

CLIL4ALL

CLIL Practical Teaching Guide

**Manual and Toolbox for Content and Language Integrated Learning
in European Universities**

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1 Introduction to CLIL

1.1 What is CLIL4ALL? Basic principles and how it differs to EMI

The CLIL4ALL project promotes inclusive and practical implementation of Content and Language Integrated Learning (CLIL) in higher education, particularly in institutions with limited resources. CLIL4ALL positions CLIL as an accessible and equitable approach that supports diverse student populations across disciplines and learning contexts. The project fosters collaboration between content and language teachers, emphasizing mutual respect and shared responsibility in addressing linguistic and academic challenges. Operating primarily in the fields of business and engineering, CLIL4ALL develops innovative pedagogical tools and methodologies that enhance linguistic and cultural awareness, support transversal competencies, and prepare graduates for the European labour market. Through international collaboration, the project also aims to establish robust, transferable practices that can be adapted across disciplines and institutional contexts. This guide illustrates the implementation of Content and Language Integrated Learning (CLIL) in the pilot courses detailed in Chapter 3. The tools and teaching materials developed to apply CLIL within these courses are thoroughly discussed in Chapter 5.

The CLIL approach may be understood as one that does not take language proficiency for granted in foreign language taught programmes. Many EMI programmes demand a C1 level of language proficiency for entry into their degree courses and then assume that the language issue is solved. Those advocating the CLIL approach would argue that such an approach ignores the fact that each subject in every degree programme has its own discipline literacy that requires a particular linguistic focus, a necessity which is conceptually considered in CLIL. As can be seen in the courses listed below, technical, business, legal and IT modules possess their own specialist language or discourse conventions that need to be explicitly transmitted to students to enable them to perform at an appropriate academic standard.

This distinction between CLIL and EMI needs to even more clearly drawn in the CLIL4ALL context as CLIL4ALL aims to involve students whose language proficiency level may fall below those of students who have traditionally been participating in foreign language taught programmes. If such students are to

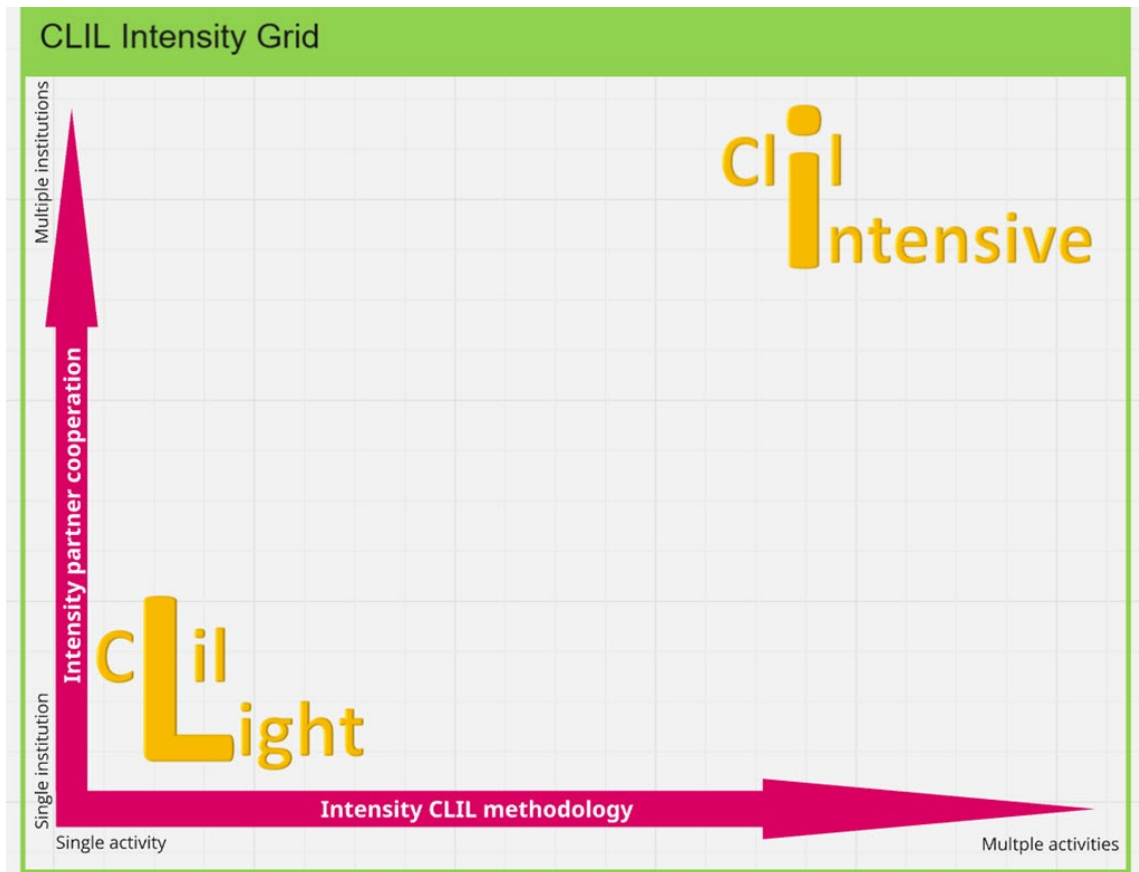
successfully complete these programmes they need specific, discipline focused language assistance that is finely attuned to the specific linguistic structures, lexis and phrases that the course content uses in the classroom. It is envisaged that if these students are properly assisted in this way they will be able to bridge any gaps they may have and consequently that CLIL may be accessible to the majority of students if not to all of them.

