

16 March 2024



# Proposing authentic, motivating and ambitious projects in the EAP classroom

## The importance of intra-institutional collaboration

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# Context

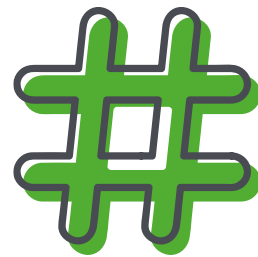


# The Modern Languages Department

## L'Ecole des Langues Vivantes (ELV)



English  
Dutch  
Spanish  
German  
French



6,500 students  
non-specialists

3



B1-level in English  
when they arrive  
at uni.



30 students  
max/class  
  
Disciplines:  
homogenous  
groups

# The contexts of LSP practitioners



**Language center**

'Isolated' from content professors

**Integrated into a faculty**

"Isolated" from fellow LSP practitioners

# Ensuring authenticity through collaboration

## **Integrated Teaching Units**

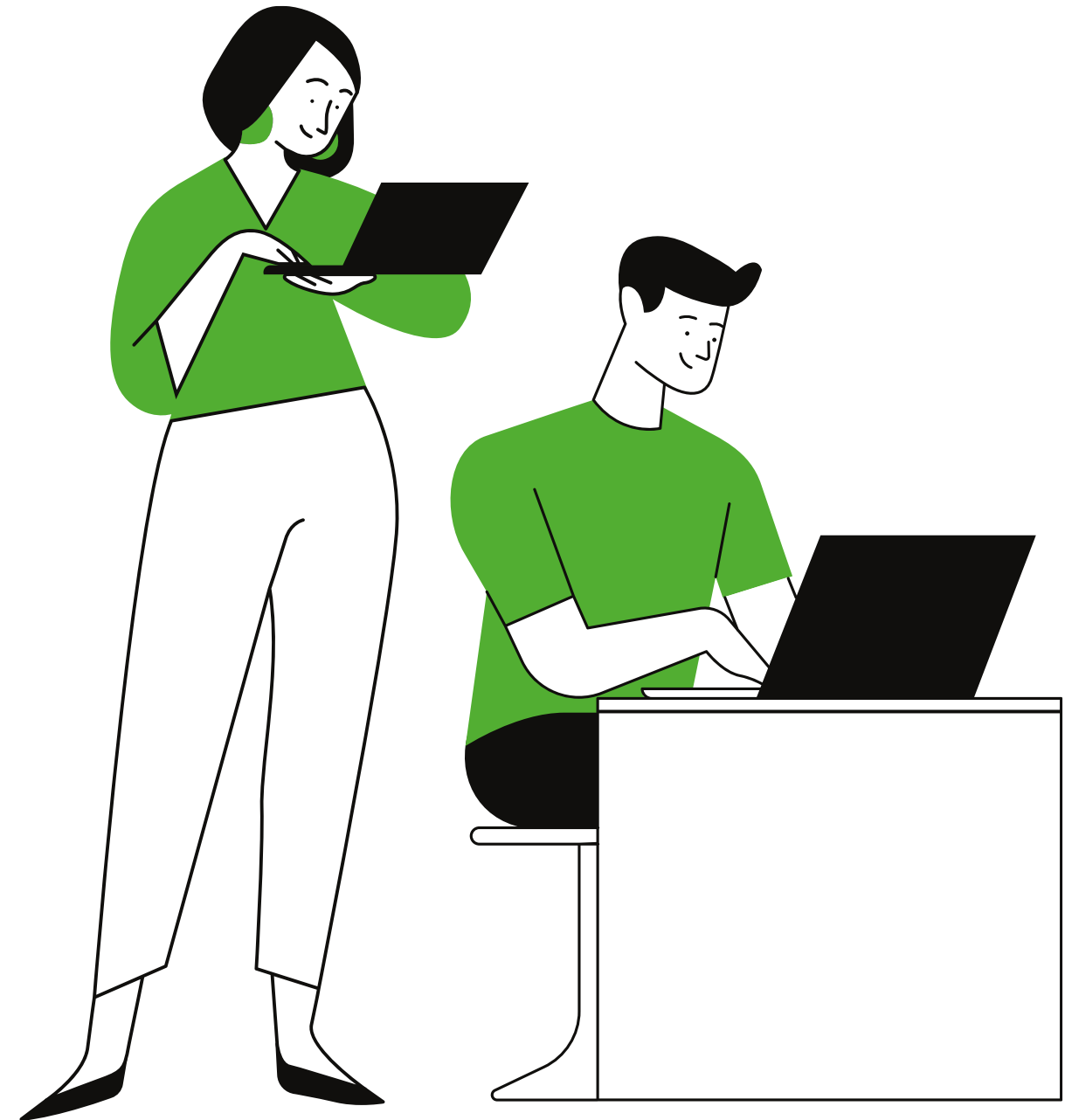
