing) in Tourism Marketing, including the campaigns which have been literally translated, provide a wealth of learning experiences for teaching not only language but also intercultural competence. When promoted effectively in the language classroom, this consideration can lead to greater recognition of cultural variation and promotion of student strategies for developing skills in global effectiveness. This investigative perspective of Tourism Marketing, ranging in selection for the discerning teacher from graphic and semiotic richness to a plethora of cultural and linguistic messages, highlights the potential for cross-cultural understanding.

Keywords: Foreign Language Teaching and Learning, Intercultural Competence, Realia, Tourism Marketing, Higher Education

Introduction

The selection of quality teaching material from artifacts of the advertising culture for use in the foreign language (FL) classroom is made promising by its prominence – in magazines, newspapers, books, and in mailboxes, on billboards, streets, TV, the radio, and the Internet. In any place, advertising itself shows up in many different forms with many purposes, including commercial or social interest. Advertising does more than motivate buyers by attracting them, awakening interest, and instilling desire before the final acquisition of a specific product; advertising is also about communication (Baylon and Mignot 1994). In fact, the link with communication and the subsequent appeal of advertising to internationalization and plurilingualism was identified nearly a century ago as follows.

> *La publicité est la fleur de la vie contemporaine; elle est une affirmation d'optimisme et de gaieté; elle distrait l'œil et l'esprit. Un art qui fait appel à l'internationalisme, au polyglottisme, à la psychologie des foules, et qui bouleversent toutes les statistiques ou dynamiques connues, en faisant une utilisation intensive, sans cesse renouvelée, et efficace*

de matières et de procédés inédits [Advertising is the flower of contemporary life and an affirmation of optimism and gaiety; it distracts the eye and the spirit. It is an art that appeals to internationalism, plurilingualism, the psychology of crowds, and that shakes up all the known statistics and dynamics by making constantly renewed intensive and effective use of topics and of fresh processes]. ([authors' translation of] Cendrars 1927: 5)

Advertising actually transmits a message that goes far beyond trying to sell a specific product because an ad works on the imaginary, the *subjective*, and the desires which condition the way a given people live and think. For the purposes of this article, advertising artifacts (hereon, *realia*) drawn from Tourism Marketing as an authentic source of language in higher education FL classes provide support through various agents, texts, and voices in French, Spanish, Portuguese, and English. For this paper on teaching strategies, the relevance and timeliness of the authenticity of these materials is paramount, particularly as connected with teaching adults (cf. Knowles 1968, 1980; Knowles et al. 2005). Thus, to direct these activities toward students in higher education, teachers are expected to have a firm grasp of the essential characteristics of these learners: from (i) their awareness of why something should be learned to (ii) valuing their own errors as essential information to enhance their progress and experience as well as (iii) their active involvement in the planning of learning activities and (iv) the need to regularly evaluating their instruction. Added to all of these features of learning, the problem-centeredness made possible by enhancing learning activities through Tourism Marketing has shown to fuel the intrinsic motivation of FL users in the English, French, Spanish, and Portuguese classes to be discussed in higher education.

In addition to suggestions for best practice with teaching through this material, the article will further explore the way that languages and images of commercial goods, like Port wine and Jerez brandy as well as touristic products, services, campaigns and iconic images, reveal important considerations not only about theories of visualization that support FL users but also about the stereotypes promoted in a number of advertising campaigns. The possible cultural dimensions in Tourism Marketing, including the campaigns which have been literally translated, provide support for developing learning experiences for FL users in the classroom and for enhancing intercultural competence. It is the authors' experience that, when promoted effectively in the FL classroom, this consideration can lead to greater recognition of cultural variation and promotion of student strategies for developing skills in global effectiveness on the labor market. This investigative perspective of Tourism Marketing, ranging in selection for the discerning teacher from graphic and semiotic richness to a plethora of cultural and linguistic messages, highlights the potential for learning FL and promoting cross-cultural understanding.

Ads as authentic sources for teaching FL

Using advertisements in the classroom provides an opportunity to explore this diverse range of texts and genres as the conjunction of many elements, be they psychological, social, economic, and/or linguistic with their use of varying figures of speech and style, especially for argumentation and persuasion. In addition to these characteristics, the language used in advertising includes many non-verbal signs and icons for persuasive and dynamic expression. Just as FL users in the classroom share and defend their ideas, putting into practice their dialogical speaking competence, ad copy (the text of an advertisement) implies an interaction between the two interlocutors – the writer/speaker and the reader/listener. The message of the writer/speaker may manipulate the reader/listener toward a given path, using both the text and the associated image. These advertising images, especially those created for Tourism Marketing,

provide a focus for teaching and learning FLs and cultures (Venison 2005; Raza 2004; Tomsky 2013). Fully aware of the distinction between advertising and marketing, the authors note that the fact that a number of ads for commercial products, such as Port wine and Jerez brandy, which are later adopted as icons of a country and its culture, acquire a dual role of marketing the country as well. In other cases, sports and cinema stars serve as representative spokespersons of their countries or even adopted cultures, as do visual icons and colors.

The intercultural aspect of Tourism Marketing

As an authentic document rich in its implicit culture, speech acts, stereotypes, caricatures, stories, jokes, and the humor of a given society, ads are ideal tools in the FL class, where students are learning about "the other" while simultaneously learning about themselves and their own first language (L1). Critically informed selection so that the ads are balanced between descriptive and prescriptive sources of the target language will help the teacher create an environment in which FL users are more apt to contribute with their own observations and interpretations. This active involvement in their own learning process, through improved and motivated participation, can be strengthened by scaffolding with adequate lexical preparation for apparent and implied colors, shapes, planes, positioning, and perspectives. The teacher will then be better able to facilitate a diversity of contributions that will reinforce the needs of FL users in higher education. Namely, in the learning constructs promoted by the Bologna Process and by researchers in adult motivation for learning (Kapp 1833, in Thorpe et al. 1993; Knowles 1968, 1980; Knowles et al. 2005; Holmes and Abington-Cooper 2000, Wlodlowski 2008; Rothwell 2008; Merriam et al. 2012), relevance and problem-centeredness are essential characteristics for materials and objectives in the classroom. Focus on the material selected to solve a given problem removes direct attention from the FL itself because language use becomes a means rather than an end (Coyle 1999, 2008; Coyle, Hood and Marsh 2010; Morgado et al. 2015; Arau Ribeiro forthcoming). Tourism Marketing *realia*, oriented by objective and specific goals which are realistic, measurable, achievable, and time-bound (cf. Walqui 2006; Wlodlowski 2008), set up the lesson plan in higher education where intercultural competence is promoted for greater global mobility and better citizenship (cf. McKay 2000, Byram 2008).

The current learning perspective toward the media, a vehicle for advertising and marketing, supports building a solid and long-lasting educational base to be able to deal effectively with ads and the media in general. With the proper multimedia tools to deal with the need to share knowledge in the Knowledge Society, students are better able to also deal with cultural diversity as well. In recognition of the preponderance of the media, UNESCO has published an educational media kit (UNESCO 2006) to provide a tool to help understand the basics of dealing with short films and, especially, ads. Because it was conceived to be worked on by a group of professionals in collaboration, teachers, students, parents, and other professionals can acquire the competencies needed for decoding the different types of messages and information and the challenges posed for global citizenship and culture in any media-based ad (Hall 2001 [1980]). Note that, overall, while the connections that are established among the different collaborators are as important as the comprehension of the object, the sign, and the signifier (cf. Saussure 1966 [1915]), also per Hall (2001), the ability to decode these media texts and the actual decoding produced by consumers may contrast dramatically with the ideology at the base of the encoding by those who produce the media text.

