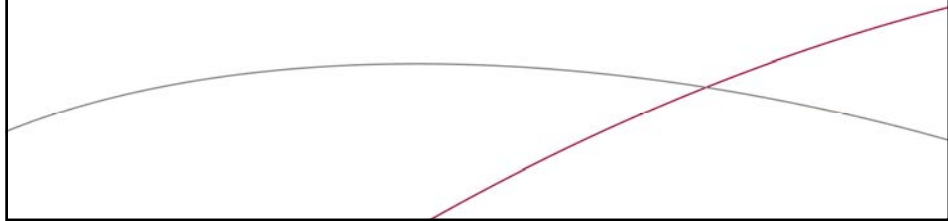




## English as language of instruction from year one – why and how

Sara Håkansson, Centre for Languages and Literature  
Lotty Larson, Centre for Educational Development  
Rolf Larsson, Department of Water Resources Engineering



## Environmental Engineering Programme at LTH

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- EE is a five-year engineering programme
- Programme structure is 3+2
- First three years : math, physics, chemistry, ecology, geosciences ...
- Last two years diversified: energy, water, environment, risk management
- Students: 50/50 women/men

## International – why?

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- Graduate employability
- Work outside Sweden
- International work in Sweden
- Sources of new knowledge & information
- Contributing to a stimulating environment
- Attract better students
- Environmental issues are international

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## International – how?

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- Student exchange – outgoing
- Student exchange – incoming
- Teacher exchange
- Research collaboration – take advantage
- Course content
- Linguistic training (a necessary condition for all of the above)

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## English as language of instruction

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- Decision in 2005
- Started in fall 2006
- Now 2007/2008 fully implemented:
  - Yr 1 / 2 courses / 25 ECTS credits
  - Yr 2 / 3 courses / 24 ECTS credits
  - Yr 3 / 2 courses / 22.5 ECTS credits

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## Support – strategy

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- New situation for both teachers and students
- Main focus : pedagogical / learning problems
- We did not want a language course
- Support development should be a shared responsibility
  - Programme management
  - Course teachers
  - Students
  - Pedagogical/language staff

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## Challenge Analysis Questionnaire

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*Purpose - Reflect on learning in relation to language of instruction*

- Experiences of being taught through English
- Academic challenges
  - Reading comprehension
  - Listening comprehension
  - Written proficiency
  - Speaking
  - Vocabulary
- ‘Social’ challenges
- Important to consider when studying through English

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## Challenge Analysis Questionnaire

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**(percentage of students that found the area challenging)**

Challenging areas:

- Vocabulary (96,8%)
- Speaking in public (74,2%)
- Written proficiency (67,7%)

Confident areas:

- Reading comprehension (29%)
- Listening comprehension (29%)
- Fluency (22,6%)
- Pronunciation (3,2%)

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## Modules

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- 1) Study Skills
- 2) Academic Writing
  - Lecture
  - Linguistic feedback on written material
- 3) WikiW – online vocabulary bank/dictionary developed by students and teachers

## 1) Study Skills

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- Introduction – attention paid to learning through English vs. Swedish
- Online platform – Learning Styles introduction (James Cook University Study Skills Online)

## 2) Academic Writing

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- Lecture – *The Academic Research Paper* – two weeks prior to deadline for 1st draft of 1st research report.
- Linguistic feedback on 1st draft of research report

## 3) WikiW

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Online platform where students and teachers build the programme's own dictionary

The WikiW-platform also contains further English language support such as handouts from the 'Academic Writing'-lecture, Study Skills documentation and blogs where students and teachers can discuss matters related to the language of instruction.