Project-based courses

## **Bachelor's thesis**

Review paper + oral defence <sup>5</sup>

## **'Fil rouge'**

Common theme across courses



# 1st-year students?

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## **B1-level students**

but not everyone - heterogenous groups



## **Faced with academic English already**

some courses in English + RAs



**Cannot wait for them to reach a B2 level**

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**Needs**

# Science bachelor students



B3

B2<sup>8</sup>



B1







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IT'S  
**NOT**  
**ROCKET**  
**SCIENCE**

# Examples



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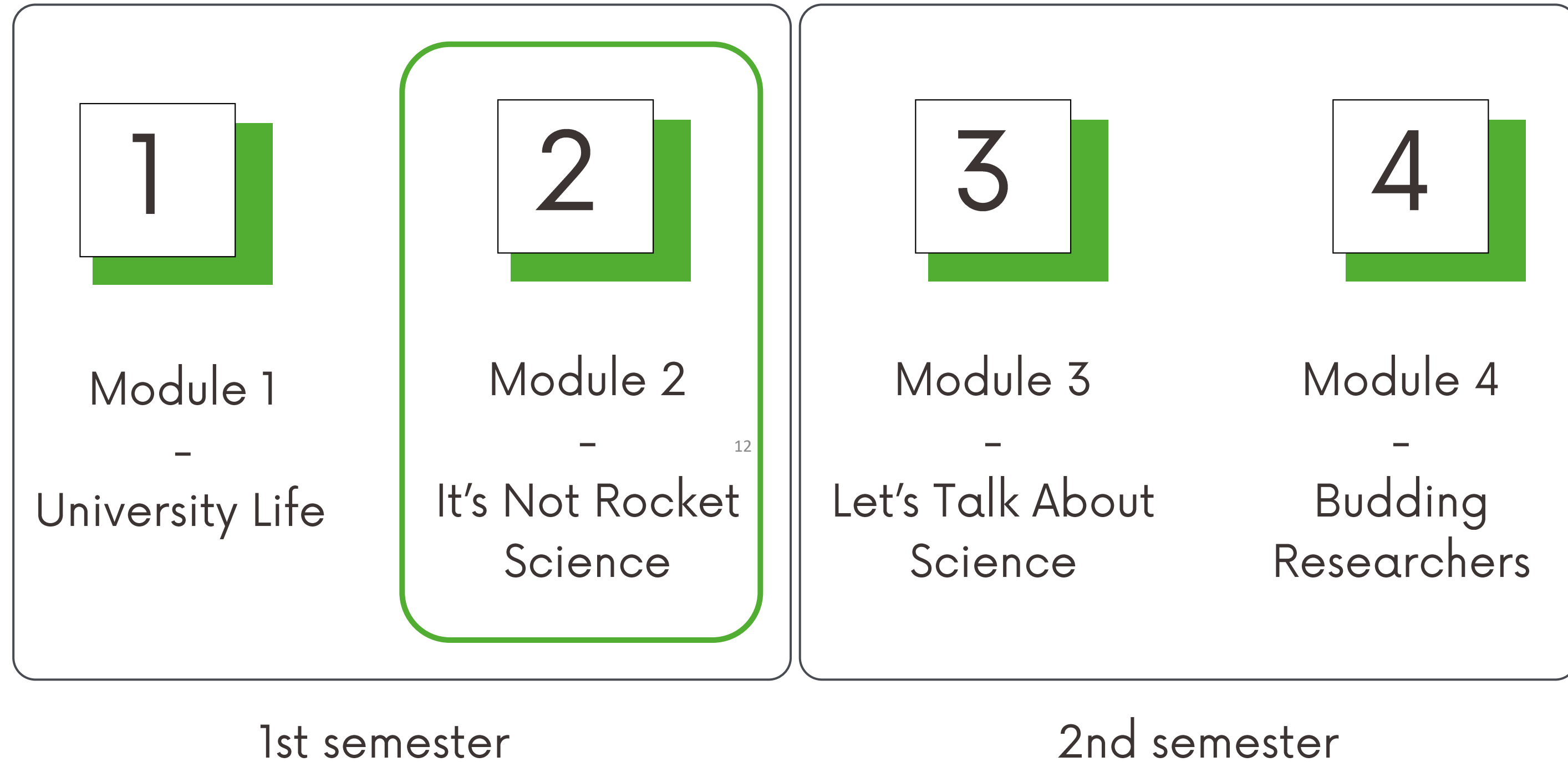
# Need for authenticity