Different implementation modes

- CLIL light (CLIL activity in the class room or assignment)
- Joint modules
- Intensive Programmes

Schools have a wide range of options for implementing CLIL activities. They can choose whether to develop and implement CLIL activities within their own institution or program, or with external partner institutions. They can also decide on the intensity of their CLIL approach, which means whether to apply it in a few lessons or continuously throughout a full course or curriculum.

To structure and scale these activities, schools can utilize the CLIL intensity grid (picture 1). Chapter 3 of this teaching guide provides a clear overview of all the different possibilities by plotting all pilots within the CLIL4ALL consortium within this grid. This grid allows schools to easily compare different CLIL approaches and select the one that best suits their needs and resources.



Picture 1. CLIL Intensity Grid

Explanation of the grid:

Y-axes: Ranging from educational CLIL activities performed by a single institution to activities performed by multiple institutions.

X-axes: Ranging from one stand-alone single CLIL activity to multiple CLIL activities utilised throughout a course, module or semester and involving different CLIL assignments and approaches to support the students' learning process (eg. Joint modules, Intensive weeks).

1.2 Team Teaching

Team teaching, as implemented in the CLIL4ALL project, is a pedagogical strategy that brings together pairs of content and language teachers to co-design and co-deliver instruction. This collaborative model is particularly effective in Content and Language Integrated Learning (CLIL) contexts, where subject matter is taught through a foreign language.

Key characteristics of team teaching in this approach include:

- **Interdisciplinary collaboration:** Teachers from different academic backgrounds—typically a subject expert and a language specialist—work together to integrate language support into content delivery. This fosters a richer, more holistic learning experience for students.
- **International and cross-institutional cooperation:** The model encourages partnerships across institutions and countries, enhancing cultural awareness and pedagogical innovation. It supports the development of transferable teaching practices adaptable to diverse educational settings.
- **Shared planning and reflection:** Effective team teaching requires joint planning sessions, mutual observation, and reflective dialogue. These practices help align pedagogical goals and ensure coherence in instruction.
- **Professional development:** Participation in team teaching enhances teachers' intercultural competence, pedagogical flexibility, and understanding of language-sensitive instruction. It also promotes peer learning and continuous improvement.
- **Student-centered learning:** The dual-teacher setup allows for more individualized support, scaffolding of language and content, and dynamic classroom interaction. Students benefit from exposure to multiple perspectives and teaching styles.
- **Sustainability aspect:** Strengthens long-term collaboration and institutional memory, enhances teacher satisfaction and community building, and fosters student motivation through consistent, engaging, and inclusive learning environments.
- **Challenges and considerations:** Successful implementation depends on institutional support, clear role definitions, and time allocated for coordination. Teachers must also navigate differences in teaching philosophies and communication styles. This requires coordinated planning with teachers and university support to allocate adequate resources and enable feasible course timings on academic calendar for collaboration.

Team teaching is a key feature of the CLIL project, with pairs of content and language lecturers working together to design, deliver, and assess integrated learning experiences. This collaboration ensures that students receive coherent, context-rich instruction that blends subject knowledge with targeted language development. By coordinating their feedback and aligning their approaches, lecturers create a seamless learning environment where students can apply both content and language skills in authentic, meaningful ways.

This integrated approach also contributes significantly to teacher professionalisation. Content lecturers broaden their understanding of English language use in various academic and professional formats—such as vocabulary development, oral presentations, and written reports—while language teachers gain deeper insight into the content areas. This reciprocal learning enables both to move beyond isolated instruction and work as a unified team, ultimately enriching the learning experience for students and educators alike.

Moreover, when team teaching occurs in international or multicultural contexts, it fosters cross-cultural awareness and collaboration among educators and students. Teachers benefit from exchanging perspectives and practices across borders, while students are exposed to diverse ways of thinking and communicating. This cooperative model not only enhances the educational process but also better prepares students for working in multilingual and multicultural professional settings.

One practical example of effective team teaching comes from a pilot in which both a content and a language lecturer jointly provided feedback during student progress meetings. Their combined presence allowed for domain-specific and language-focused input to be delivered in real time, reinforcing learning goals while modeling professional collaboration for students.

2 Developing the pilots

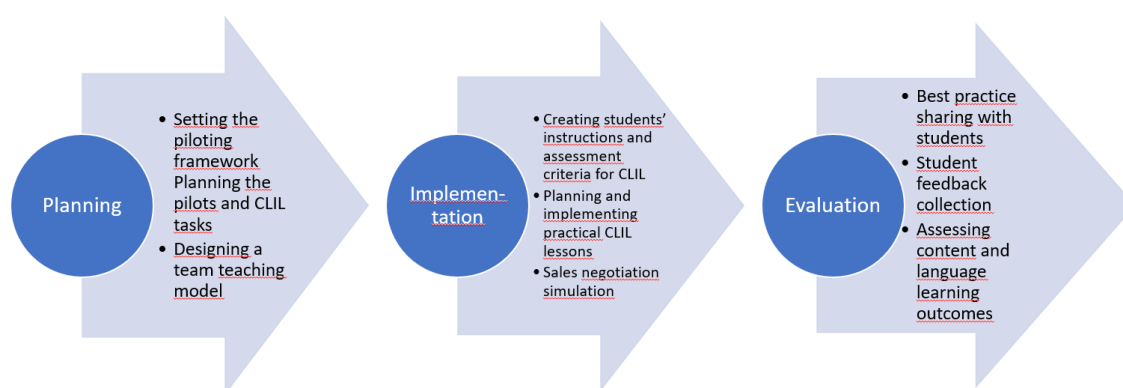
The planning phase of CLIL-based pilot courses in higher education involves structured collaboration and planning between content and language teachers. This lays the foundation for integrated learning experiences and ensures alignment with both pedagogical goals and institutional frameworks.