Theories of visualization applied to FL teaching

Best practice for learning about cultural diversity and otherness from ad copy and marketing images draws on the theories of visualization according to the champions of semiotics – Charles Sanders Peirce, Ferdinand Saussure, and Jacques Bertin – especially in terms of graphic representation based on the combined principles of communication of standard logic for writing (Peirce 1998 [1931-1935], Saussure 1966 [1915] in Lotman 1990) and for topography (Bertin (1983/2010 [1967])) in the contemporary world, including the "object" (what is represented), the way it is represented (the "sign" used), and what is interpreted (the "signifier" per Saussure), where the signifier is the effect caused by the sign in our minds. The dyadic relation of signifier and sign for Saussure (cf. Thibault 1997) is expanded on by the triumvirate proposed by Pierce, which considers the sign to be the physical form of the object and the object as it is codified in the world as well as the meaning decoded by the interpreter him/herself. This recognition of the integral role of the third party (here understood as the language user) (cf. Atkin 2013) is what Bertin also encouraged in his study of Topography, as studied by contemporary students of Tourism. Accordingly, WHAT is represented is as important as the WAY in which it is REPRESENTED and the way it is INTERPRETED.

The graphics and semiotics in ads can offer cultural messages and suggest stereotypes worthy of debate, many of which have long been promoted about a product or company that tends to be construed as representative of a specific culture. Ads offer a specific unification of diverse linguistic and iconic signs which are, simultaneously, different and inseparable, in what Spitzer (1978) called the *image-texte* [or textual image]. Consequently, a multitude of pedagogical possibilities is opened up for FL teaching/learning when the teacher remembers the various perspectives available from visualization theories since these textual images become the game pieces for playing in the classroom.

The activities involve not only discovery of the message or even the slogan, explicit and implicitly, visible and invisibly, direct and indirectly conveyed, but also their oral and written comprehension and production. Narrative structures and intercultural notions can be explored and developed from the roots up as can the central idea and tangential but highly suggestive concepts. Stereotypes promoted over the years in a number of campaigns also serve as a warning regarding the creation of an image that can be taken out of context in a world that current generations would prefer to describe as increasingly intercultural.

Intercultural understanding as an overarching objective of the FL experience, nevertheless, requires a deep understanding and belief in mutually reciprocal relationships among and between cultures. Interculturalism itself can be said to exist when social structures and everyday interactions are defined by justice, mutuality, respect, equality, understanding, acceptance, freedom, diversity, peace-making, and celebration. This contrasts with the superficial and polite social interaction characteristic of multiculturalism, which tends to value tolerance and celebrates the others' culturally distinctive outward expressions of culture, such as cuisine, dress, music, dance, and even those cross-cultural approaches, which require intentionality and programs of education and community-building to build bridges of relationship by sharing, listening, learning, and being open to change (cf. Kramsch 1995; Fries 2002; von Münchow 2012).

To best use *realia* in Tourism Marketing in higher education, the approach will also have to respect the FL users by reinforcing proactive learning behavior so that they (i) actively plan and evaluate their own instruction and (ii) value error and experience as learning activities. When they know why something should be learned, this understanding fuels their intrinsic motivation.

These teaching strategies together can be taken as general best practice for teaching in higher education; they acquire more importance with this material since it could be rejected as a tool in the classroom based on simple over- familiarity. Notwithstanding, it is this everyday experience that will give these FL users the preparedness to deal with material that is prominent in their daily lives.

Selecting and preparing Tourism Marketing material

The agents involved in these valuable and synergistic components are the government authorities that promote a selected message via Tourism Marketing, companies, marketing firms, the media, teachers, students, and other people. The voices to be explored are those of plurilinguals, characterizing all FL users in a multilingual world, although for this study the languages and people are limited to those who speak French, Spanish, Portuguese, and English as an L1/L2 (or L3 or more, of course). The focus is on authenticity, based on the guiding philosophy that a real case scenario is preferable to something that is fabricated (Richards 2001, Kilickaya 2004), and the use of culturally relevant material to encourage interaction in the classroom. The texts themselves can be diverse but the format of communication in Tourism Marketing tends toward official ads, ad copy, news items (oral and written), school presentations, homework, and word of mouth. Classroom activities can aim toward developing strategies for finding the message(s) through graphics and semiotics as well as cultural and linguistic messages, all of which promotes the development of skills in global effectiveness, which includes not only the knowledge but the competence to effectively use tools to be a great communicator, bridging cultures and power differences competently. Scaffolding activities aim to stimulate the discovery and application of specific terminology for the description to include the aforementioned colors, shapes, planes, positioning, and perspectives as well as size, location, textures, sensations, and emotions.

In determining the focus of a FL lesson, teachers will learn to set up a relevant problem based on the proposed material. The discovery of which tools are missing from their own communication "kit" will become rapidly evident when faced with the types of dynamic activities suggested in the following sections. Before launching into the demonstrations of thriving learning and problem-solving activities for enhancing FL use and intercultural success, however, a few caveats must be mentioned. Note that, since the current trend in advertising is uniformity due to the globalization of brands, it is increasingly difficult to study the specificity of a country through the image that comes across in ads when they are so similar around the world. To better understand this dilemma, consider the consistent images, for example, of Lego, Zara, and BMW across countries. Nevertheless, when an ad is in fact conceived specifically for a particular country, the specific verbal and non-verbal message(s) and slogan are fine tools for interpreting the society, its values, and traditions.

Using Tourism Marketing material

In general, to promote FL use for describing and characterizing the Tourism Marketing images and text, scaffolding can include word games, proverbs, and/or typical expressions. Interpretations of the image followed by guided and/or free writing practice provide ready support and reinforcement for the FL components used during the activities, of particular importance since the writing originates with the FL user. This writing evidences the previous knowledge and promotes the new competencies in a different context, beginning with their own

perspective of the description and moving on to include the connotations and information that the message may carry as well as relevant concerns and contrasts with other material.

Similarities and differences related to citizenship, eating habits, clothing styles, leisure activities, personal and family relationships, and celebrity worship as revealed in ads can be the building blocks to establish enriching contributions to FL exploration that offers a view to understanding basic sociocultural aspects. Developing intercultural competence includes knowing what (and what not) to do or say in a given situation, which can be characterized according to what is found in current and retro ads just as it can be defined by what is traditionally found in textbooks and classic or modern literature. Awareness and interpretation of the ads in the culture of the "other" can prepare the FL users for the realities of these other countries and make them more readily adaptable in the face of conflict, misunderstanding, and stereotypical representation.

By establishing comparisons that relate other realities with their own cultures, FL users also learn more about their own culture in addition to reaching metalinguistic goals (Martínez 2005). In terms of classroom behavior and professional preparation for citizenship, the commitment to constructive criticism and clear, rational explanation must be regularly reinforced from the first day of classes.