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# 1st-year course outline





# MODULE 2: It's Not Rocket Science



## OBJECTIVES



### GIVING EXPLANATIONS

You should be able to explain scientific concepts /phenomena to high school students.



### PREPARING A SCRIPT

You will have to prepare in advance what you will say in your video. For that, we will teach you what a storyboard is.



### B1-LEVEL GRAMMAR

It's now time to cover B1-level grammar. You will cover grammar points that will prove useful for the final task.



### SCIENTIFIC VOCAB. 101

Remember that in addition to the self-study, you also have to know all the vocabulary covered in class!

## CLASS 5

FINAL TASK:  
3-MIN. VIDEO EXPLAINING A  
SCIENTIFIC CONCEPT / PHENOMENON  
GRAMMAR/VOC. TEST 2



## SELF-STUDY

Units 5, 6, 7, 8, 60, 61, 62, 63, 64



Scientific vocab. list (cf. Section 7)

- 1) Conditionals and article usage (cf. course notes)
- 2) The passive voice (cf. Section 7)

# Outline

1

What is popular science?

2

Giving clear explanations

3

Intros, transitions and conclusions

4

Focus on prosody

# Boosting motivation



In pairs, record a 3-min. video explaining a **concept in your field** aimed at high school students



Your teachers will select the **best videos** in each group



The best videos will be on the PDS website for everyone to **vote**



# Before...







Being ambitious

Professional support

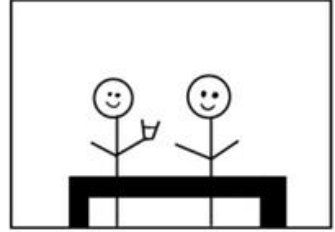
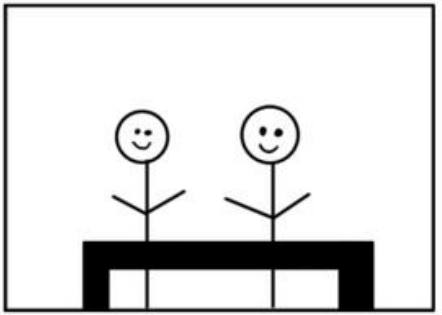


# Confluent des savoirs





# English lecturers

Osmosis	Script	What appears on the screen	Comments
Introduction	(Co) Water seems so simple but has so complex attributes. (Cl) Have you ever heard about osmosis ? (Co) This is what we are going to explain to you in this video But before it, we need to talk a little bit about transports.	1. Both on the screen with a glass of water 	No chemistry clothes  Glass of water on the hand
Body	1. (Co) You know, the biological membrane of the cells can be crossed but to cross this membrane, we need some transports. There are two types of transport, the passive and the active transport. (Cl) Let's focus first on the passive transport	1. Both on the screen 	

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• 3ème cut (transition où on colle nos feuilles à la caméra : Cédric recule avec une feuille en main)

Now that we've established that sexual selection is different from NS, here is an example, Do you see this cute little fish ? Females don't like him because he has a small tail. Females prefer longer tails like this. So the fish with a long tail has better chance to mate and to transmit his genes. But, in the wild, having a long tail makes you swim slower than a fish with a little one. So this cute little fish has more chance of surviving than the one with a longer tail.