To support this process, the CLIL4ALL project adopted the ROADMAPPING framework, a research-informed model designed to guide the implementation of CLIL in complex higher education environments. The framework addresses six interrelated dimensions: the role of English, academic disciplines, language management, practices and procedures, internationalisation and glocalisation, and quality assurance. By considering these dimensions, institutions and educators can better align CLIL practices with their strategic goals, linguistic realities, and disciplinary cultures. The framework also encourages reflection on institutional language policies and fosters sustainable collaboration between stakeholders involved in multilingual education.

The pilots were planned by the teachers using a systematic approach. Key elements of the planning process include (picture 2):

- **Establishing the piloting framework:** The teaching team defines the scope, objectives, and structure of the pilot, ensuring that both content and language learning outcomes are clearly articulated.
- **Co-designing CLIL tasks and course content:** Teachers collaboratively develop the overall course structure, ensuring coherence across modules and consistency in the application of the CLIL approach. Next the assignments and learning activities that integrate subject knowledge with language development are designed by CLIL parameter 3 dimensions to adapt the tasks to the students' needs. This includes aligning tasks with real-world professional contexts, such as sales negotiation simulations or proposing a project to the management team.
- **Developing shared assessment tools:** A common CLIL assessment matrix is created to evaluate both content mastery and language proficiency. This promotes transparency and consistency in grading. Examples can be found in Chapter 5 (toolbox).

- **Designing a team teaching model:** The planning phase includes defining roles and responsibilities within the teaching team, establishing communication protocols, and preparing for co-teaching scenarios. This part is particularly important since the students will be monitoring the co-operation throughout the implementation, and when the collaboration works seamlessly, the assignments and assessment is clear for the participating students.

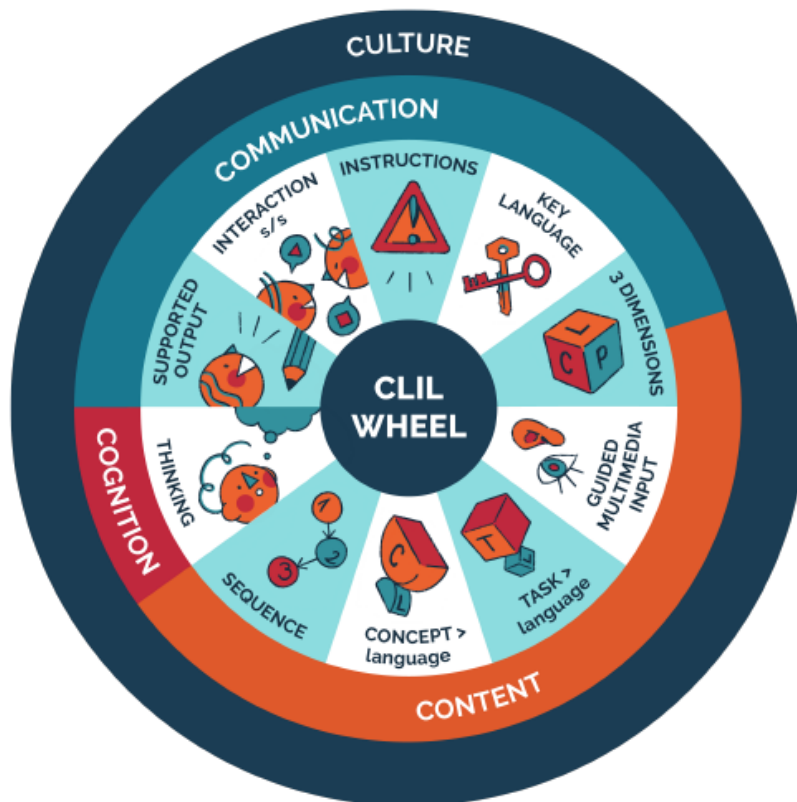


Picture 2. Process chart for planning the pilots

This collaborative planning process not only enhances the quality of course design but also models interdisciplinary teamwork for students and supports the sustainability of CLIL implementation across academic programs.

To ensure pedagogical coherence and a research-informed foundation for the pilot courses, the teaching teams adopted the **CLIL Wheel** (picture 3) and its associated **10 Parameters** (picture 4) as guiding frameworks. These tools, developed to support the design and evaluation of CLIL-based instruction, provided a structured lens through which both content and language objectives could be systematically integrated. The CLIL Wheel offers a visual overview of key dimensions in CLIL pedagogy—such as cognition, culture, communication, and content—while the 10 Parameters framework breaks these down into actionable elements that inform planning, implementation, and assessment.