Using current ads of marketing campaigns draws student attention to the official press produced about a given country, strengthening their interest and curiosity about another culture. The visual cues and slogans can inspire any number of classroom activities and encourage contrasts with the campaigns for other countries.

Some sample lessons

As can be seen in a variety of lesson types, intercultural and sociolinguistic developments, autonomy in the FL, and desirable citizenship is encouraged because their confidence in knowing the other as well as themselves is raised. For example, when analyzing slogans and designing counter proposals, students who studied in a small inland town reversed their self-esteem issued related to the capital city through the drive and motivation to promote their own previously maligned town based on a comparative study of Tourism Marketing in European City Centers.

Based on another written text promoting a town, FL users collaboratively brainstormed, designed, and presented new graphics for the logo of the town based on its offer as described in the text. The group and/or individual presentations of these creations promoted not only teamwork and leadership but also recycling of the descriptive FL components of the place in question. When comparing and contrasting two or more places, discussion and writing about similarities and differences that were identified helped to scaffold the discovery process, activating prior knowledge and basing new competencies on this previous experience.

In analyzing two historical ads for the same product over time, changing gender and cultural stereotypes were identified as were different approaches toward leisure. Porto Cruz, the Portuguese Port wine company, has had a campaign running in France for three decades with the slogan "Porto Cruz, pays où le noir est couleur" [Porto Cruz, the country where black is a color]. Analyzing whether black can be construed as a color can remain technical or be taken into metaphorical and sociological areas of discussion, inspired as well by the silhouette of a Portuguese woman on the label of the wine bottle, whose appearance seems to reflect the modernization of the country over time. Early on she wears black as a grieving widow; later, as a society girl, she wears the classic black dress for a night on the town. To practice dates and

decades, these observations were classified on a timeline to be updated and the alterations were clearly identified, exercising FL use of the comparative and superlative forms among other language forms.

To pick up on this black theme in Portugal, classroom discussion may turn to other symbolism of black in the country, such as the black of the students' traditional suits in higher education [the *traje académico*] and Fado, the national heritage music acclaimed by UNESCO, or even the simple elegance of black as seen in society from the caterers to the musicians and the people in high society. Curiously, Porto Cruz introduced their rosé wine in 2010, and was elected as the best ad of the year (Debain 2010), with the slogan "Pink, Porto Cruz" but without the woman's silhouette, aiming this time for the female target market. Pink, this time, was a mark of glamour, festivity, and elegance, which in the FL classroom was treated as an opportunity to research color therapy and sexual stereotyping.

Offering opinions and making suggestions for improvement is another useful thread, reinforcing the active role of the FL user whose opinion actually matters and whose input is valued. Teachers who have the opportunity to teach more than one FL, as well as teachers who manage to work with those teaching other FLs, will find it interesting to plan lessons that interrelate Tourism Marketing discoveries between and among countries, regions, and cultures.

Based on the official logos for Spanish and Portuguese tourism, the similarity of the color palette and references to the sun seem to reflect the Iberian Peninsula as a whole, as if the countries were actually working together. While each logo (in images 1 and 2 below) is based on the colors of their respective national flags, Portugal's includes an anthropomorphic suggestion as to its maritime history and close associations with the sea, whereas Spain's incorporates the spirit of their internationally renowned artist, Miró.
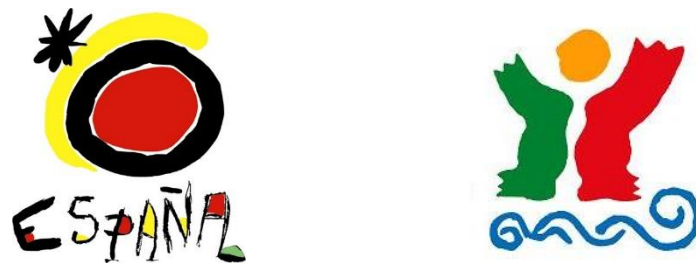
**Figures 1 and 2** – Official tourism logos for Spain and Portugal

The tasks and problem-solving that can be based on these and other observations can draw in other countries at the discretion of the participants. From flags and tourism logos to national icons, the discovery can set sail to any number of research assignments to unveil not just differences but also similarities among countries and cultures as based on their projected traditions.

An inspiring search for images online that can be assigned will reveal that even the vibrant colors of the current logos have changed over time for both Portugal and Spain, with campaigns moving away from the pastels and watercolors of up to the 1970s. The selected iconic images tend to include monuments, beaches, drums and Fado for Portugal, flamenco for Spain, and bulls and bullfighting for both countries. Shared icons can lead to carefully researched debates or even spontaneous sharing of initial reactions to the identified topics, such as bullfighting, or the justification for international recognition of a musical heritage, such as fado.

To understand the way a country might be seen from abroad, a search of Internet images using keywords like "Portuguese icon", at the time of presentation, resulted in the famous Google doodle of writer Fernando Pessoa, a Portuguese guitar, a blue and white tile, and Cristiano Ronaldo with the Portuguese flag, a soccer ball, and a net. In an English course for Portuguese students, an examination of the relevance of these icons to the youth of today revealed that they identified exclusively with the final icon of the FIFA tri-champion and further labeled the other images as created for tourists who are not interested in knowing the "real" Portugal.

The specific language of communication of the tourism marketing campaigns themselves, as well as the themes identified, further reveals the identity of their target market and the discussions that can be focused on issues of mobility. The altered spelling of the Algarve into ALLgarve in Portugal's tourism campaign for the region was considered an offense by speakers of Portuguese but it was readily identifiable to an English-speaking target market, dominated by the British, Dutch, and German.

In a recent campaign by Turismo de Portugal, the agency responsible for promoting and regulating tourism in the country, the target public is unexpectedly provoked by the claim that a given place in Portugal "is not… Bordeaux" or "is not… the Côte d'Azur", with the accompanying images in the following ads.
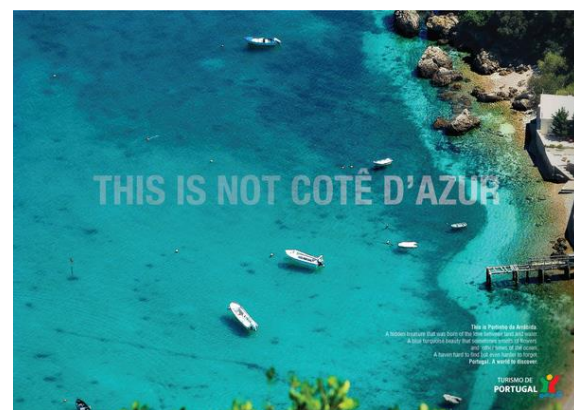
Figures 3 and 4 – Turismo de Portugal: sample campaign ads "This is not..."

Portuguese regions that are very similar to these regions in France can attract multitudes. Note that, while France has its Bordeaux region and its wine, Portugal has the Douro region and its Port wine. While France offers the Côte d'Azur, a region full of beaches and sun, Portugal has the Algarve with beaches that are equally attractive and the same temperature as those in the south of France. Then, as a counterpoint to the unusual negative language of this marketing

campaign, Turismo de Portugal also presents a campaign with the slogan "The beauty of simplicity", exemplified by the following examples.