(A la fin, Cédric se rapproche de la caméra avec sa feuille et cache l'objectif.)



# Audiovisual studio





# The PDS event (March)



Bulletin de vote

\* Required

1. Sélectionnez votre vidéo préférée. \*

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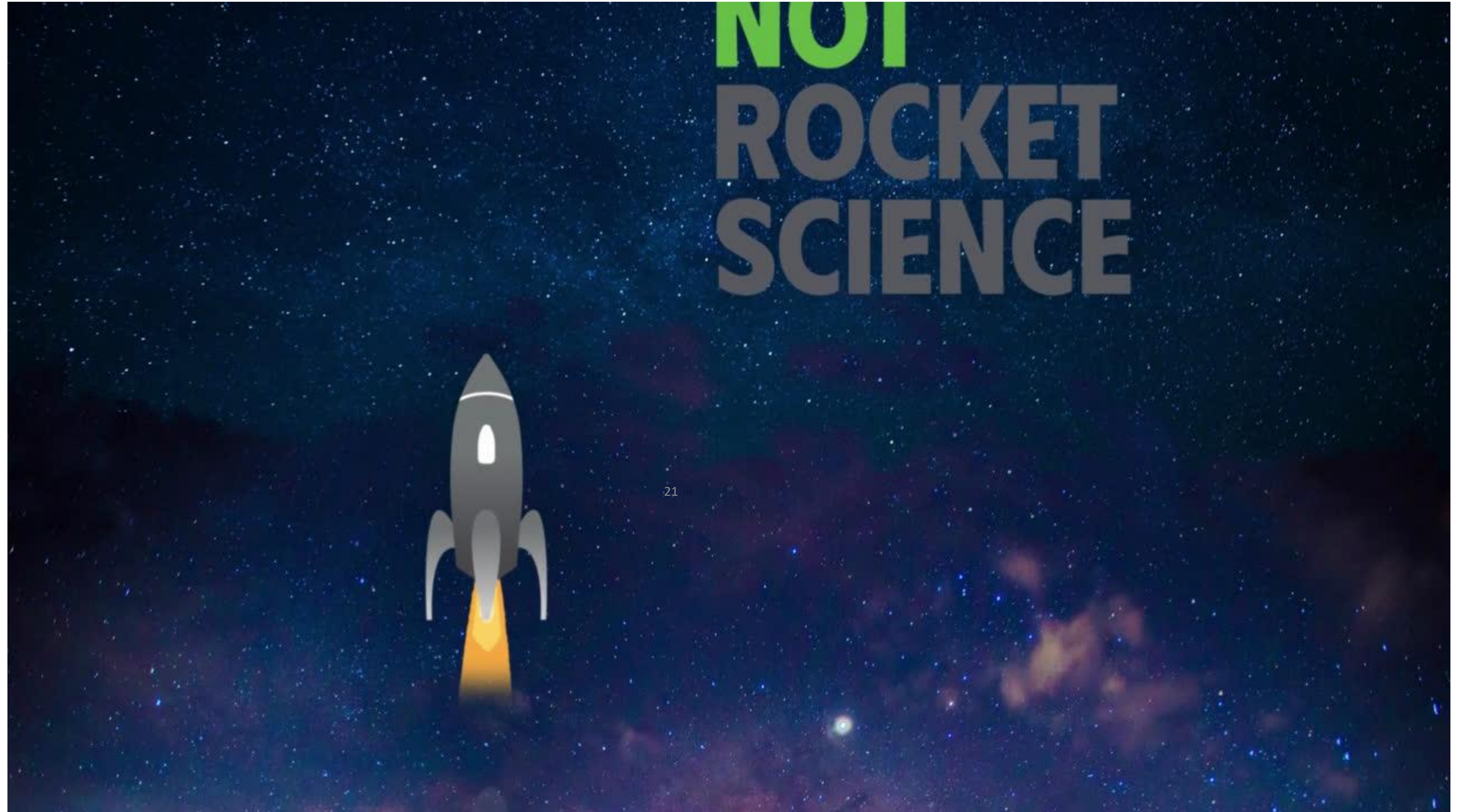
Genotype – Phenotype

