



Recommendations for instructors

1. *Adaptation period*

- a. Rate of speech
- b. Introduction of new vocabulary
- c. Overview at the beginning of each lesson

When designing their course, teachers should take into consideration a period of adaptation. This normally lasts from 2 to 8 weeks from the onset of the programme. Teachers will also find that students require a few minutes at the beginning of each lesson to adapt to the transition to L2. In this light, teachers are encouraged to pay particular attention to their rate of speech and to the introduction of new vocabulary. It would also be wise to use the first few minutes of each lesson to summarise the contents of the previous lesson or introduce the topic by encouraging the students to discuss what they already know about it.

2. *Materials and visual aids*

- a. Key words
- b. Reference books in L2
- c. Glossaries

The use of materials and support is crucial. Lectures need to be accompanied by a written support: course manual or PowerPoint slides (key words should be featured on the slides), as well as reference books in the L2. These need to be given to the students before the course so that they may prepare the unfamiliar vocabulary in advance. Many students countercheck their understanding of the content using reference books. Students benefit from the use of paper-based or online glossaries.

3. *Speed of speech ... Pronunciation not an issue*

Different accents and different types of pronunciation are not perceived negatively by students: whether the teacher is a native speaker or not, whatever his/her L1. What transpires as crucial is the teacher's rate of speech, regardless of accent, as students generally struggle when the teacher speaks too fast. Teachers should therefore pay particular attention to their speed of speech.

4. *L2 use in lectures, practicals and laboratory work - Paraphrasing and reformulating*

L2 should be used in lectures, laboratory work and practicals whenever possible. Lecturers and assistants should always try to answer in L2 even if students ask them first in their L1. This means they may sometimes have to resort to paraphrasing and reformulating to explain certain concepts.

5. *Interactive approach, even in lectures*

Interactive classroom approaches allow more time for student questions and comments and are also a welcome change of pace, allowing students to catch up should they have missed something presented during the lesson, or just to relax since the cognitive load of being taught in L2 is strenuous. Teachers should therefore be willing to critically assess their current teaching style and integrate an interactive approach whenever this is possible.

6. *Group work*

Group work is also recommended. It is advisable for teachers to divide the class up into groups mixing students from different backgrounds in order to make sure there are mixed abilities in terms of language and content knowledge.

7. *Assessment: L1 or L2?*

Students should be given the choice to present their exams in either L1 or L2, but teachers should clearly encourage the use of L2.

8. *Student feedback*

Academic staff should seek feedback from their students.

9. *Collaboration between language teachers and content teachers*

Teachers benefit from individual and group discussions with language teachers, in particular on issues such as how to deal with code-switching, different language competences, content learning and assessment.

References

Kristin Bartik, Cyrielle Maerten, Ian Tudor, Jennifer Valcke. “A discussion brief of Content and Language Integrated Learning (CLIL) at the Faculty of Applied Sciences”.