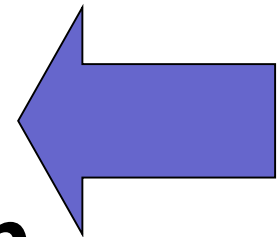


BACKGROUND from knowledge to 'know how'

- **Haines (ACLES, 2017) suggested that much had been done with regard to principles and policies across Europe in plurilingual programs; however, many aspects of practice still needed closer examination.**



Knowledge Integration: In-service training for **content professors**

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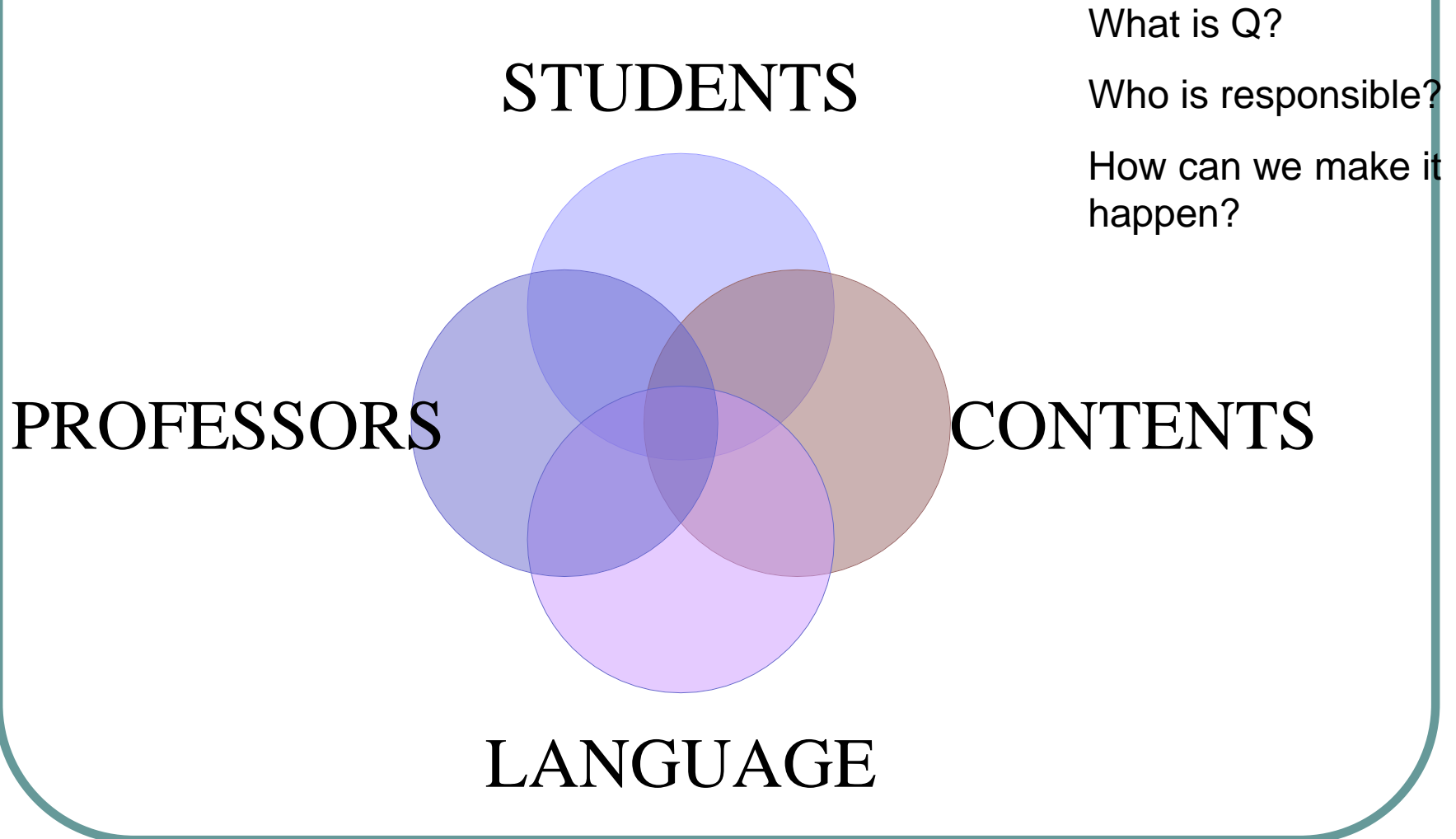
Mary Griffith
2018

EMI Paradoxes

Defining Q **WHAT**
 Who?
 How?