Sexual selection

A screenshot of a voting interface titled "Bulletin de vote". The interface is set against a background with large, overlapping circles in pink, blue, and yellow. It features a list of video thumbnails for selection. The first row shows two thumbnails: one with two women and one with a woman holding a drawing and a man. Below these are two radio buttons labeled "Genotype – Phenotype" and "Sexual selection". The second row shows two more thumbnails, one with two women and one with a man and a diagram titled "The Water Cycle".



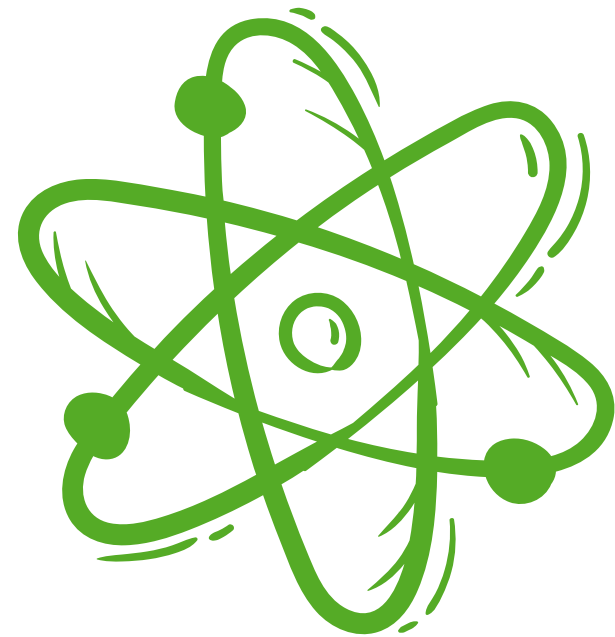
After...