Figures 5 and 6 – Turismo de Portugal: sample campaign ads "The beauty of simplicity"

The focus on the food, *mexilhoes na cataplana* [mussels cooked in a *cataplana*], has frequently served as the classroom inspiration for reporting on favorite and/or curious recipes, which lend toward language practice in sequencing, phrasing, and the discovery of specialty vocabulary. The landscape itself can open the students' horizons to the field of literary description, as represented by the awe and beauty portrayed by the Romantics in poetry, short stories, and art.

Conclusion

Advertising, as an uncontestable art form of the 20th and 21st centuries (cf. Spitzer 1978), offers a number of possibilities for teaching, covering the language and intercultural competences that students need to develop. These, in turn, adapt to the myriad practices in their learning so that the students' autonomy of expression is developed and content is differentiated in FL teaching. Advertising makes it easier to access some hidden meanings in a system of representations full of social and cultural patterns and awakens curiosity to cultural similarity as well as difference, resulting in a more critical stance on the discovery of explanations of the choices made in advertising. In addition to image, the accompanying text in an advertisement may be the reflection of how language is really spoken in current society since advertising tends to follow the changes in society in an attempt to be as up-to-date as possible since, although it is not reality, it is the image of reality. As such, this authentic material evolves with time and calls for practices that are less common in the traditional classroom with its appeal to experimentation and innovation in teaching and learning.

As has been shown through specific examples drawn from Tourism Marketing and related stereotypical icons, advertising provides motivating material in and out of the FL classroom

because students come to understand that so much can be learned from these real images and/or texts. This exposure will optimally set off open debate in the classroom over ideas, convictions, and proposals for paths to take.

By using advertising as a valuable instrument in the classroom, teachers can potentially reach results that could never be expected from more conventional classes. By connecting experiences and interpretations of images from advertisements, students can be guided toward more critical skills and a greater concern for discovery and analysis to become contemporary poets of the modern world, surrounded by citizens who are aware of the importance of images and text in society.

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IV. Content and Language Integrated Learning (CLIL)

Scaffolding Strategies in CLIL Classes – supporting learners towards autonomy

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Abstract

CLIL learners are faced with considerable challenges as they have to deal with both content and language learning through using a foreign language as a medium of instruction. To make sure that learners successfully deal with these tasks, it is essential that CLIL teachers adopt strategies to assist and support them. These *scaffolding* strategies - "temporary supporting structures that will assist learners to develop new understandings, new concepts and new abilities" (Hammond 2001: 12) - will help the learners' development of content, language and learning skills and will effectively support and lead them into a path of enhanced confidence, motivation and autonomy in learning. Thus, assuming scaffolding as a key element in CLIL teaching, in this paper we will provide a brief overview of the origin of the concept as a teaching strategy (Lev Vygotsky's *sociocultural theory*), focusing then on some recent studies (A. Walqui: 2006; O. Meyer: 2010; P. Mehisto: 2012) and systematizing the most relevant approaches and conceptual frameworks to scaffolding there presented. As a conclusion, we argue for a broader, more extensive, continuous and innovative use of different *scaffolding* strategies in CLIL classes, as an effective means to foster the learners' autonomy and progressively build their confidence in using a FL language for effectively dealing with content.

Keywords: CLIL, scaffolding, Zone of Proximal Development (ZPD), scaffolding strategies, learner's autonomy

Introduction.

In Content and Language Integrated Learning (CLIL) programmes and classes, foreign language and content (teaching and learning) play a joint, equally relevant curricular role, both being "integral parts of the whole" (Marsh 2002: 59). This dual integrative and multicultural approach to language and subject teaching and learning is characterised by Coyle (1999) through four dimensions – content, communication, cognition and culture –, the 4Cs, which build CLIL basic pedagogic framework and it is characterized by Mehisto et al. (2008: 29) by six core methodological features, namely, the multiple focus, the promotion of a safe and rich learning environment, authenticity in class, the promotion of active learning, the enhancement of cooperation among different participants and the use of scaffolding as one of its strategies.

To make sure that learners successfully deal with the challenges of coping with both content and language learning through using a foreign language as a medium of instruction, it is essential that the CLIL teachers clearly identify language demands and consistently adopt strategies to assist and support students. These *scaffolding strategies*, or "temporary supporting structures that will assist learners to develop new understandings, new concepts and new abilities" (Hammond 2001: 12), "[…] designed to help the learner independently to complete the same or similar tasks later in new contexts" (Hammond & Gibbons 2005: 5), will both help learners' development of content, language and learning skills and effectively support and lead them towards a path of enhanced confidence, motivation and autonomy in learning.

In this article we assume scaffolding as a fundamental element in CLIL teaching and we start by mapping the origin of the concept in educational contexts, connecting it to Lev Vygotsky's sociocultural theory. Then, we focus on particular scaffolding strategies used in CLIL contexts and present the conceptual frameworks to scaffolding developed in three recent studies by Walqui (2006), Meyer (2010) and Mehisto (2012). We conclude by arguing for the continuous use of different scaffolding strategies in CLIL classes and for a broader application of such strategies, so as to effectively promote the learners' autonomy and to foster their confidence in dealing with content when using a foreign language (FL). Moreover, and considering that the use of these scaffolding strategies in CLIL contexts will foster the development of both language skills and professional competences, we infer that the CLIL learner will be able to face the ever increasing competitiveness of the labour market with new, innovative competences, which will increase his/her employability possibilities.

Scaffolding – Mapping the concept

Rescued from the lexical area of building construction, *scaffolding* as a metaphor is commonly used in educational contexts to describe any temporary support made available to the learner by the teacher or a more capable peer, designed to assist the learner in successfully accomplishing a learning task and progress in learning and which is removed when it is no longer needed. As the concept, in Shaman's description, has been loosely used to describe "any learning occurred in classroom such as teacher-centered approach [...] [or] as an umbrella term that includes any support provided by a teacher" (Shaman 2014:131), we must first place scaffolding within its original theoretical context, Vygotsky's 'zone of proximal development' (ZPD).

Scaffolding within Vygotsky's ZPD framework

Scaffolding as a metaphor was first used in the context of learning and learner development in the child psychology research work of Wood, Bruner and Ross (1976). 'The Role of Tutoring in Problem Solving' (Wood et al. 1976) analyzes the adult-child interaction in specific tutoring sessions for problem-solving (block reconstruction) and the authors conclude that there is "a kind of scaffolding process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted effort" (Wood et al. 1976: 90). This scaffolding process entitles the tutor with the role of "activator" of the child's skills to support her in successfully accomplishing the tasks. The support thus given may require that the teacher breaks down a task into smaller parts, redirects the learner's focus of attention or demonstrates by doing a certain procedure (Wood et al. 1976: 98). Wood identifies six features that characterize the support provided by the tutor who, in a balance between demonstration and re-construction type of procedures, provides the learner with both the motivational and cognitive support he/she needs to reach new understandings: (1) *recruiting* the learner's interest; (2) *reducing the degrees of freedom* by simplifying tasks and keeping them within manageable limits for the child; (3) *maintenance of direction* by keeping the child focus on the goal; (4) *marking critical features*, by directing the child's attention to what is relevant; (5) *frustration control*, to motivate the child to finish the task; and (6) *demonstration* or *modeling* of the solution for the task (Wood et al. 1976: 98-99).