LANGUAGE, DIDACTICS, PEOPLE

Understanding Bilingualism as a process



What is Q?

Who is responsible?

How can we make it happen?

The 'uncomfortable' role of language expert

- **Rubio & Hermosin (2010)** described content professors as **'reluctant'** while Fortanet-Gomez (2012) highlighted the need for a **'closer follow-up'** when assessing bilingual instruction at the university.

What are we looking for? Efficiency

BILINGUALISM AS A PRODUCT OR AS A PROCESS....

Knowledge integration

- The learning paradox
 - **WHAT IS QUALITY?**
 - How will you know, if you do not know what you are looking for?

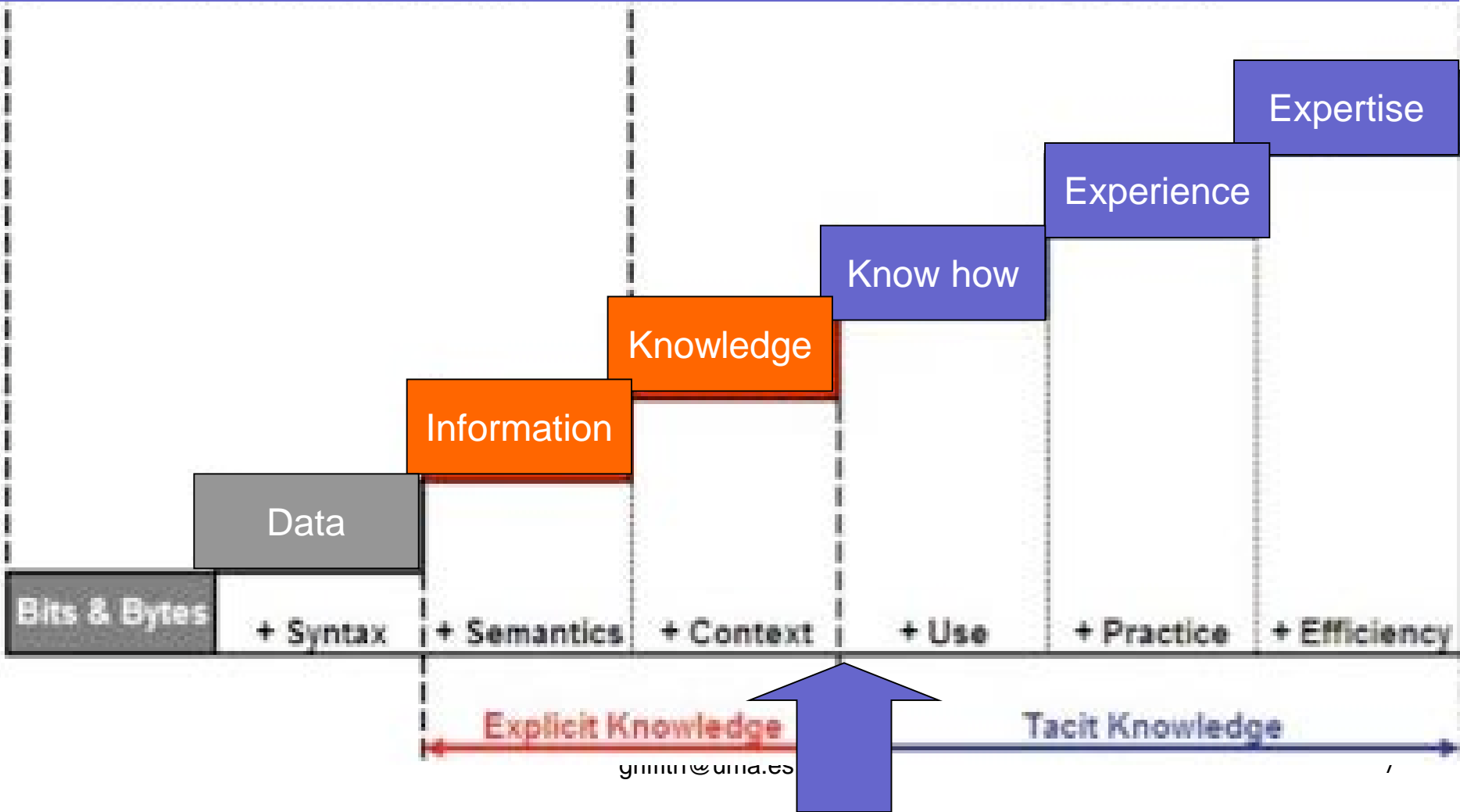
MOVES TOWARDS EFFICIENCY

- **Learning paradox** ‘**KNOWING TO DOING**’
- 4 MOVES for content professors
 - INFORMATION TO KNOWLEDGE
 - **context**
 - KNOWLEDGE TO ‘KNOW HOW’
 - **use**
 - ‘KNOW HOW’ TO EXPERIENCE
 - **practice**
 - EXPERIENCE TO EXPERTISE

