

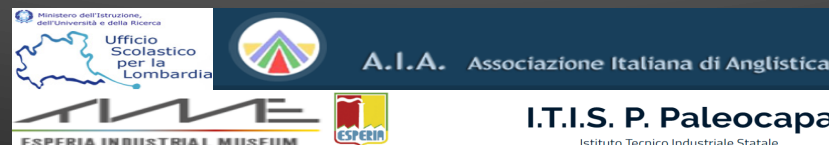
Seminario di aggiornamento
“ESP & CLIL: friends, false friends or foes?”

Lab – ENGLISH FOR TOURISM: *Developing employability skills*

by

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ESP and CLIL

features in common:

- the use of context from *different non-linguistic subjects*
- the use of *communicative language*
- the development of *academic and communication skills*.

differences:

- ESP main objective: *language learning*
- CLIL main objective: *content/academic learning*

- **ESP** access to **specific** job skills and activities. It focuses on language skills and job skills.
- **CLIL** goes beyond **specific** job oriented content knowledge and competences and provides the students with the necessary tools for:
 1. embedding job specific competences into a wider context;
 2. preparing for and coping with the internationalization of University studies (where CLIL is widely employed), with its student and staff mobility;
 3. having an overall cultural awareness of 21st century themes .

ESP teaching

ESP teaching needs renovation

Our economies and labour markets are undergoing profound transformations as a result of:

- > **technological change;**
- > **globalization;**
- > **shifts in consumer demand**

Skills policies should shift attention from:

- > **lifelong employment**

to:

- > **lifelong employability.**

ESP teaching

Lifelong employability means:

- > acquiring a range of **generic skills** that allow to keep pace with our ever changing working environments;
- > integrating job specific skills (ESP) with the generic skills that allow the development of the whole learner;
- > CLIL is one important method we can use to integrate ESP teaching
- > 21st century skills (skills for life) is another

ESP teaching

21st Century Skills:

1981 - National Commission on Excellence in Education

1983 – Report:

“ educational reform should focus on yhe goal of creating a learning society, able to cope with the ever changing technological innovation and globalization”



birth of the Partnership for 21st Skills

- American Association of Colleges and Universities
- MIT
- Private Organizations

ESP teaching

Employability Skills

- Not primarily content based
- Transferable
- Awareness of learning techniques (metacognition)
- Learning as a lifelong habit

The Core Skills

1. Learning and innovation skills
2. Information, media and technology skills
3. Life and career skills

ESP teaching

1. Learning and innovation skills

- *Creative Thinking*
 - use creation techniques
 - being inventive
 - being open and responsive
- *Critical Thinking and Problem Solving*
 - reason effectively
 - apply knowledge
 - find solutions
 - work independently
- *Communication and Collaboration Skills*
 - use oral and written communication effectively
 - interpretive
 - interpersonal
 - presentational skills

ESP teaching

2. Information, media and technology skills

- *Information literacy*
 - find and select information
 - assess sources
- *Media literacy*
 - knowledge of the main information media
- *Technology literacy*
 - use appropriate technology to do research work and produce written, oral and visual messages

ESP teaching

3. Life and career skills

- *Flexibility and adaptability*
- *Initiative and self-direction*
- *Social and cross-cultural skills*
- *Productivity and accountability*
- *Leadership and responsibility*

IMPLEMENTATION OF EMPLOYABILITY SKILLS

IN THE ESP SYLLABUS

which activities

ESP teaching

which activities ... to develop ...

1. Communication skills
2. Collaboration
3. critical thinking and problem solving
4. Creativity and innovation
5. Technology literacy
6. Cross-cultural awareness



ESP teaching

... a few ideas ...

Communication

- watching a video with a job situation
- simulating the job situation

Collaboration

- have the students work in teams

Critical thinking and problem solving

- developing a survey on a global issue

Creativity and innovation

- creating a virtual art exhibition

Technology literacy

- PowerPoint presentation / create a website page

Cross-cultural awareness

- Creating a target country etiquette

ESP teaching

Why are project-based activities important?

Because they enhance the development of employability skills:

- Initiative
- Team working
- Planning and organization skills
- Applying knowledge
- Learners as doers and creators
- Use of technology
- Learners create to share and publish to audiences more than just the teacher
- Creativity
- Real world tasks

Integrating ESP and CLIL

CLIL works provided it:

- is relevant to ESP teaching
- is coordinated with ESP teaching
- widens the scope of ESP teaching.

Integrating ESP and CLIL

The 21st Century Partnership established a list of interdisciplinary themes which can be used as a guide to the choice of relevant CLIL subjects:

- Global Awareness

ECONOMICS e.g. SUSTAINABLE DEVELOPMENT

- Financial, economic, business literacy

ECONOMICS e.g. THE SHARING ECONOMY

- Civic literacy

CIVICS / SOCIAL STUDIES e.g. CITIZENSHIP, POLITICAL INSTITUTIONS, HERITAGE CONSERVATION

- Health literacy

CIVICS / SOCIAL STUDIES / GEOGRAPHY e.g. GLOBAL HEALTH ISSUES

- Environmental literacy

GEOGRAPHY / SCIENCE e.g. ECOLOGY, HABITATS, BIOMES, CLIMATE ISSUES

Integrating ESP and CLIL

Map for ESP and CLIL integration – LESSON PLAN

Step 1 – opening (Flipped classroom)

Engages students in active learning before exposure to new content.

Class time is best spent guiding knowledge and providing feedback rather than delivering direct instruction.

(Aaron Sams and Jon Bergman)

Active learning encourages independent thinking.

Videos are a useful tool

https://www.youtube.com/watch?time_continue=32&v=B5MkV7A83k4

Integrating ESP and CLIL

... what themes does the video introduce?



- the environment
- sustainable development
- ecology
- job opportunities (in developing countries)
- community feeling

these themes will be treated in the ESP section

Integrating ESP and CLIL

Step 2 – ESP

- Teaching content
- Teaching language: grammar and grammar for communication: interpretive, presentational, interpersonal.
- Teaching job specific skills

Step 3 - ESP Applying job skills (Career Paths)

- Watching a video showing a professional situation
- Project work based on the professional situation e.g. organizing an event, an ecotour, etc.
- Reproducing the video situation using the students' project materials

Step 4 – ESP

- Unit revision with mind maps (which enhance critical thinking)

Integrating ESP and CLIL

Step 5 – CLIL Expanding Cultural Awareness

Example 1: in the ESP section the students studied the natural resources for tourism. The CLIL lesson is a Geography lesson about world ecosystems, biodiversity, habitats and biomes.

Example 2: in the ESP section the students studied the various types of accommodation, including AirBnb.

The CLIL lesson is a lesson in Economics, having as focus the rise of the sharing economy.

Example 3: in the ESP section the students studied the tourist attractions of the British Isles.

The CLIL lesson is a Civics lesson on British Political Institutions.

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