CLIL Wheel 4Cs & 10 Parameters Combined



The CLIL Wheel combines the idea of 4Cs of CLIL (Coyle *et al.* 2010) with 10 CLIL Parameters (Ball *et al.* 2015). The 4Cs refer to *Content* (concepts to be taught), *Communication* (language needed in the process), *Cognition* (thinking processes involved) and *Culture* (awareness of self and 'otherness') treated as equal. In the CLIL Wheel, the C for *Culture* has been presented as an outer layer to the other 3Cs, which then have been matched with the 10 CLIL Parameters.

Picture 3. The CLIL Wheel: 4Cs & 10 Parameters Combined

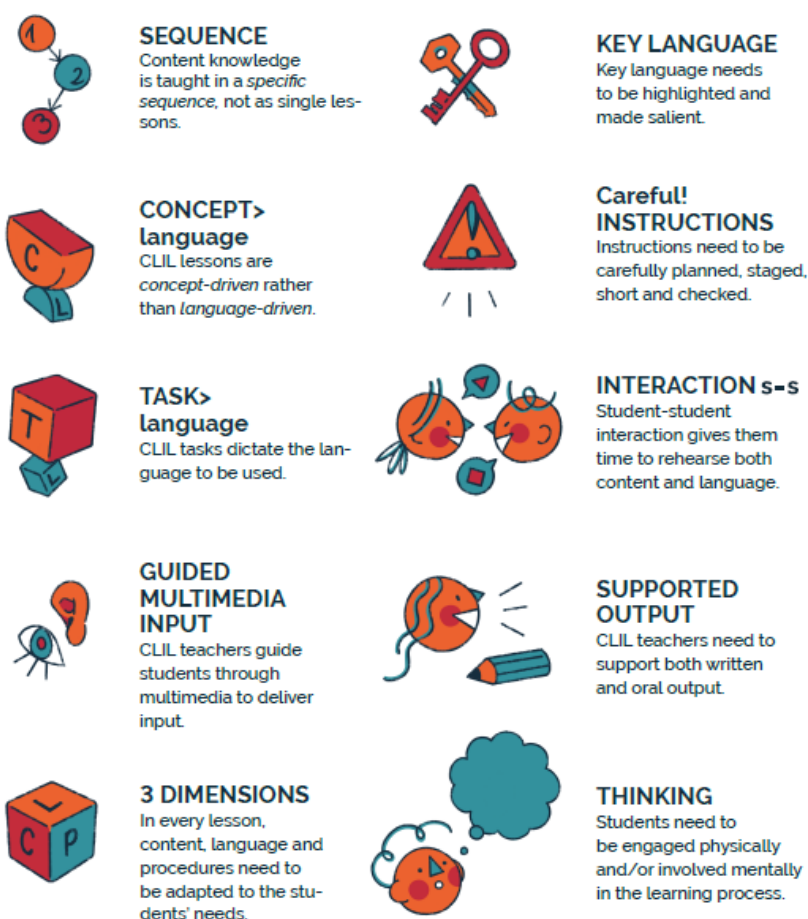
(<https://clilmatters.com/clil-wheel-10-parameters-posters/>)

In the pilot planning phase, these frameworks were used collaboratively by content and language teachers to co-design course units and assignments. As a base of successful CLIL implementation, the collaborative culture of the institution is a vital element. This is also part of the ROADMAPPING.

The 10 Parameters (picture 4) served as a checklist to ensure that each CLIL activity addressed essential pedagogical dimensions, such as scaffolding, learner autonomy, and language support. This approach not only enhanced the

quality and consistency of the pilot designs but also fostered a shared professional language among team members.

10 CLIL Parameters



Picture 4. 10 CLIL Parameters Combined (<https://clilmatters.com/clil-wheel-10-parameters-posters/>)

The poster version of the 4C/10 Parameters framework was used as a practical reference during planning meetings, helping to align instructional decisions with the broader goals of integrated learning.