TACIT KNOWLEDGE

Quality is the search for efficiency

KNOWING AND DOING



'WHO?'

My sample inserted into **context**

- **MOVE 1: INFORMATION TO KNOWLEDGE**
- **(60+) Professors** from
- UAL, UMA, UCO, UVA, Soria

- **(100+) Students** from
- UMA
 - INFORMÁTICA, TURISMO, EDUCACIÓN, ECONÓMICAS, BIOLOGÍA, ING. DE LA SALUD

My Variables (an overview)

- **PROFESSORS**

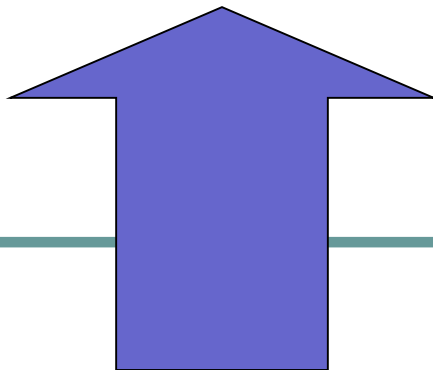
- **Professors' concerns**

- Time
- Evaluation
- Language Proficiency

- **STUDENTS**

- Content assimilation and evaluation

- **SELF REPORTED**
- Professor performance
- Reaction to overall experience



What are professors' concerns?

- Understanding the contexts
 - How uniform are our professors?

● TIME

- Evaluation
- Language proficiency
 - Their own
 - Their students'

UNIQUE CONTEXTS IN PRACTICE

from information to knowledge

- **DIAGNOSTIC**

- 1. Will I teach differently?
- 2. Prep. time
- 3. Teaching time
- 4. Difficulty
- 5. Students' L2
 - Evaluation

- **TOURISM**

- 25% YES
- 75% LESS IN L1 (SP)
- 75% MORE TIME IN L2 (EN)
- EQUALLY CHALLENGING
- Less concerned

- **COMPUTER SCIENCE**

- 100% YES
- 33% LESS IN L1 (SP)
- 75% SAME AS IN L1
- MORE CHALLENGING FOR ST
- Highly concerned

QUALITATIVE Differences

- Seemingly more **faith in students**' abilities both with contents as well as with L2 when rating **difficulty**... Seemingly less concerned about **evaluation**
- Contrarily, more aware that more **time** might be necessary to teach through L2
- Time** for preparation was more of a concern for this group
- Seemingly more confident (or less aware) of how L2 might affect **teaching style**. However, less confident about own L2 proficiency

'HOW?' a step toward **use**

- **MOVE 2 FROM KNOWLEDGE TO KNOW HOW**
- **In service training:**
 - **In order to provide content professors with the support they need when facing bilingual instruction in their classrooms, we begin not by telling them what they need, rather by asking how we can help.**
 - **MATERIALS**
 - **OBSERVATION**
 - **L2 SUPPORT**

Quality for professors?

From know how to experience

I can only reiterate, ask professors what they are concerned about and address those concerns.

- Put bilingualism into practice to discover quality within each specific context.
 - Content professors' concerns
 - **Contents >>> students >> language**

IN SERVICE TRAINING: PRACTICE

- **MOVE 3 FROM KNOW HOW TO EXPERIENCE**

STUDENT REACTION

“I would like to know the students opinion and point of view, though not directly but through the coordinator or a third party in order to obtain non biased information”

UMA Computer Science professor, 2012

My Variables (an overview)