# Retrospect

# Striving for authenticity... at a B1 level



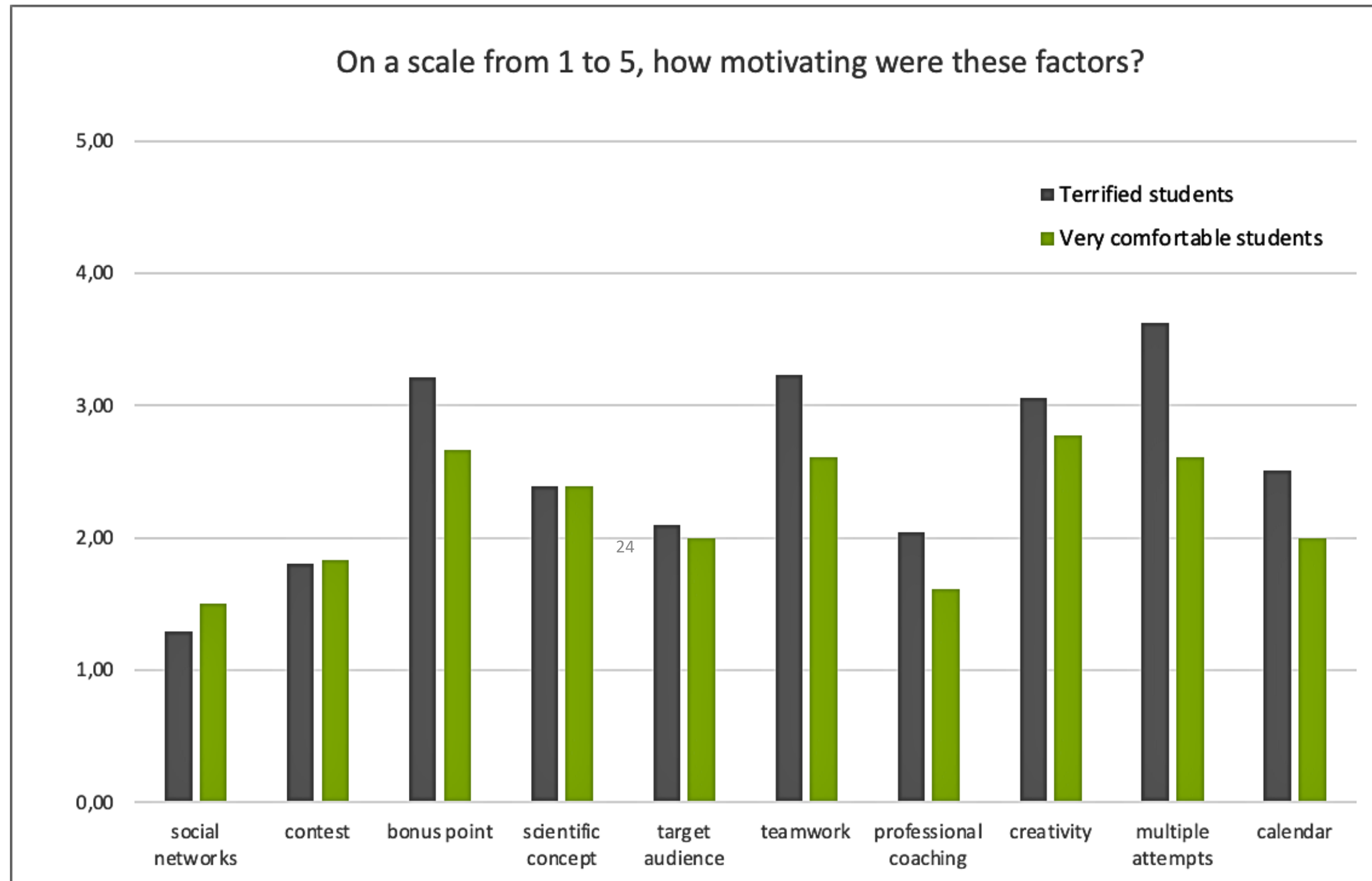
Concrete  
application

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Science  
communication

# Ensuring motivation for ... the learner



SURVEY (n=285) - INRS V1 - May 2023



# Ensuring motivation for ... the lecturers



## **Integration and sense of belonging**

communication between content and language lecturer

visibility of our department

improvised team building activities

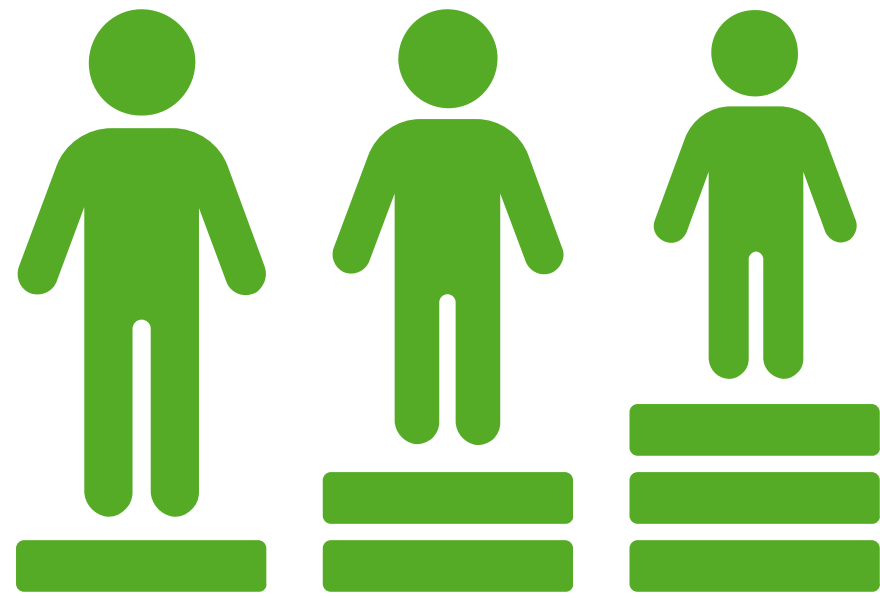
## **Professional development**

understanding of the students' disciplines

Information and Communication Technology

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# Being realistic... and ambitious