3 Learning from Experience - CLIL4ALL Pilots by Project Consortium

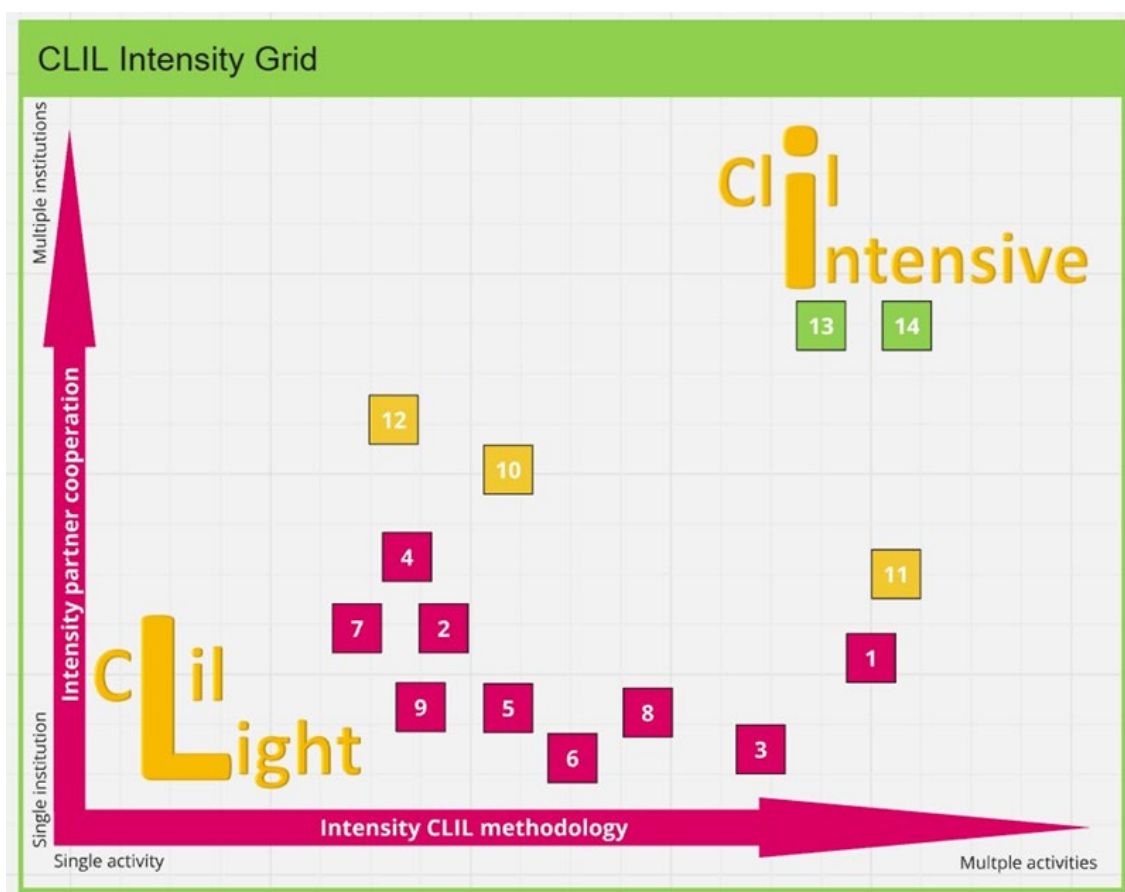
The CLIL project focused on the development of Joint Modules and course elements to implement Content and Language Integrated Learning (CLIL) in higher education institutions. Throughout the project, several pilots were conducted to test various CLIL elements, including intensive courses using the CLIL approach and team teaching that involved both content and language instructors to enhance learning. Pilots were established based on the CLIL Intensity Grid framework outlined in chapter 1.1. Partners agreed on developing initiatives that range from light to intensive, as specified in the project proposal.

These pilots functioned as experimental learning environments, enabling project partners to test and refine the application of CLIL methodology in diverse academic and cultural contexts. The university student groups involved varied in composition, with some being highly international and multidisciplinary, offering valuable insights into the adaptability of CLIL across settings. Pilots were carried out in different languages, e. g. In English, German and Spanish.

In this chapter, the pilots are presented through the lens of the 10 CLIL Parameters (see Figure 3), introduced in Chapter 2. The pilots are organized along a continuum from CLIL Light to CLIL Intensive Programmes, reflecting the varying degrees of integration and institutional involvement. A common feature across all pilots was the use of a team teaching approach, discussed in detail in Chapter 1.2. Each pilot was developed following the structured planning process described in Chapter 2 and made use of specific CLIL tools. These tools—including teaching materials, assessment grids, and task templates—are compiled in the CLIL Toolbox, introduced in Chapter 5, and are available for adaptation in other CLIL-based courses.

Pilots:

1. Learning Sales and Negotiation Skills with CLIL
2. Project Management with CLIL Approach
3. Digital Technology Essentials and Working in International Teams
4. European Institutions
5. Electrical Engineering
6. Customised Vocabulary List – HAN
7. Analysing the Business Environment
8. International Strategies in Theory and Practice
9. Legal English / English Private Law
10. International Economics: Focus on Hispanic Development
11. Progress Meetings – HAN
12. Innovative Pitch Event (Shark Tank) – HAN + Karelia
13. Intensive Programme 1 – TECH FAIR – UJM
14. Intensive Programme 2 – Immersive Onboarding Design Using Engaging Web Apps – Karelia UAS



3.1 Learning sales and negotiations skills with CLIL

Teaching team: Heidi Vartiainen and Varpumaria Jeskanen

University and degree programme: Karelia UAS, Industrial Management

Course: Technical Sales and Bidding, 3 ECTS

Timing: September – October 2023

CLIL pilot type: Light

CLIL assignments: Creating a sales glossary & Sales negotiation simulation

Language: English

In this CLIL case example we describe how the CLIL elements of “Technical Sales and Bidding” course were planned, implemented and assessed. In this course, the students studied business-to-business (B2B) selling and sales negotiations skills in practice. The teaching team consisted of two content teachers for B2B sales and international bidding, and one English language and communication teacher.

The Technical Sales and Bidding course took place on campus from September to October 2023. The planning process was started in August with a discussion among the teaching team on including a CLIL element into a course focused on learning the core content areas of sales, bidding, and negotiation skills.

After agreeing on the plan for the CLIL activities and lectures for the course, the team proceeded to outline the requisite tasks, design lesson structures, and establish assessment criteria for the assigned tasks. Finally, the planning phase included the coordination of a sales simulation, coupled with a subsequent session focused on providing constructive feedback on best practices, with a specific focus on language and communication aspects.