- **PROFESSORS**

- Professors' concerns

- Time

- Evaluation

- Language Proficiency

- **STUDENTS**

- Content assimilation and evaluation

 - **SELF REPORTED**

- Professor performance

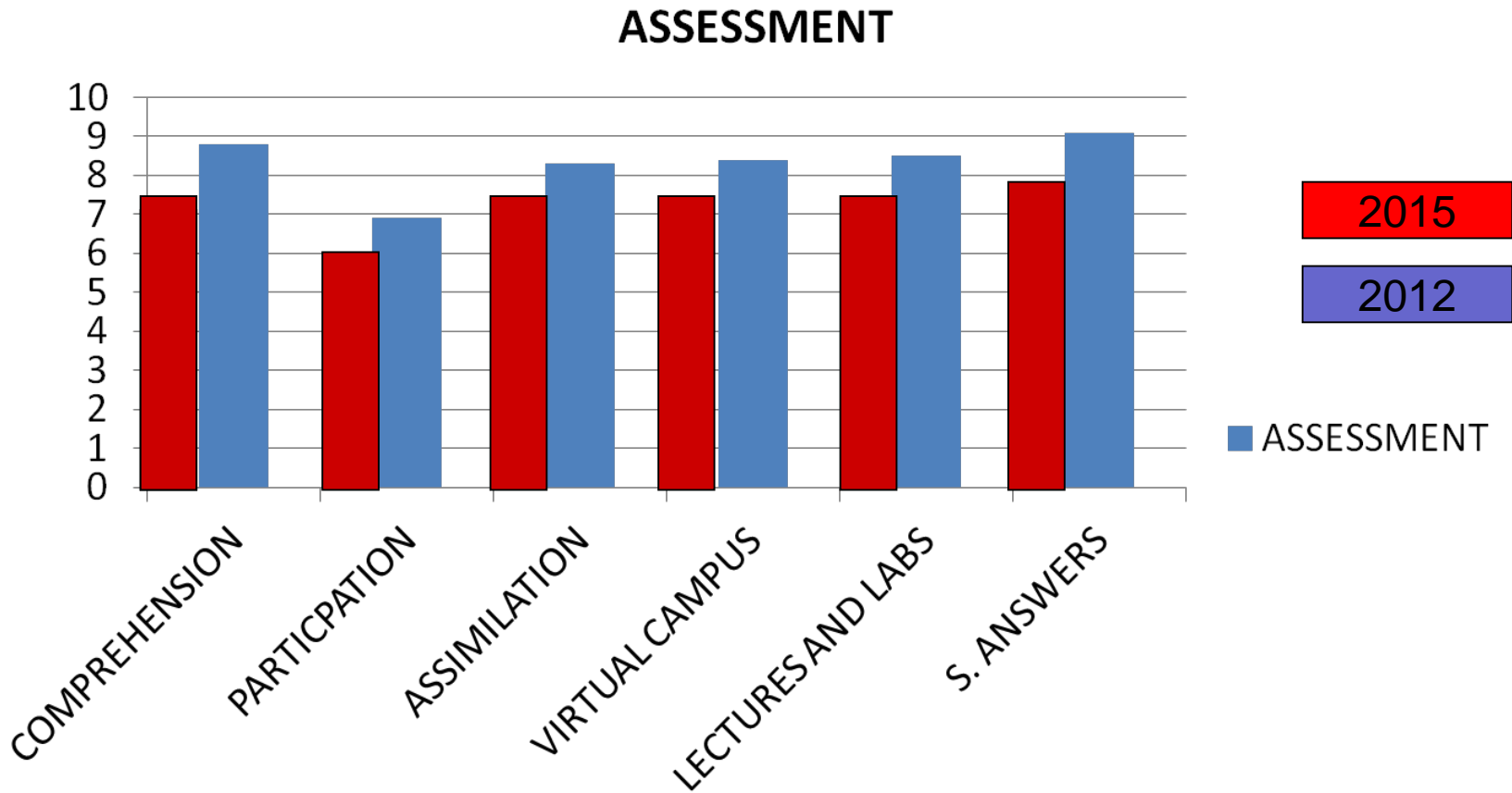
