



# **Blending ESAP and CLIL in a Rehabilitation Sciences Programme**

Jack Burston

Maro Neophytou–Yiokari

Androulla Athanasiou

**Language Centre  
Cyprus University of Technology**

# English for Specific Academic Purposes (ESAP) Course

## **English for Rehabilitation Sciences**

Acquisition of L2 skills through their practical application: Immersion, FLAC, CLIL  
Soft/Weak CLIL (Ikeda) 2013

Primary focus of course on language learning rather than the acquisition of subject area content knowledge

Language for Specific Purposes

# English for Rehabilitation Sciences

Learning through socio-collaborative interaction

Course realized in conjunction with subject area experts

Organized into four thematic blocks

- 1) Introduction to Rehabilitation
- 2) The Elderly and Rehabilitation
- 3) Head and Spinal Injury Rehabilitation
- 4) Clinical Aspects of Autism.

# **Format of Learning Blocks**

## **Week 1**

Mini content lecture (30 minutes)

Oral summary & discussion

E-Portfolio

## **Week 2**

Written lecture summary & EASP skills

Major task-based activity:

Individual e-portfolio

# **Format of Learning Blocks**

## **EASP Skills**

Summary writing

Critical thinking

Creating interview questions

Carrying out interviews

Analyzing case studies

Paraphrasing

Using referencing

Creating bibliographies

Reading academic articles

Interviewing academic staff

# Format of Learning Blocks

## Week 3

Collaborative research project

Oral presentation & written summary

> e-Portfolio

# **Pedagogical Challenges Instructors**

No textbook: all materials in the course had to be created by the instructors

Close collaboration between language teaching staff and academic faculty

Language instructors learning subject area content

Content instructors lecturing in English, understanding linguistic proficiency criteria

# **Pedagogical Challenges Students**

Comprehension of the subject area content in English minimally required B1 level proficiency

Instructor/peer scaffolding  
Collaborative student work

Adaptation to collaborative task-based activities



# **Pedagogical Challenges**

**Increased workload:** Instructors & Students

**Student resistance and complaints**

Departmental support

**Assessment**

What not to grade

What to mark as a group/individually

Relative weighting 40% group / 60% individual

Administrative Requirements:

Mid-term / Final exam

# Outcomes

## Learning outcomes

Formal evaluation 2015

97% pass rate (28/29) ~ B2 level

# Outcomes

## Reactions of Students

Student e-Portfolio reflections very positive

Course taught them how to

Work collaboratively

Work independently

Critically evaluate course of materials

Undertake further research

Conduct interviews

Analyse case studies

Make oral presentations



# Outcomes

## **Reactions of Students**

Improved language skills

Acquisition of content related vocabulary

## **Negative comments**

Excessive workload

Some exercises not useful

# **Outcomes**

## **Reactions of Instructors**

### **Rehabilitation Sciences Department**

Confirmed students' e-portfolio comments

Second content-based EASP course under development

### **Language Centre instructors**

Very satisfied with initial results



# Thank you for your attention

## References

Ikeda, M. (2013). Does CLIL work for Japanese secondary school students? Potential for the 'weak' version of CLIL. *International CLIL Research Journal* 2(1), 31-43.  
<http://www.icrj.eu/21/article3.html>

jack.burston@cut.ac.cy