Introduction of the CLIL implementation with 10 CLIL parameters

- **Sequence:** Sales and bidding were taught as core contents in all the lectures throughout the course. Negotiation skills and soft skills to learn how to interact with the customer had a practical workshop prior to the final negotiations. Assignments were completed throughout the course to support the learning process. Feedback was given regularly. Guided workshops were held to prepare the sales documentation for the final negotiation and to ask questions. Each week the students had 2 lectures or workshops in their schedule.
- **Concept > Language:** The CLIL tasks for students were concept-driven. The first assignment (5.1 Sales Glossary) helped them to build the key vocabulary for sales. Special attention was given during the lectures to explain the new concepts and terminology clearly with a practical example. One lecture was jointly implemented with a language and communication teacher during which the students practiced negotiation skills in small groups with the given instructions. They practiced typical phrases and expressions for persuasive arguments. The language teacher also assessed the first assignment of scaffolding the sales vocabulary and participated in the final sales negotiation. Final sales documentation and negotiation tactics were also partly prepared in the workshops with content teachers' guidance.
- **Guided multimedia input:** To prepare for the negotiations the students had different video materials linked to Moodle learning environment.

These involved e.g. how to handle the situation when a customer starts bargaining or how to react when customer says no. To ensure a comprehensive review, all the negotiation sessions were recorded with the students' consent, and links were shared with each group for subsequent self-evaluation.

- **Key language:** The students had eight different mother tongues in the study group and versatile cultural backgrounds. English was the only teaching language in this course and the teaching methods were designed to support their learning in a foreign language. E.g., in the lecture slides key terminology was highlighted and same terms were consistently used. The next lecture started with a review of the previous lecture, refreshing the key content and terminology before starting to learn new things. Each lecture ended with a summary of key takeaways and next steps.
- **Instructions:** Instructions were divided to the students in Moodle. They were also introduced in the first lecture. Later the questions were checked regularly and necessary guidance was given. Workshops were connected to the assignments and they were clearly instructed. Example of the CLIL assignment instructions for exploring terminology and creating a glossary is placed in chapter 5.1.

Case description of the sales negotiation assignment: The case was about simulating a customer meeting during which the students played the role of a seller and teachers were the customers. The sellers had 2 meetings with the customers. During the first meeting, their target was to clarify the customer need and ask the right questions to understand what kind of solution the customer was expecting. Students also decided which roles (e.g. CEO, Sales Manager, etc.) they would have in the final sales negotiations and divided the preparatory work according to these roles. Together they prepared the bidding documentation which included e.g., quotation and scope of work. The second meeting was the final sales negotiation during which the students introduced their team and company, summarized the customer need and presented their solutions with sales documentation. The meeting involved a thorough discussion of the proposal and their aim was to build win-win

situation that could be continued with the customer in further discussions. Each team had 20 mins for this negotiation.

The students had to work as a cohesive team, present their respective roles convincingly and adeptly respond to the customer's requests. Their performance was assessed based on language and communication skills, sales and negotiation techniques, as well as their ability to create a positive atmosphere and achieve favorable outcomes (Assessment grid available in chapter 5.2).

- **Interactions:** Technical sales and negotiations demand specific professional vocabulary and argumentation skills. Through the integration of technical sales and negotiation content into language learning within this pilot, the students were provided with an approach that enabled them to practice negotiation skills within scenarios mirroring actual real-world sales negotiations.

Via the CLIL method, students practiced their communication skills and applied theoretical knowledge in a practical simulation. The collaboration allowed the students to develop their communication and persuasion skills as they worked towards a consensus that aligned with the needs of the case customer. This required a proactive approach, challenging the students to find common ground despite potential differences.

Students worked in groups during the workshops on campus and also independently when preparing for the final sales negotiation.

- **Thinking:** According to the first customer meeting and their needs, the students had to think about what would be the right solution for them and what approach to take in the sales negotiations. They had the support of the teachers during the workshops and the support materials were available, but they had to adapt all the documents and their sales techniques to this customer case. This required them to work as a team and really think about the case and what was required of them.
- **Supported output:** During the workshops, the students were given guidance and support to complete the sales documentation for the final sales negotiation. Negotiation skills were also practised in small groups with a task.

- **Feedback methods after the negotiations:** A joint feedback session, conducted by the course teachers, followed the final sales negotiations with all the teams. This session involved a comprehensive review of the sales documentation, with particular emphasis on highlighting how the bidding documents could be effectively crafted within the context of a real business case. During this session, two teams qualifying for the hypothetical second round of negotiations were announced.

The feedback session continued with a sales communication analysis, where the success and development areas for improvement were discussed and analysed at a general level. Notable approaches that proved effective for certain groups were highlighted and explained, taking into consideration how these situations influenced the overall atmosphere and, potentially, the customer's attitude towards the seller. Furthermore, situations where the students were able to build a positive relationship and facilitated a win-win situation in the meeting were pointed out. The feedback also included encouraging observations of their roles, teamwork, and efforts, as well as non-verbal communication elements such as eye contact and body language, along with the application of sales techniques.

Concluding the feedback session, an assessment of the CLIL method was conducted through a student survey. The students were asked to evaluate their language skill enhancement in connection with the topic and assess their proficiency in mastering the key objectives of the course. Results revealed that over 80% of the students felt that they had improved their English proficiency, increased their vocabulary and learned professional selling terminology. However, challenges arose in their interaction with each other, particularly in expressing their thoughts clearly and understanding others from diverse cultural backgrounds. Some students noted that language barriers posed challenges to smooth interaction in the groups. This was expected, as the students came from different linguistic and cultural backgrounds.

The overall motivation to complete the sales negotiation course assignment was notably high, with 75% of students expressing a very high level of motivation and the remaining 25% indicating motivation.