 - **LESS PROFICIENT L2 USERS COMPENSATE MORE!**

- Reaction to overall experience

 - **POSITIVE, NEGATIVE, SPECIFIC**



STUDENTS RATE EXPERIENCE

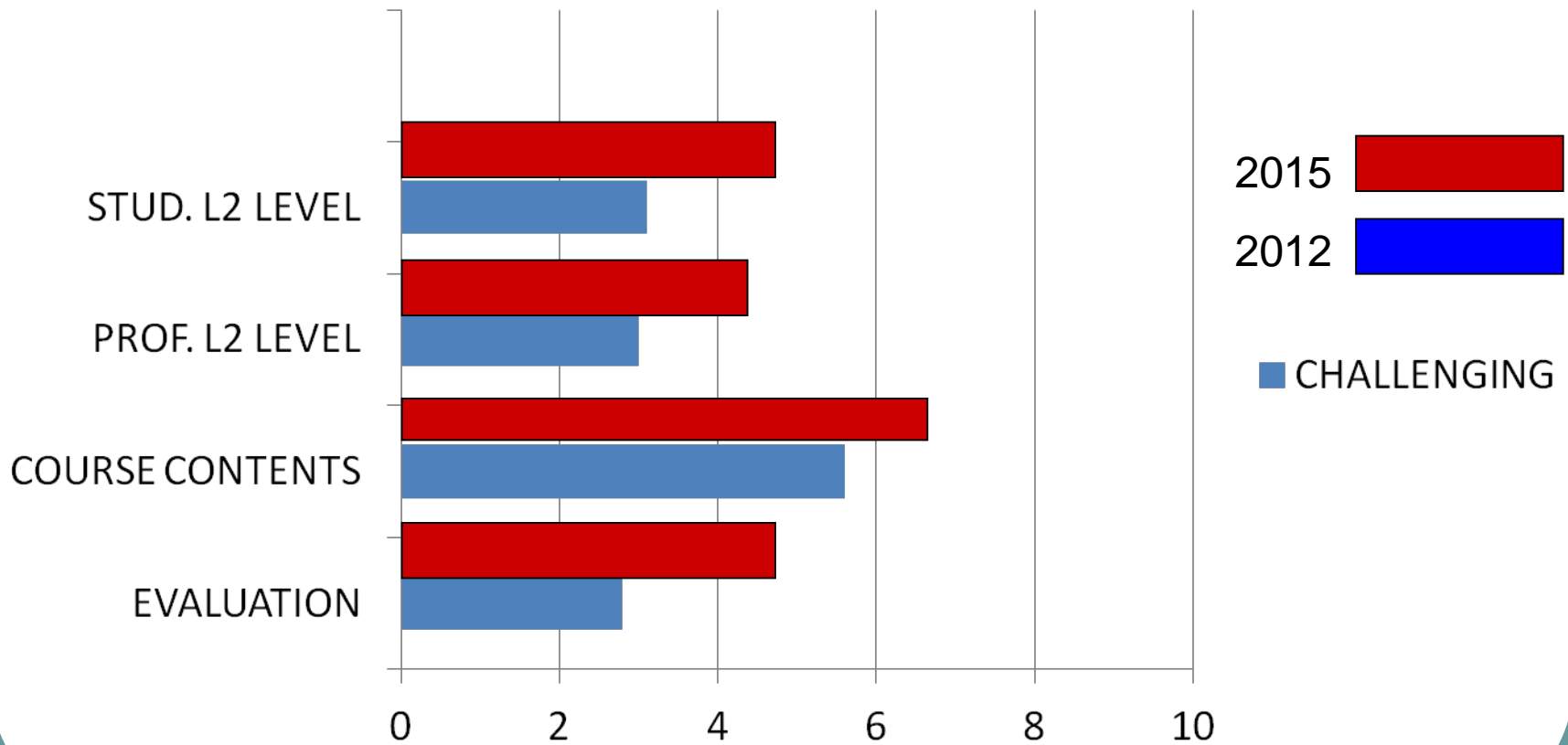


WHAT WAS YOUR OVERALL IMPRESSION OF THIS COURSE?