It was only in 1978, however, with Jerome Bruner's study, 'The Role of Dialogue in Language*',* that the concept of scaffolding emerged associated with Lev Vygotsky's sociocultural theory, more precisely in connection with the notion of 'zone of proximal development' (ZPD). Although

Vygotsky's seminal theory was established in the 1920s and 1930s, his work only became known to a broader audience when *Thought and Language* was first published in English by MIT Press, in 1962, to be followed by *The Psychology of Art* (1971) and *Mind in Society*, in 1978 (van der Veer 2011: 476). Only in the 1980s did it begin to have an impact on education (Walqui 2006: 163).

In *Mind in Society*, Vygotsky (1978) defines the ZPD, one of the main tenets of his theory, as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky 1978: 86) and, under the formula that "the only 'good learning' is that which is in advance of development" (Vygotsky 1978: 83), the author identifies the ZPD as the exclusive area where learning can occur. To put it differently, the ZPD represents that space of apprenticeship and of potential development for the learner in which learning is mutually created and the adult or the more capable peer is able to give the proper skilled guidance for the learner to successfully accomplish the task that he/she would not be able to complete on his/her own. Thus, building on prior knowledge, on what has been mastered, and leaving out all those tasks that could not yet reasonably be done, even with skilled assistance, lies an area, a "window of opportunity", where, given the adequate teacher support, the learner is able to engage in tasks that require a higher level of understanding and, thus, progress in learning and reach beyond what he/she has already mastered.

The association established by Bruner (1978) between the Vygotskian theory of ZPD and the concept of scaffolding as "guidance" or "collaboration with more capable peers" provided him and future research studies with the necessary theoretical framework within which to fit all those scaffolding strategies and procedures used in educational contexts to build up and progressively extend the learner's skills, by confronting him/her with that precise level of challenge to ensure success.

In fact, the potential of the concept of ZPD applied to educational settings was acknowledged by Vygotsky himself once he asserted that the full understanding of this tenet must result in the "reevaluation of the role of imitation in learning" (Vygotsky 1978: 87). Bruner's (1978) association with and integration of the concept of scaffolding within the ZPD in instructional settings confirmed Vygotsky's long before pre-announced "reevaluation" and set up the beginning of a long list of research studies on the key forms and features of scaffolding in education.

Key features of scaffolding in educational settings

The six main features of scaffolding as outlined by Wood et al. as early as 1976 (cf. p.3) still remain a seminal reference acknowledged in recent studies on educational research (Gibbons 2002; van de Pol et al. 2010: 6; Hammond & Gibbons 2005: 8; Boblett 2012: 5-6; Belland 2013: 187). A decade later, Wood describes scaffolding as "tutorial behaviour that is contingent, collaborative and interactive" (Wood, 1988: 96 in Walqui 2006: 163), these attributes being referred to as the core features of the concept and which also emerge as the basic characteristic of scaffolding mentioned in the literature.

In educational settings scaffolding is also described as a "sheltered learning technique that helps students feel emotionally secure, motivates them and provides the building blocks needed […] to do complex work" (Mehisto 2008: 139) and its study has already produced an extended list of reference works targeted at different groups (primary, secondary, tertiary education, learning

disabilities, and technology/business oriented contexts, among others) and focusing on a wide variety of areas.

In the specific context of classroom interaction, Hammond and Gibbons highlighted three "key features" (Hammond and Gibbons 2001: 13) of scaffolding:

1. *Extending understanding*, when the learning activities and the quality of teachers' support manages to "challenge and extend what students are able to do" (Hammond & Gibbons 2001: 13) pushing them "[…] beyond their current abilities and levels of understanding […] to 'internalise' new understandings" (Hammond & Gibbons 2001: 13);
2. *Temporary support*, which refers to the temporary nature of the different forms of support offered to learners, withdrawn as soon as they demonstrate ability to work alone, and to the provision of customized, timely and "at the point of need" (Hammond & Gibbons 2001: 15) support for each individual learner; and
3. *Micro and macro focuses*, respectively, the spontaneous ongoing student-teacher and student-student interactions in class, and the syllabus goals and activities prepared by the teacher (Hammond & Gibbons 2001: 13-16).

Some years later, in 2005, when trying to answer the research question "what [does] scaffolding look like in the enacted curriculum" (Hammond & Gibbons 2005: 25) these same authors developed what they referred to as an *"enriched model of scaffolding"* (Hammond & Gibbons 2005: 7), which they organized into two categories of scaffolding: *designed-in* (or planned) scaffolding, referring to the support teachers intentionally plan in advance for their classes/curriculum and which involves carefully sequenced and structured sub-tasks preparation, leading to the completion of the major task, and the *'interactional'* scaffolding, provided in class, in the teacher/learner moment-to-moment interaction, when the teacher naturally identifies an opportunity to develop an idea or a theory and thus extends student's understanding. Hammond and Gibbons (2001) also described some of the practical implications of their sociocultural view of learning and of the place scaffolding plays within it:

> *"[…] knowledge is collaboratively constructed rather than simply passed on, or handed from teacher to learner. That is, knowledge is constructed in and through joint participation in activities where all participants are actively involved in negotiating meaning. Clearly, learners construct new and extended understandings through their collaborative participation in scaffolded activities. But in doing so, they are doing more than simply absorbing information or digesting chunks of knowledge. Their active participation, with support from the teacher, enables them to construct and, potentially, transform understandings." (Hammond and Gibbons 2001: 12-13)*

Walqui (2006) presents another typology of scaffolding in her work when she distinguishes scaffolding as a *structure* (the curricular programme and the pedagogical methods planned to put it to work) from scaffolding as a *process* (the student and teacher interaction to accomplish the set goals) (Walqui 2006). In the same line, van Lier (2007) states the need to consider scaffolding as both a *design feature* and as an *interactional process*, because "only in this way can scaffolding be a practical pedagogical tool that is supportive as well as liberating, guiding as well as autonomy-supporting" (2007: 59).

Walqui (2006) also distinguishes between the diverse layers at which pedagogical scaffolding takes place, referring to three phases: at *macro level* (the planning to implement over a certain period), at *meso level* (the different steps to plan an activity/task) and at *micro level* (the moment(s) of interaction teacher/student) (2006: 164-165; van Lier: 2007: 60).

Leo van Lier echoes his own earlier studies (van Lier 1996: 196 in Barnard 2005: 77) and identifies six characteristics of pedagogical scaffolding, *handover/takeover* being the defining one: "(1) continuity (task repetition, connections, variation); (2) contextual support (safe, supportive environment); (3) intersubjectivity (mutual engagement, encouragement); (4) contingency (task procedures, that is, teacher's actions depend on actions of learners); (5) handover/ takeover (increasing role for learner, attending to emergent skills and knowledge); (6) and flow (skills and challenges are in balance, participants are in 'tune' with each other)" (van Lier 2007: 60).

