

Refurbishing academic training for CLIL/ EMI mediators

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The presentation suggests that besides competent knowledge of content matter and native-like mastery of the TL, CLIL/EMI programmes should build on cognitive, representational and didactic skills reflecting the epistemology, ontology, dialectic and pragmatic features of interdisciplinary study fields. At present, insight into such complex components of study and communication cannot be taken for granted in either subject instructors or collaborating language-teachers. The interdependent skills should be fostered through trans-disciplinary academic curricula aimed at empowering participants with ethnographic insight into the complexities underpinning scientific, humanistic and pedagogic research and study fields.

The discussion briefly recalls the rationale of both CLIL/EMI approaches whose promising effects on students' acquisition of content matter, linguistic and thinking skills have gained adherence from material designers and decision-makers in spite of scarce methodological and factual validation. It then touches on the resistance and ill-at-ease feelings voiced by subject specialists, language teachers and students who have been involved in CLIL/EMI teaching/learning programmes, in FL contexts.

The quandary and hesitation experienced by both teaching staff and students, along with qualms about personal TL fluency, include concerns about approach to subject-cum-language teaching, stylistico/rhetorical adaptations, pragmatic and dialectic components of situated discourse. Such relevant aspects of argumentation and communication fall within the realm of linguistic and humanistic studies, but are hardly ever explored in scientific curricula. On the other hand, linguistic and humanistic curricula take little heed to exploring teaching strategies, conceptual frames, pragmatic, dialectic and heuristic features of hybrid genres. Accordingly, they forego considerations about the mental, attitudinal, sensory-motor and representation skills characterising students of natural sciences.

Bridging disciplinary domains through trans-disciplinary doctoral courses could favour shared insight into interdisciplinary knowledge argumentation and teaching/learning processes which pivot knowledge domains and motivate students' intellectual, professional and linguistic development. The broadening of academic horizons would enrich CLIL/EMI mediations in light of concepts, investigation models, beliefs and pedagogy featured in scientific, humanistic and linguistic curricula. The enhancing experience would provide insight into the intellectual and practical traits, interests and expectations of the students pursuing knowledge, in either the natural sciences or the socio-humanistic disciplines. The cognizance thus developed could result in confident trans-disciplinary teaching with positive influences on the intellectual, perceptual and linguistic growth of trainees.

The discussion invites the conclusion that refurbishing academic training with trans-disciplinary content could not only enhance shared apprehension of the complex components of teaching for professional knowledge, operational skills and communication, but also favour deeper understanding between the humanistic and scientific cultures with ensuing fruitful collaboration and effective global teaching/learning experiences.