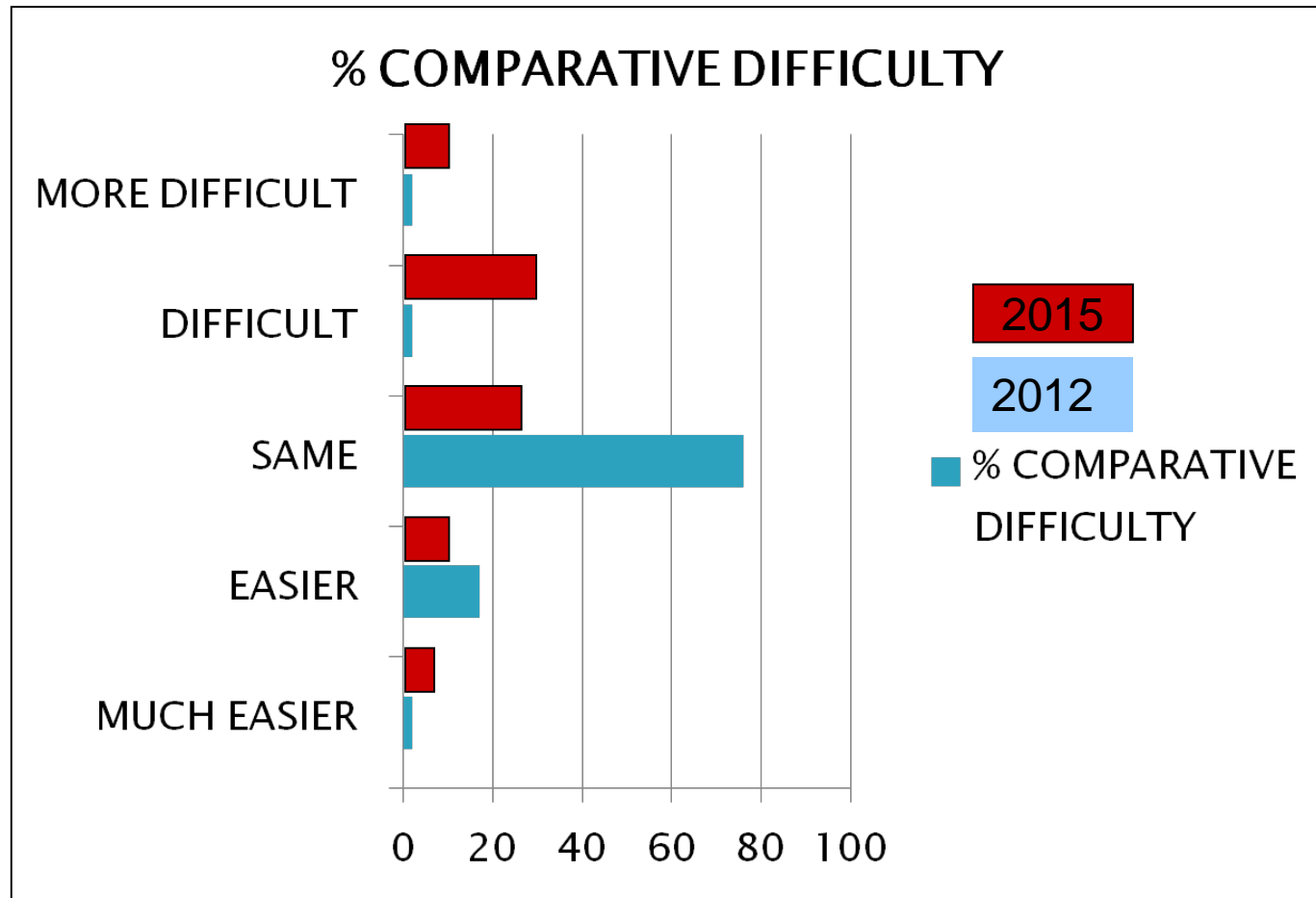
- Really impressive & the teacher explains really well
- The best course in my first year of university.
- I liked a lot. <name> is a good teacher, the weekly exercises helped me so much and the subject is interesting.
- Really good. I think <name> is one of the best teachers I've had this year (if not the best).
- At the very beginning I thought it was going to be more difficult but it turned out to be an easy course. English is not a problem in this course.
- (2015)

In 2015 all categories rose but the proportion remained the same

CHALLENGING



STUDENT RATE DIFFICULTY



The road to expertise...constructive one move at a time....

- **POSITIVE**
- **Encouraging**
- 90% 2012
- +80% 2015

- **SPECIFIC**
- **Interesting qualitative feedback**
 - *Also a very good idea give easy access to the spanish course for those who hadn't a really good level.*

- **NEGATIVE**
- - 7% 2012
- -15% 2015

SOME NEGATIVE COMMENTS

note students' concerns

- What we did in class had nothing to do with the exams
- ***It was terribly difficult for me due to my lack of skills in java***
- Professors' low pronunciation
- Too much Spanish
- ***The examples in the slides were hard to study because there was little to no comment on how they worked***
- I am obligated to take this course in EN
- Class was rushed
- ***The number of practice sessions were not enough and were carried out poorly***
- I chose this course to have the morning, not for the EN

“Hardly could be better, from professor to learning and of course evaluation. I have no suggestions in mind except for other professors to act in a similar way.”