In a review study on scaffolding in teacher-student interactions, van de Pol et al. (2010) analyse articles on this topic published between 1998 and 2009. The results are summarized in a conceptual model (Figure 1) which identifies *contingency*, *fading*, and *transfer of responsibility* as the key characteristics of scaffolding.
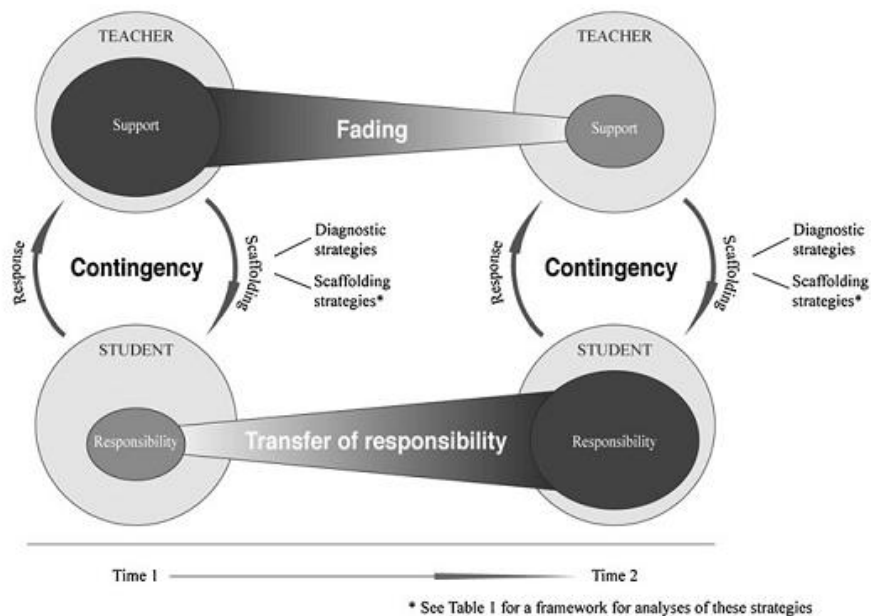

Figure 1- Conceptual model of scaffolding (van de Pol et al. 2010: 274)

Scaffolding strategies in CLIL contexts

Scaffolding is "at the heart of all CLIL teaching" (Morgado et al. 2015: 26) and the support provided by teachers when trying to activate students' knowledge related to content and to the foreign language must be appropriately selected and planned. Considering that there is a specificity about scaffolding strategies applied to CLIL contexts, in this section we draw a brief outline of three recent research studies that highlight this question, namely the works of Walqui (2006), Meyer (2010) and Mehisto (2012).

Walqui considers scaffolding as "both structure and process, weaving together several levels of pedagogical support, from macro-level planning of curricula over time to micro-level moment-to-moment scaffolding and the contingent variation of support responsive to interactions as they unfold" (Walqui 2006: 159). The author claims that the additional cognitive workload of learning content through a foreign language in CLIL classes assigns scaffolding with particular importance in CLIL settings.

Walqui identifies six types of instructional scaffolding strategies that she finds "especially salient" (2006: 170) and which aim at promoting the conceptual, academic and linguistic

development of the student in CLIL classes (Walqui 2006: 177). She affirms that, in a CLIL supportive learning environment, the teacher adopts different types of scaffolding strategies – modelling, bridging, contextualising, schema building, re-presenting text and developing meta-cognition – and thus amplifies and enriches "the linguistic and extralinguistic context, so that students do not get just one opportunity to come to terms with the concepts involved, but in fact may construct their understanding on the basis of multiple clues and perspectives encountered in a variety of class activities." (Walqui 2006: 19). Her brief explanation of each type of scaffolding is summarized in Table 1.

Table 1 – Types of Instructional scaffolding (adapted from Walqui 2006)

Types of instructional scaffolding (Walqui's model)	
Modelling	Teacher provides clear examples for imitation
Bridging	Teacher creates bridges that build on previous knowledge and understandings
Contextualizing	Teacher adds context to academic language (films, images, *realia*, metaphors and analogies)
Schema building	Teacher provides thinking frameworks to help illustrate ideas (charts, advanced organizers)
Re-presenting text	Teacher presents the same content through using a variety of genres (re-presented as drama, narrative, report, exposition, tautological transformation, theory, poem, third-person historical narratives, eyewitness accounts, scientific texts, letters, cooperative posters, …)
Developing meta-cognition	Teacher develops students' learning skills for planning, monitoring, and assessing

Meyer's (2010) model for scaffolding language and learning is part of the conceptual framework he developed for defining quality criteria for effective CLIL teaching and learning. The author considers scaffolding as one of the core elements in successful CLIL teaching (Meyer 2010: 20-21) and he lists it, together with study skills and learning strategies, as fundamental elements of the CLIL planning and teaching processes (Meyer 2010: 25). In his view, by providing adequate scaffolding to students, teachers are supporting them to deal with the different sorts of language inputs they are confronted with in CLIL classes. Moreover, the provision of language and content scaffolds in CLIL classes lessens the cognitive and linguistic overload of the subjects studied; it supports students to successfully completing a given task and it helps improving their linguistic production (Meyer 2010: 15).

In Meyer's "CLIL-Pyramid", a planning tool he devised for developing CLIL quality materials, scaffolding is assigned a central role in supporting the student to move from lower-order to higher-order thinking skills. For producing quality CLIL material, scaffolding strategies must be taken into account both at the stage of choosing the media to use (texts, image, film, etc.) and at the phase of task-design. The amount and type of input and output-scaffolding needed are determined by the type of input selected and by the nature of the desired output (text, presentation, painting, outline) as represented in Figure 2.
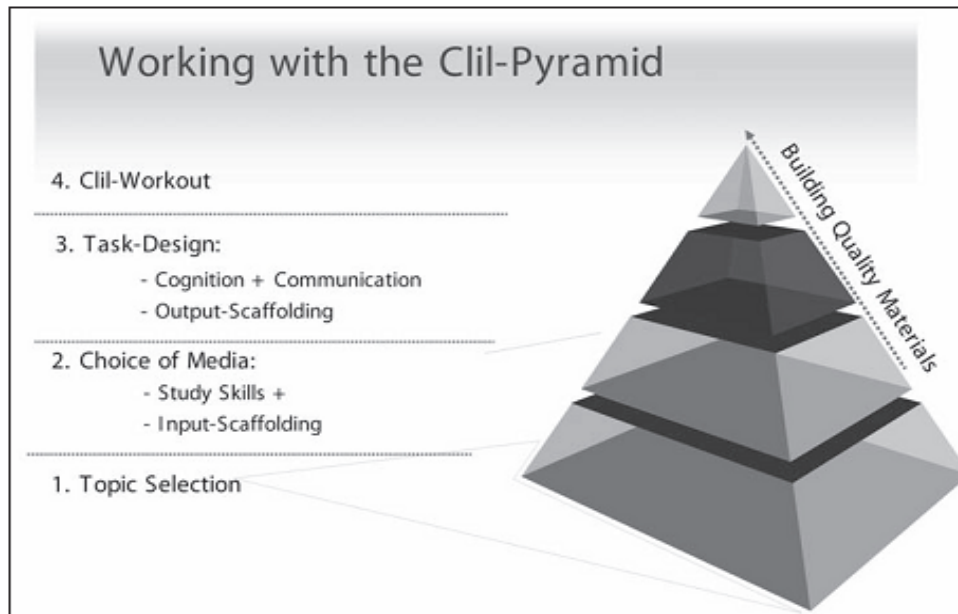
Figure 2 – The CLIL Pyramid (Meyer 2010: 24)

Mehisto (2012) identifies ten criteria for the development of quality CLIL materials and he presents a vast amount of examples on how to implement them (Mehisto 2012: 17-25). Particularly relevant for our study is criteria number nine which asserts that quality CLIL materials should "Foster cognitive fluency through scaffolding of a) content, b) language, c) learning skills development helping students to reach well beyond what they could do on their own" (Mehisto 2012: 24). The author also suggests activities teachers can use in CLIL classes in order to provide adequate scaffold for language, for content and for learning skills, while promoting students' cognitive development and supporting their growing autonomy. Mehisto assembles the following catalogue of activities available to the teacher to scaffold language, content and learning skills in CLIL contexts:

> **Language can be scaffolded by**: repeating new nouns as opposed to using pronouns; shortening sentences and paragraphs; inserting synonyms in parentheses; providing explanations of some key vocabulary and expressions in the margins; asking students to first brainstorm related language; grouping language according to use (e.g., procedures, equipment, personal attitudes); presenting information in two side-by-side boxes using two different registers of language; embedding electronic pronunciation and dictionary links for difficult terms; using wordsmyth.com or wordchamp.com.

