



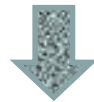
*English and Business Organization Teacher
Collaboration in one Italian University Context:
the Mediterranean food-and-wine Sciences and
Health Degree.*

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The impact of English in higher education

English is the lingua franca of academia
and of international communication.



English is a necessity for educational
purposes and for the world of work
(Hyland: 2006, 2009; Solly: 2008).



The Mediterranean food-and-wine Sciences and Health

General outline

- It is a 3 year undergraduate course.
- It was established in the academic year 2006/2007 following the reform of the Italian university system.
- It is shaped with the concourse of seven Faculties: Medicine, Veterinary Medicine, Biological Sciences, Pharmacy, Economics, Law, Political Sciences.
- From this academic year: Faculty of Agricultural Science (Università Mediterranea di Reggio Calabria).



The Mediterranean food-and-wine Sciences and Health

The expected learning outcomes wish to provide:

✓ *Experts*

✓ *Practitioners*

✓ *Spokesmen*



The Mediterranean food-and-wine Sciences and Health

The curriculum

- Foundation disciplines (general/organic/inorganic chemistry, biology)
- Distinctive disciplines (microbiology, anatomy, lab analysis)
- Cognate disciplines (business organization, food inspection, catering)
- Optional disciplines (social history of food, mineral water specification)

Apart from lectures, the syllabus is developed around problem-based activities, laboratory work, case studies, seminars, instructional visits to places of interest (farms, canning industries).



The Mediterranean food-and-wine Sciences and Health

In the third year a compulsory *placement period* widens the professional skills on the field.

Pragmatism is at the forefront.

This course can be defined in terms of “*the new vocationalism*”, where knowledge **HOW**, rather than knowledge **ABOUT** is the peculiar trait (Dovey, 2006).



The English Language Syllabus

University Board

- 52 contact hours
- Second semester of the freshman year
- B1/B2 level (Common European Framework)

Specific features

- The students are all reading the same majors.
- Mainstream lectures are given in Italian
- Students with mixed language proficiency levels
- Secondary school study habits



The English Language Syllabus

Delayed Needs

English for Academic Purposes

English for the workplace



English for Academic Purposes:

- ✓ Research article
- ✓ Report
- ✓ Labelling
- ✓ Food Specification

English for the Workplace:

- ✓ Presentations



Rationale for ESP and BO teacher collaboration

General

- Impact of English in education
- Interest in exploiting the possibilities offered by team-teaching and its benefits for students

Personal

- Same examination board
- Willingness to collaborate, mutual respect
- Flexibility
- Risk-taking



Why

What

The team teaching

How

When





Why

- Activate background knowledge
- Train learners to code-switching activities





When?

BO teacher

4 hours paying attention to :

- General content
- Language (specialized Italian vocabulary)
- Specific ideas

English teacher

4 hours paying attention to :

- Content (overall comprehension)
- English language
- Lexis

Team-teaching

6 hours of co-joint lecture

Topic revision in both languages to widen students' communication skills.





What

Life cycle of organizations (Greiner's Model - 1972)

Organism as a metaphor for organization

- All organisms develop from fertilization to maturity.
- The organization is supposed to pass through a series of phases or stages of development
- It suggests that organizational structures, leadership styles and administrative systems follow a fairly predictable pattern through a natural development (resembling that of human beings in terms of start up, growth and decay).





