



A multi-dimensional teaching format for language education

Rethinking the role of teachers and students

Dr. Nathalie Kirchmeyer
nki@kth.se

Dr. Kristina Knauff
knauff@kth.se

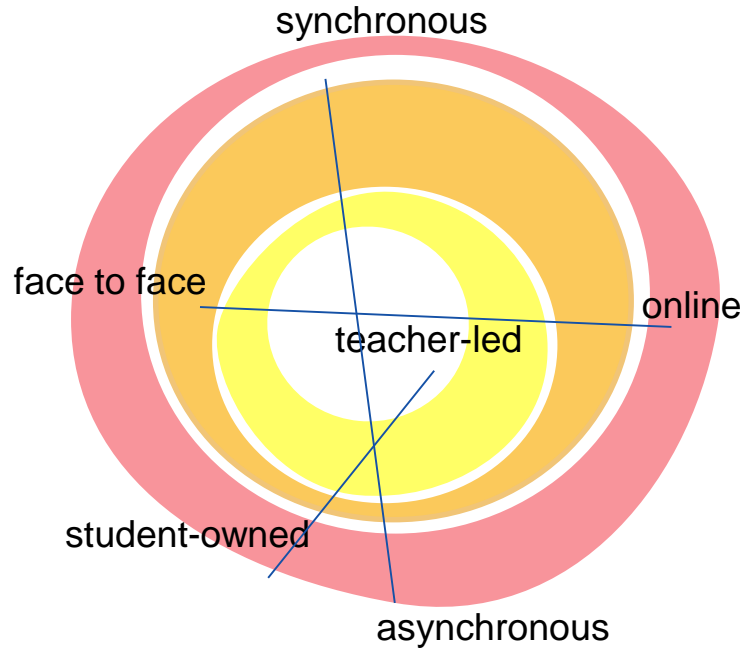
KTH Språk och kommunikation

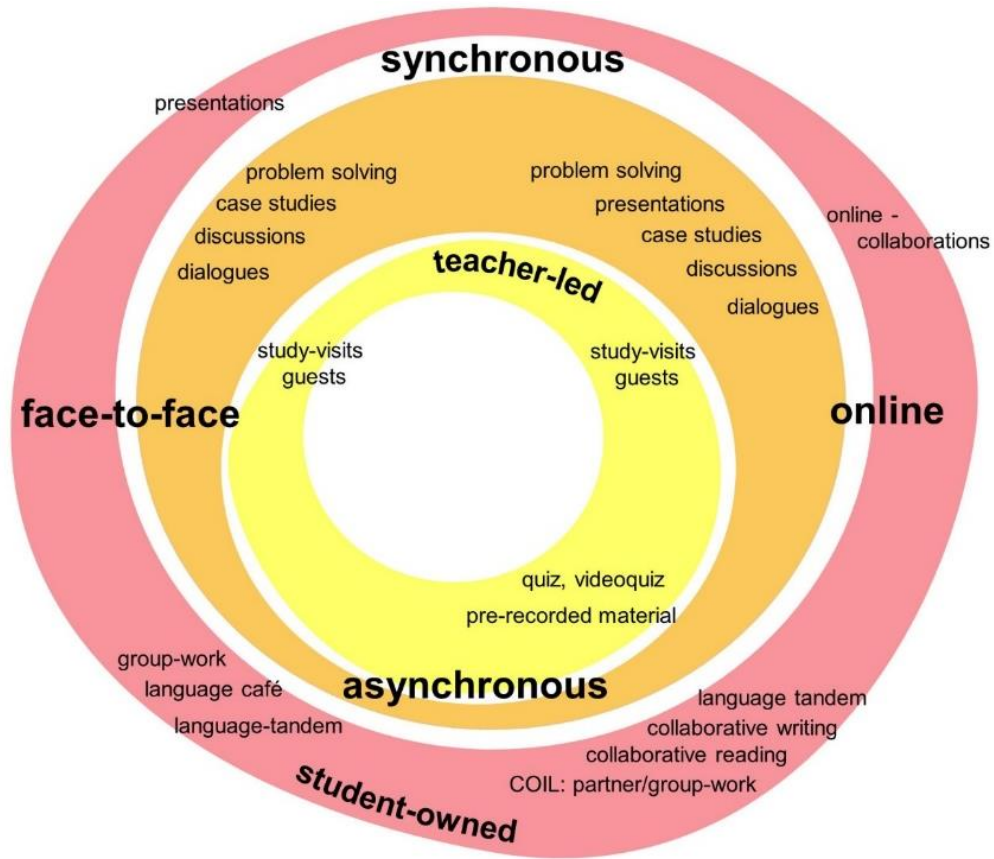
KTH Department of language and communication
Stockholm



Three teaching dimensions

online – face to face
asynchronous – synchronous
student-owned - teacher-led

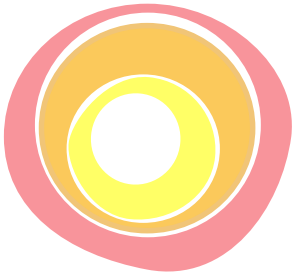




Language teaching and learning activities in various dimensions



Pedagogical benefits



Pedagogical benefits

- holistic approach
- individualisation
- contextual learning
- engagement
- flexibility

COIL – asynchronous, online, student-owned



- combine online meetings with asynchronous work typically a student-owned activity
- opportunity to integrate LSP in a natural way
- supports students in developing a global engineer profile:
- emphasizes collaboration,
- the use of digital modes of communication
- develops the intercultural and multilingual competence in an authentic communication situation (language through content learning).
- fosters student engagement and successful learning



International collaborations - French

- **Collaboration with CentralSupélec in Paris. Integrated in the courses French B1 and B2 at KTH and advanced English for CS students.**
- **Student-oriented and student-owned**
 - - Freedom to organize the online meetings and to choose a question of research
 - - Teacher as a facilitator
- **Focus on LSP**
 - - Oral presentation in graphs : *compare the educational systems and student life (courses, schedule, costs, future...)(B1)*
 - - Oral presentation and written report: *environment, energy, sustainability SDG (B2)*
- **Intercultural and multilingual skills**
 - - Contextual learning
 - - Authentic situations



International collaborations - German

Collaboration with TU München

Students from levels B in German meet students from levels B in Swedish

- **teacher is facilitating**

- students organize meetings themselves
- teacher is providing an introduction to a topic (e.g. sustainability, work-life), students define their question to work with.

- **contextual learning and focus on LSP**

- students use vocabulary and expressions belonging to the technical field they work with.
- students use discussion- and negotiation skills in their target language.

- **holistic learning**

- trains the students in problem-solving together with students from a different cultural context.



Thank you

Danke

Merci

Tack