This outcome can be considered a very good result, especially given the technical focus of the course tailored for engineering students, where sales may not be the most fascinating aspect of their core studies. It is noteworthy that only two students felt the best practice session at the end of the course was not particularly beneficial for them. The majority, however, found the session highly valuable for their personal and professional development.

- **Team teaching:** From the teachers' viewpoint, the team-teaching experience was definitely positive. Collaborating with colleagues who are open to new ideas and eager to experiment with innovative approaches and methods to enhance the original sales course and support language learning is highly rewarding. The shared teaching environment on the Moodle platform ensured that all teachers remain informed about the ongoing developments in the course in real time. This supported active and timely participation from everyone involved.

To help collaboration and communication within the shared course, a joint workshop was conducted for planning the implementation.

Additionally, the evaluation of students' work was a collaborative effort. It can be stated that these discussions contributed to the professional development of the teachers, providing opportunities for mutual learning, sharing experiences, and exchanging observations. The seamless collaboration was also reflected in the students' immediate feedback: the course helped them to gain practical intercultural skills that will be highly beneficial as they transition into the working life. Undoubtedly, this outcome aligns with the primary objective of this CLIL pilot.

- **Further development ideas:** The pilot outlined that the planning always needs to be done well when CLIL tasks and team teaching are involved. Assessment needs to be aligned and clarified to the students. Students need a guided workshop to practice sales and negotiation skills in a safe and encouraging environment.

3.2 Project management with CLIL approach

Teaching team: Varpumaria Jeskanen ja Kirsi-Marja Toivanen

University and degree programme: Karelia UAS, International Business

Course: Project Management, 3 ECTS

Timing: October - December 2023

CLIL pilot type: Light

CLIL assignments: Key terminology (In other words) and a steering group meeting

Language: English

The learning objectives of the course was to learn the key elements of successful project planning to understand how to carry a project from an idea to the conclusion. The students created a project plan in a project team and worked as active members of a project team. The CLIL method was used in two assignments to support the students to build professional vocabulary and communicate actively with the executive stakeholders.

- **Sequence:** The lectures and workshops were on campus weekly. When the project management course started, the first assignment of practicing the key business terminology was already partly completed by playing a game "In other words" with a language teacher. In the project management course, we then started by identifying and defining specific terms related to projects, such as risk assessment or project budget. We then categorised these terms and created a concept map of project management. Once the groups were actively working together with their own project plan, the Language and Content teacher organised a steering group meeting where the students had to explain how their group work was progressing.
- **Concept and Task > Language:** In the vocabulary task, the students learned the professional terminology used in the projects. When they categorised these into different categories of project management, they worked in teams and had to explain to others why certain terms belonged to a particular category. They also ended up negotiating some terminology, which gave them good practice in discussing and arguing their choices in a professional context.

Language also played an important role in the final task where groups of students had a 15-minute meeting with the teaching team to explain how they were progressing with their tasks, what they were going to do next and whether they had encountered any problems or risks in achieving their goals. This meeting required them to prepare in advance to give their status update clearly and concisely, using professional language and communication. This exercise simulated managerial communication in a steering group situation where the teachers assess the group's ability to communicate effectively.

- **Guided multimedia input:** The course had moodle environment to which the content teacher placed supporting materials, like videos with the English subtitles to study independently.
- **Key language:** English was used in lecturers, group work and assignments. Groups of 4-5 students had to have 2-3 different nationalities and working language had to be English.
- **Instructions:**
 - The first CLIL assignment was concentrated in concept definitions. The students were asked to list academic business terms from the Academic Corpus (e.g. Analysis, approach, formula, process, procedure, etc.). Students familiarised themselves with the terms individually using dictionaries and thesauruses. After the vocabulary of key terms, the students had a workshop on campus where they discussed the definitions of terms in diverse groups using the idea of ALIAS/In Other Words. (Course Academic communication, Kirsi-Marja Toivanen, September 2023). In the project management course, students were given a list of key terms related to project management. The students used the same dictionaries to check the meanings. During class, students created concept maps of key project management terms (Project Management, Varpumaria Jeskanen, October 2023)
 - The second CLIL assignment was the simulation of the steering group meeting (stakeholder meeting). In the meeting, the project team introduces the progress and next steps to the project stakeholder. They prepared a status report which covered what

tasks are completed, what has been achieved and has there been difficulties. Resource allocation and responsibilities are also discussed as well as next steps and potential risks to complete the remaining tasks on time. The meeting lasted 15 minutes per team. Both the language teacher and content teacher participated as key stakeholders. The assessment grid with the criteria to assess both contents and language is introduced in ch 5.

- **Interactions:** Both CLIL assignments required active interaction with the team members. The students also needed to prepare in advance independently to be able to actively participate for the In other words game on campus and the stakeholder meeting with the teachers. In a group they needed to decide how to utilize each person's strengths in working with the project tasks. Both written deliverables and verbal and non-verbal communication was assessed in the assignments.
- **Thinking:** The students needed to read materials given by the teachers and use their skills in finding answers. They also needed to think as a team a feasible and fresh project idea and how to conduct a project successfully.
- **Supported output:** We used templates for the assignments and they had several submissions during the course. After each submission they received feedback at group level with the assessment. Each assignment had a certain number of points, with a maximum total of 100 points.
- **Feedback:** According to the student survey which we asked them to fill at the end of the Project Management course, the CLIL tasks enhanced their
 - project management terminology (50/50 agreed or strongly agreed)
 - time management skills (49/50)
 - understanding project phases and tasks (48/50)
 - ability to prepare project documentation in English (47/50)
 - skills in project management techniques (47/50)

58 % of students said that studying in English is more complicated and requires more effort than studying in the native language. In this course we worked in teams and 80 % of students felt that they enjoyed helping team members to learn the specific subject contents. 88 % found this collaborative approach in learning to be often or always fun way to work.