“I'm very satisfied with this English course overall”

“I feel things are being improved step by step. Well done”

“Very good, I would like to continue my degree in English if available”

“I enjoyed it quite much and I think I learned a lot”

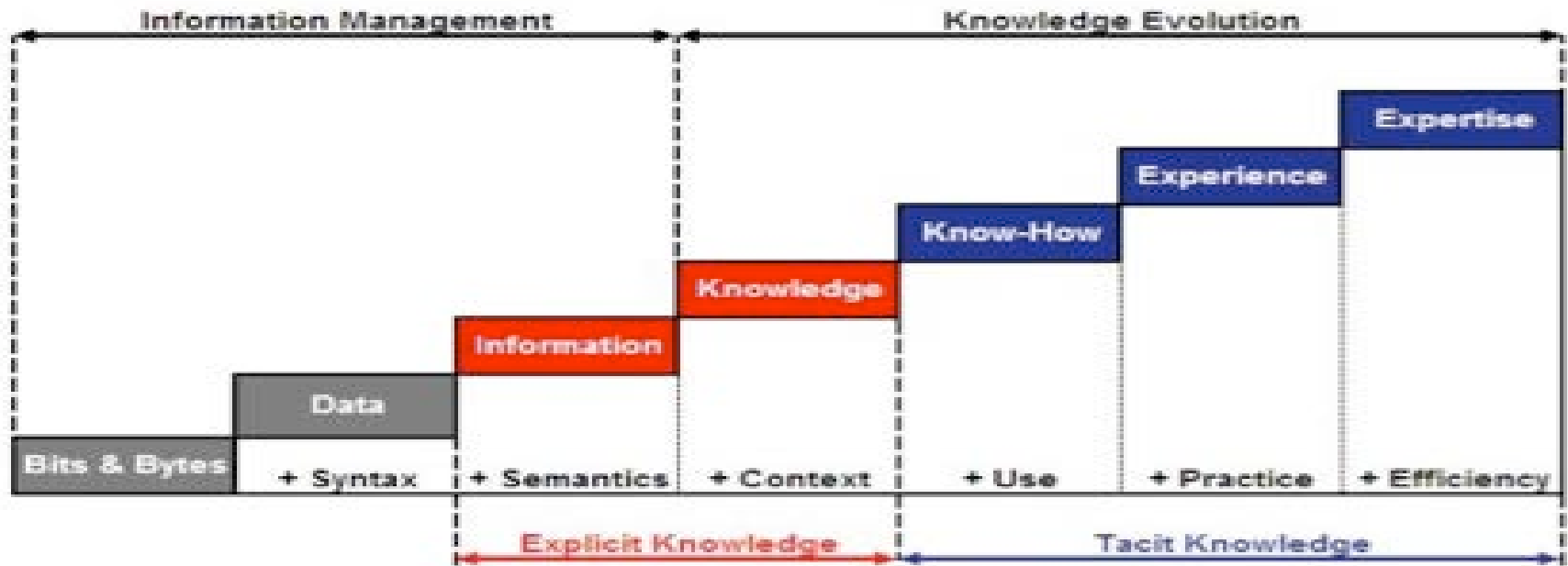
What do students really want?

- To interact more, not less.
- To have practical contents.
- To compensate with a bit of Spanish “back-up.”
- To have slides for study purposes.
- More assessment, less evaluation.

I loved the evaluation method used by Mr. 1 and to a lesser extent Mr. 2, since it really takes daily work into account,

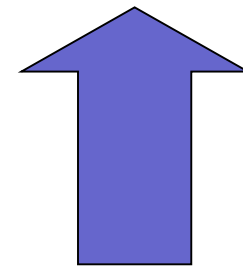
A LESSON LEARNT

the many ways to measure quality



DEVIATION FROM THE IDEAL

PROGRESS TOWARD THE IDEAL



So what is Knowledge Integration?

**The move that is yet to come?
From experience to expertise...**

“ Creating new spaces for **dialogue** and **negotiations** can be a good opportunity for sharing experiences and practices and the only way for possible interdisciplinary **collaborations**”
(Fortanet- Gomez, 2012, p. p. 57-61).

BELIEVING IN BILINGUALISM ONE MOVE AT A TIME

KNOWLEDGE INTEGRATION

From contexts to practice

**Understanding the CHALLENGES
of bilingual programs.**

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Mary Griffith

TACIT KNOWLEDGE