## **Differentiation**

language and content

**Zone of proximal development**

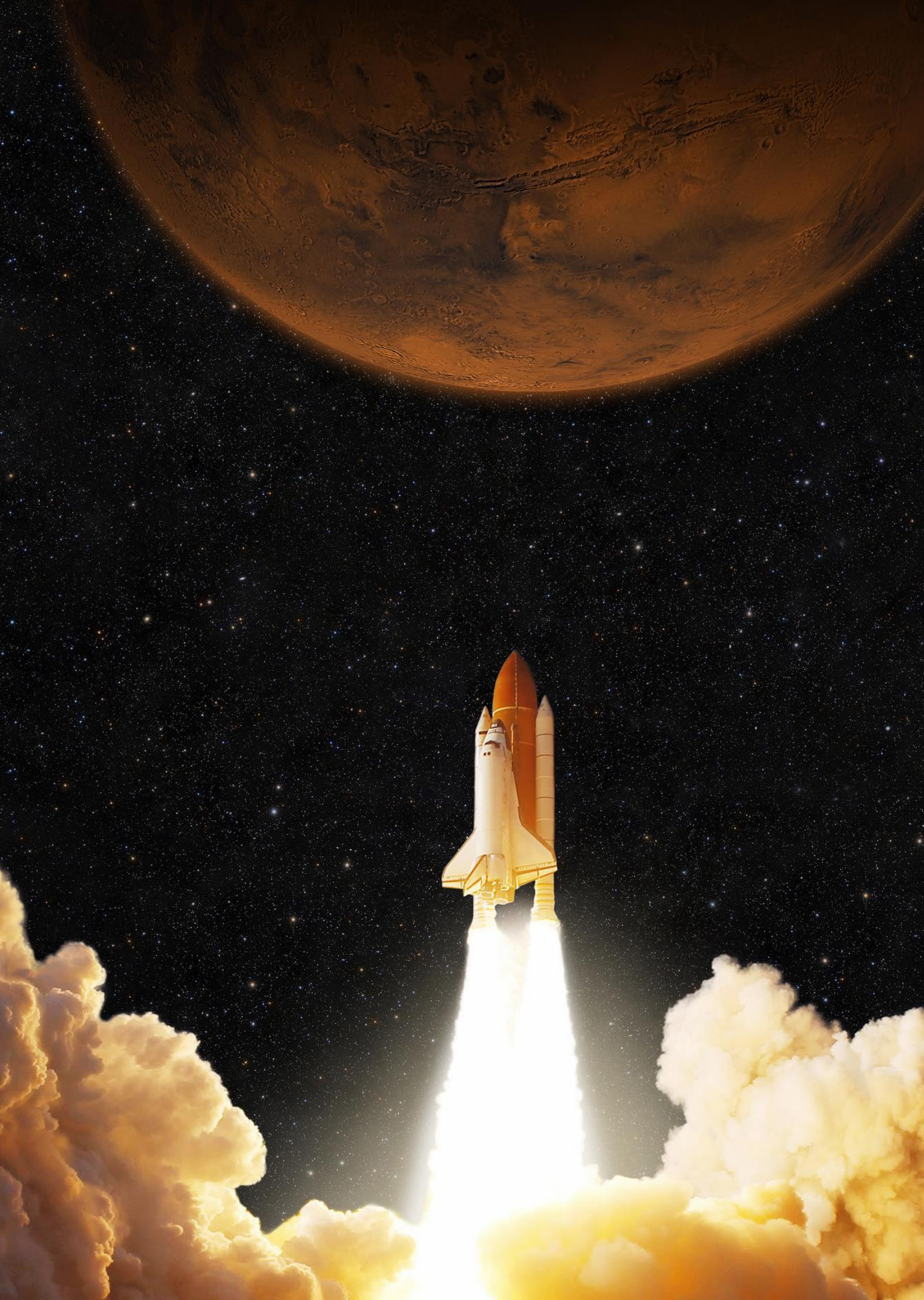
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## **Stepping out of their comfort zone**

Challenge for advanced students  
Learning through collaboration





# What's next 2024-2025

Science communication for all: elective course for all students



<sup>27</sup>Government-funded project aiming to raise high school students' awareness about the need to learn English and the importance of popular science





# Thanks for your attention!

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