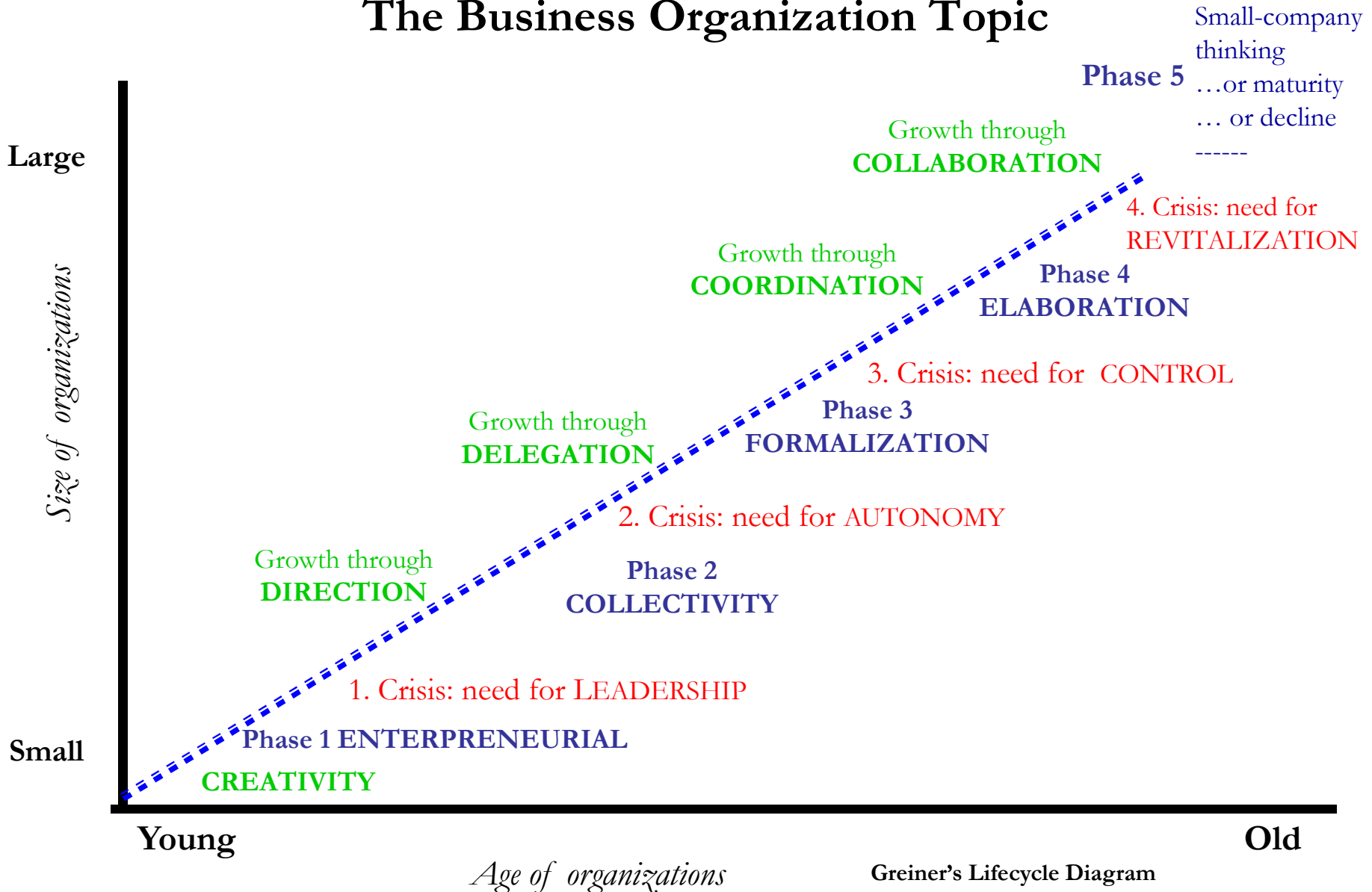
How

The three reference works on which we draw our supplies were:

- Greiner, *Evolution and revolution as organizations grow* (1972),
- Daft, *Organization Theory and Design* (2007), this one already on the reading list in the content teacher's syllabus,
- Sundarasaradula and Hasan (2004), accessed from <http://epress.anu.edu.au>



The Business Organization Topic



Greiner's Lifecycle Diagram

"Evolution & Revolution as Organisations Grow" 1972



BO impact on EFL education

Knowledge and understanding

- Specialized discourses

Communication skills

- Communication in the target foreign language

Professional skills

- Interdisciplinarity
- Code-switching



EFL impact on BO

- *Knowledge and understanding*
English nouns do exist as loans in Italian
(management, benchmarking,
- Students improve their *communication skills*.
- Students begin to access a literature increasingly published by the English medium.



Students' reactions

1. Curiosity, defensiveness;
2. Ice begins to melt;
3. Active participation.



Conclusions

- The present discussion originated from the pilot project implemented at the end of the second semester in 2009.
- This project is still in progress.
- The second step will deal with the evaluation of applied skills on target language use.



Thank you

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