



# Becoming Bilingual

## Support for Staff Language Development

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*Bi- and Multilingual Universities:  
European Perspectives and Beyond  
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# A Case Study: University of Tartu

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- Founded 1632
- 11 faculties,  
6 colleges
- ~18,000 students
  - 500+ intl. students
- Multilingual history, but now officially teaching in Estonian (with exceptions)



# National Status Symbol

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- Estonia's only "classical" university, only medical school
- "National University"
- Flagship of Estonian HE
- UT's responsibilities include:
  - Preserve + research national heritage
  - Uphold Estonian as academic language
  - Maintain sustainable flow of educated graduates



# Internationalisation: It's inevitable

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- ❑ International exposure increasingly crucial
  - ❑ Top research requires global outlook
  - ❑ Student population in decline
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- *Need to attract international staff and students*
  - *Need to provide high-quality international studies and learning environment*



# Paving the Way

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- Top-down impetus, but the will to teach English curricula must be in the faculties
- Faculties differ in enthusiasm
- How can central administration facilitate?
  - Incentives
  - Marketing
  - Practical support



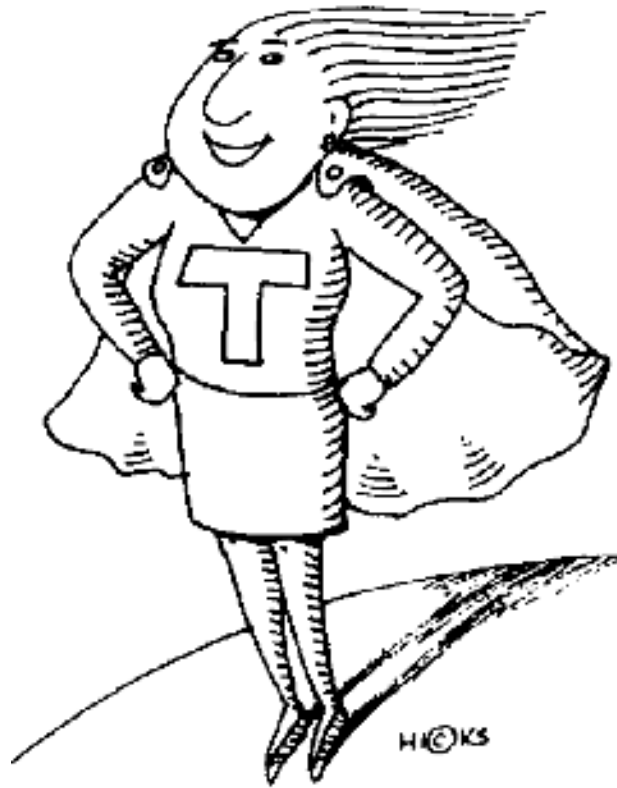
# The Current English-Medium Offering

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- 1- and 2-semester studies (for visiting students)
- BA: Medicine in English (2 years)
- MS:
  - 4 Master's degree programs (not exclusively for international students)
  - 2 Erasmus Mundus joint programs
- Doctoral studies

# The Program

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# English for Faculty and Staff

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## **English for Administrators**

- Professional English course
- Brownbag lunches

## **English for Faculty**

- Professional English course
- Brownbag lunches
- English for Academic Teaching Purposes
- Writing Lab
- Seminars



# Needs Assessment

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- Gregory Freeman (EL Specialist)
- UT faculty and staff
- Course visits
- Pretest – TOEFL & TOEIC
- Questionnaire
- Syllabus co-construction

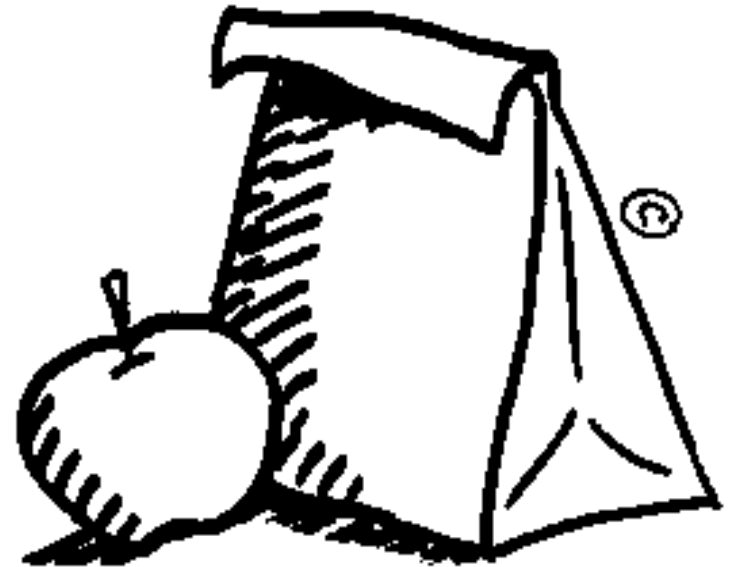
# English for UT Administrators

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## **Professional English**

- 2-4 groups
- 24-55 participants
- 2 x 1 hour (2 hrs/wk)

## **Brown Bag Lunches**



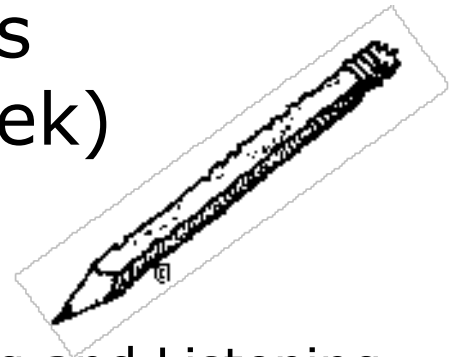


# English for UT Faculty

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## English for Academic Teaching Purposes

- 2 groups; 28 participants
- 2 x 2 hours (4 hours/week)
- Curriculum
  - Semester 1: Academic Speaking and Listening
  - Semester 2: Intercultural Teaching Practices







# Participant Feedback

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“This course is very useful for me. Specially encouragement for speaking. Such courses must to be continuously, not only semester or two. Course for writing skills could be useful.”

“The course helps to keep my English skills alive and it improves them. Knowing well English helps me to more fluently to communicate with foreign students and colleagues.”

# Academic Writing Resource Lab

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Target audience: Teaching faculty

- Tutoring hours
- Virtual hours
- Resources
- One-on-one or small group sessions



# Seminars on Language Development and Intercultural Teaching

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- The multi-cultural classroom
- Critical listening
- Developing pedagogic tools
- Becoming a better language learner
- Advanced grammar for grammar phobes
- Active learning during lectures
- Hallway talk
- Giving student feedback
- Dynamic discussions
- Stellar presentations

# Questions

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# Diverse Needs

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*How can we meet the diverse needs of academics in an advanced-level language class?*

- Balance
- Interactive focus
- Autonomy

# Resources

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*Why centrally provide a university-wide English program for faculty?*

- Incentive to develop English curricula
- Quality measure
- Catalyst for continued progress
- Cross-disciplinary cooperation
- All faculties benefit equally

# Target Audience

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*If it's a self-selecting process, how do we reach the intended participants?*

- Intrinsic motivation
  - Research & publications
  - Job satisfaction
  - Personal interest
- Extrinsic motivation
  - Job security
  - UT goals
  - Social atmosphere



# Long-Term Outlook

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*How can the university maximize the benefits of this program?*

- Creating successful examples
- Encouraging teaching and studying abroad
- Recognition of teaching in assessment
- Developing doctoral student skills
- Sustained central support