> **Content can be scaffolded by:** helping students in an introductory paragraph or assignment to access their tacit knowledge and to connect the topic to their lives; providing an advance organiser; using other graphic organisers such as Venn diagrams, tables and charts; avoiding compound sentences; shortening paragraphs; highlighting or underlining key ideas or facts; using plenty of subheadings; providing sample answers or exemplars of good work; showing what falls outside of a concept, as well as what it includes; providing electronic links to animations.

> **Learning skills can be scaffolded by:** providing a sample correct answer at the start of an exercise; spotlighting samples of well done student work; providing a commented sample of poorly done student work; including planning, monitoring

and evaluation tasks; asking students to guess meaning from context; providing electronic samples of recasting and error correction techniques. (Mehisto 2012: 24)

Conclusion

In general terms, the nature and type of the scaffolding to use for supporting a student in a particular activity or task is determined by the needs of the student and the circumstances specific to the learning process he is engaged in (learner –centered approach). For CLIL teachers there is even a higher challenge, as students are learning a foreign language *while* learning a subject matter, which requires the use of pedagogical tools that ensure the enhancement of both components in a balanced way. In fact, scaffolding involves serious class planning work, the teacher being given the task of evaluating how much and when scaffold is needed, who needs it and which form it is going to take (Hammond and Gibbons 2001).

In all cases, the objectives of both the planned and the on-the-spot scaffolding should be to support students while pushing them beyond what they already know and can do, guiding them to learn how to think and not only what to think (Hammond and Gibbons 2001: 13; 81; Wood et al. 1976), enabling their participation in an interactive context where knowledge is collaboratively constructed (van Lier 2004) and they are able to move from their existing levels of performance to higher cognitive ones, towards growing independence, up to autonomy over time. Walqui (2006) refers this moment as the stage when "scaffolds are changed, transformed, restructured or dismantled" (Walqui 2006: 165), an echo of Vygotsky's ZPD, here represented as a never-completed building site where, building on prior knowledge, new learning takes place in a potentially continuous movement.

Finally, in CLIL classes, and considering the dual focus of this approach, scaffolding strategies should be extensively used as a means to foster the learners' autonomy and progressively build their confidence in using a foreign language for effectively dealing with content. This integrated development of language skills and content/professional competences will also give the CLIL learner an innovative competence to face the increasingly competitive labour market and which will enhance his/her employability opportunities.

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The State of the ReCLes.pt CLIL Training Project

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Abstract

Content and Language Integrated Learning (CLIL), an area that has only recently been more thoroughly explored for appropriate use at higher levels of education, has been one of the research areas identified by the Association of Language Centers in Higher Education in Portugal (ReCLes.pt). ReCLes.pt members – administration and research professors are striving to make a difference in the paucity of scientific publications in this area with the creation of their national program for training content teachers in Portuguese higher education. To best learn from each other in a collaborative network and apply well-informed teaching and learning methodology to English-taught classrooms, the underlying concepts range from classroom management and scaffolding to learner autonomy and from Web 2.0 tools to terminology-based learning. As an update of the current state of the art as interpreted in this project, the outreach and reception will be described in full with attention to some detailed examples of the more successful aspects as well as others where we have found room for improvement. Recommendations will be made for other networks and individual schools aiming to effectively prepare their students for the market by using an integrated approach to content and language learning. This paper reports on the current state of the ongoing ReCLes.pt CLIL Training Project, financed in part by the FCT (the Portuguese Foundation for Science and Technology), with project members from a number of universities and polytechnics across Portugal.

Keywords: ReCLes.pt, CLIL, scaffolding, learner autonomy, Web 2.0

Introduction

The *ReCLes.pt CLIL Project – a parallel and comparative study in higher education*, funded in part by the Portuguese Foundation for Science and Technology (*FCT – Fundação para a Ciência e a Tecnologia*) through a grant for projects that promote innovation in higher education, provided training in higher education for teachers of other specialty subjects aiming to teach that content through English using the CLIL methodology. As members of the Network Association of Language Centers in Higher Education (ReCLes.pt – Associação de Centros de Línguas do Ensino Superior em Portugal), the 33 participating subject teachers and the ten teacher trainers specializing in foreign language teaching and learning methodology met over the course of ten

hours in the first semester of the academic year 2014-2015 to prepare the modules for the CLIL courses that would be piloted that year. This paper provides an update of the path the researchers and participants have traced in growing this project.

Establishing the need for CLIL in higher education

The project design, especially the phases of collaborative writing and implementation of the pilot project, has been thoroughly described in recent publications (Morgado et al. 2015a; Morgado et al. 2015b; Morgado et al. 2016; Arau Ribeiro et al. 2016; Silva & Albuquerque 2016a; Silva & Albuquerque 2016b) and in presentations made throughout Europe, beginning at the initial roundtable presented at the Escola Superior de Hotelaria e Turismo de Estoril (ESHTE) in Portugal. This roundtable initiative capitalized on the ReCLes.pt 2014 International Conference on *Languages and the Market: Competitiveness and Employability*, hosted by ESHTE in October 2014, when the collaborative research was just coming to fruition and publication of the *ReCLes.pt CLIL Training Manual Creating a CLIL Community in Higher Education* (Morgado et al. 2015a) was nearing completion.

At this time, the research team had published preliminary research (Morgado et al. 2013) from the first phase in a poster for the ICLHE Conference at the University of Maastricht, Belgium, which indicated the very important supportive role of the local administration of the various higher education institutes in the study. Through structured interviews with the deans of schools and presidents of universities and at polytechnics, the researchers determined that the internationalization sought after, influenced by the mobility implicit in the Bologna Agreement, was indeed a clear goal for those in charge, who saw English-taught classes as one of the ways to achieve this result. Fellow teachers were also interviewed to better understand the impact of this internationalization on their academic paperwork, publishing and speaking requirements as well as on their teaching needs, especially in reaching out to incoming foreign ERASMUS students (pre-Erasmus+) in English, the language for global communication.

By demonstrating the timeliness and proven need for the introduction of pilot projects based on CLIL methods, the research results justified the aims of the ReCLes.pt CLIL project to expand the array of teaching approaches available to a selected group of teachers. These 33 subject teachers at the six polytechnics that participated in this final phase of the project not only demonstrated a B2 CEFR-level of English but also willingly joined the communities of practice and learning promoted by the researching teachers in the project at the schools in Estoril, Porto, Bragança, Guarda, Castelo Branco, and Portalegre.

Note that the terminological option for "Content and Language Integrated Learning" (CLIL) over the term used for the annual conference in Maastricht, "Integrating Content and Language in Higher Education" (ICLHE), reflects the need to bridge educational levels so that a student or teacher learning or teaching in secondary school via CLIL methodology is not misled into thinking that ICLHE is actually a different methodology. Supporting learning via scaffolding techniques can and should happen at all levels of learning; rather than changing the name, teachers must be made aware of the needs of adult learners in terms of understanding the purpose of their learning for better motivation. It also reflects the greater recognition of the term in 2.2 million hits for *CLIL* in a google search with a mere 4,980 hits for *ICLHE* at the time of publication. This choice has been well-received by colleagues at further presentations made at the University of Mazaryk in Brno, the Czech Republic (Arau Ribeiro et al. 2016c), the University of Bremen, Germany (Arau Ribeiro & Morgado 2015), the University of Roviri e Virgili, Tarragona, Spain (Arau Ribeiro, Silva, & Coelho 2016), the University of Coruña (Arau Ribeiro 2015a), the

University of Maastricht, Belgium (Chumbo & Morgado 2016), the University of Split, Croatia (Gonçalves 2015), and the University of Calabria, Italy (Arau Ribeiro & Silva 2016).

How to do CLIL in higher education

An immediate and shared concern amongst the participating subject teachers in the ReCLes.pt CLIL project and English-teaching colleagues attending the above mentioned presentations around Europe is finding a way to deal with their own mistakes in English and simultaneously dealing with students who have more competence in English. The recommendation of the ReCLes.pt CLIL research team focuses on the early establishment of a community of practice (Wenger 1998; Wenger-Trayner & Wenger-Trayner, 2015), which is necessarily an ongoing community of practice and learning that incorporates individuals who are all language *users* (Arau Ribeiro 2015a). In this sense, by leveling the ground so that learning is occurring *through* the use of language (Morgado & Coelho 2014), attention is instead focused on communication and learning about a given subject while simultaneously promoting the learning of a language, which results in greater competence in both the subject and the language (cf. Arau Ribeiro 2015a, 2015b).

Scaffolding is the basis of CLIL teaching, whether to support and reinforce the use of prior knowledge or to introduce and promote new concepts and build growing awareness of concepts and language (Morgado & Coelho 2015). At the University of Mazaryk, Arau Ribeiro et al. (2016) presented the use of a terminological approach to scaffolding, promoted in the ReCLes.pt Training Manual: Creating a CLIL learning community in Higher Education (Morgado et al. 2015), based on a fundamental understanding of terminology itself as the key to "non-ambiguous and efficient communication about specialised knowledge" (Silva & Albuquerque 2016b). Using a Language Activity Plan (LAP) (and following the new Bloom's taxonomy), the course of learning can be prepared and traced so that each step of learning the specialty terminology is supported by appropriate learning activities (cf. Arau Ribeiro 2015b). The CLIL Spring Institute at the University of Roviri i Virgili, Tarragona, Spain, and the XIV CercleS International Conference on *Enhancing Learners' Creative and Critical Thinking: The Role of University Language Centres* at the University of Calabria, Cosenza, Italy, provided enriching opportunities to share further concrete examples of how to support terminology-based learning in the CLIL subject classroom in higher education (cf. Arau Ribeiro & Silva 2016; Arau Ribeiro, Silva, & Coelho 2016a, 2016b; Arau Ribeiro et al. 2016), ranging from the creation of word clouds and word frequency lists via Web 2.0 tools for knowing and analyzing the language for further application, synthesis, and evaluation in the exercise of higher-order thinking skills (HOTS).

This terminology-based approach to CLIL, the "theoretical and practical basis for the creation of a CLIL Learning Community of foreign language teachers and subject teachers" (Morgado et al. 2015a) has been tested in training courses offered to domain-specific teachers, in all the institutions involved in the project. Although no assessment tool has been applied yet, feedback from those teachers is enthusiastic and motivating.

While TerminoCLIL, the ReCLes.pt denomination of this approach, structures the discourse and knowledge related to the subject/content, other scaffolding activities further involve the community of learners in practicing and learning issues related to culture, cognition, and communication in general, in keeping with Coyle's 4 Cs (1999, 2008; Coyle, Hood, & Marsh 2010). Scaffolding is a concrete recognition that knowledge is constructed differently across individuals, languages, and cultures (Wilkinson & Walsh 2015; Boroditsky 2011). CLIL classes respond to this often invisible aspect of teaching by providing needed support in the initial

phases of the introduction and development of the new content and then gradually remove this support as the community of practice and learning gains experience to autonomously carry out designated activities competently (cf. Arau Ribeiro 2015b).

Simultaneously, the results indicate, as Morgado et al. (2015) express, that scaffolding techniques and strategies are "at the heart of all CLIL teaching". Nevertheless, as described by Silva and Albuquerque (2016b) the symbiosis arises from the dialogical relation between terminological work and the support students receive to solve the challenges he encounters in each activity. This dialogical character prevails in the way scaffolding responds to the growing complexity of the cognitive demands that appear at later stages of the approach.

Where we are today

Additional research, training and experiments are being carried out in CLIL contexts in Portuguese HEIs to obtain data and feedback to further develop the project presented here and to obtain an in-depth analysis of further approaches to support and enhance results and teacher's performance in CLIL environments.

Communities of practice and learning continue to flourish in Portugal, notably at the Escola Superior de Hotelaria e Turismo de Estoril (ESHTE), where the Board has designated five ReCLes.pt CLIL courses for academic year 2016-2017 to be supervised by the English teacher who created their original community of practice and learning. These teachers meet regularly to delve into the issues that arise in the various areas of CLIL teaching and learning.

At the Instituto Politécnico da Guarda, both the local students and the growing international community of students can choose to attend CLIL classes for the Accounting and Management degrees in the 1st and 2nd study cycle (Bachelor's and Master's), also with the participation and observation of the English teacher who created the original community of practice and learning.

Other examples of students who have the ongoing opportunity to simultaneously learn content through a foreign language and practice their communicative and intercultural competences are taking place at ISCAP, where English and content teachers decided to collaborate and share contents in order to improve their pre-existing materials. Thus, to further implement the project and the pilot modules, they aligned the summer B2 and C1 English syllabuses with those of content classes in e-Commerce and Financial Mathematics, involving a minimum of 12 hours of the overall courses.

The presentation at the XIV CercleS International Conference (Arau Ribeiro & Silva 2016) at the University of Calabria, Cosenza, merited first place in a friendly competition in the strand *Applying Research to Pedagogical Practic*e. Also at the conference, a CercleS Focus Group was launched that will initially include researchers/teachers from the Czech Republic, Finland, France, Germany, Greece, Italy, Japan, Switzerland, and Portugal.

This recognition in the international research community has reinforced the commitment of the team of teachers/researchers to investigate what works and why in CLIL in HE to be better able to pass this understanding on to our colleagues – not only those who teach the content but also those who are language teachers who can, in turn, provide support for their own colleagues. We look forward to continuing this exploration of the myriad teaching and learning contexts in which CLIL is applied to expand the possibilities for implementing this methodology.

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Languages and the Market:

A ReCLes.pt Selection of International Perspectives and Approaches

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