The students came from very different backgrounds and there were 17 different first languages in the group. As first year students, these group tasks and supported workshops were a good way of getting to know their classmates and using English on a daily basis to express ideas and opinions in a safe environment.

88% of students said that they considered their participation in the steering group meeting good or excellent even though it was in English in a professional business setting. This was a good result considering that 78 % of students said that their vocabulary in English is more limited and 36 % admitted that they feel somewhat nervous when they need to communicate in the classroom in English.

We introduced the concept of the steering group meeting in advance and they had to prepare their status update report as a team which helped them to prepare for the meeting together.

- **Team teaching:** The key is to plan the implementation together in advance. If students feel that teachers are not consistent in their instructions or assessment, the outcome will not be as successful. Planning adds clarity to the whole process, which makes it easier for students to follow the planned learning journey. Timing should also be considered so that the intensity of the course is maintained and they understand the key learning objectives for each task. This is particularly important when analysing their communication. So that they are not only preparing documentation for the steering group meeting in advance, but also considering who is showing what and how others are adding value to the conversation. When teachers are on the same page, implementation runs smoothly and it is fun to work together on the course.
- **Further development ideas:** The concept map task for key vocabulary could also be played as a game. For example, one student could take a random term, explain it to the others and suggest a category where it belongs. This could be done by using an online tool to prepare the game or a quiz with the correct explanation and category information to check their answer after they have tried it first. The steering group meetings

could be recorded and given to the groups to do a self-analysis after the meeting. This would help them to improve their skills for similar situations in the future.

3.3 Pilot Digital Technology Essentials and Working in International Teams

Teaching team: Seppo Nevalainen and Heidi Vartiainen

University and degree programme: Karelia University of Applied Sciences, Information and Communications Technology

Courses: Digital Technology Essentials and Working in International Teams

Timing: 23.10. - 15.12.2023

CLIL pilot type: Light

CLIL assignments: Keeping a reflective learning diary, summarizing weekly key course takeaways, crafting and providing a group presentation.

Language: English

In this CLIL case example, a pilot between two first-year courses, an ICT-course about digital technology essentials and an intercultural communication course about working in international teams is described. We will cover planning, implementation, and assessment of these two courses, and the integration of several parts by using CLIL methodology. The teaching team had one content teacher from ICT and one English language and communication teacher.

Digital Technology Essentials -course started in October 2023 and lasted until February 2024. The course was 5 ECTS credits and was divided into two parts. The first part taking place in the Autumn semester and the second one in the spring semester. The pilot was implemented during the first part of the course. This was due to the fact that while the other course, Working in International Teams, started at the same time in October 2023, it already ended in December 2023 as it was 2 ECTS credits. Therefore, Working in International Teams course was entirely included into the CLIL-integration. Both courses used

blended learning, since some of the students were still studying remotely from their home countries.

The CLIL-integration was mainly planned between August and October 2023, although initial discussions and brainstorming were carried out already during spring 2023. The CLIL tasks were selected so that they would support students in the starting phase of their studies, and covered conceptual scaffolding, developing subject-specific literacies and disciplinary languages, the use of teaching portfolios, intercultural competence in CLIL lessons, and cooperative and collaborative techniques.

After these CLIL tasks were decided, the teaching team discussed and decided on concrete assignments and their assessment criteria. Lectures were mostly planned and crafted separately, although some preparatory lectures for the CLIL tasks were coordinated and partly planned together. In addition, a form for CLIL method student survey was designed and created, so that we could collect student experiences concerning this CLIL pilot at the end.

Introduction of the CLIL implementation with 10 CLIL parameters

Sequence: CLIL integration lasted through the first part of Digital Technology Essentials course and through the entire Working in International Teams - course. Students were expected to keep a learning diary for every week of the entire period (8 weeks). Every two to three weeks, students were planned to have a CLIL group task for each course topic. Initially we planned three of these tasks during the CLIL integration period, but due to some practicalities, only one such task covering first three weeks was carried out. At the end of the CLIL integration period, students had one larger CLIL group task, in which they were asked as a multicultural group to prepare and carry out a presentation of a larger topic related to Digital Technology Essentials -course.

Concept and Task > Language: In their learning diaries, students were asked to:

- Summarize key takeaways of each week's lectures, using the concepts and terminology provided in the DTE lectures.

- Reflect on their observations related to their personal communication and team communication in their intercultural groups while they worked on the given tasks of both courses.
- Provide answers to the weekly exercises related to DTE course.
- Report both their initial definitions for digital technology concepts and the final definitions jointly agreed upon by their group for topic-wise tasks.

This way, students were able to practice English while learning fundamental digital technology content, methods and concepts that formed the basis for their developing professional know-how. During the classes of their Working in International Teams -course, the students got the understanding of the basics of intercultural communication skills and team dynamics. In addition, they had the opportunity to receive guidance on their written and spoken communication skills. Writing their weekly learning diaries functioned not only as a reflective tool for their learning experiences in intercultural teamwork and personal growth but also as a writing practice.

Guided multimedia input: Both courses were implemented as blended learning or hybrid teaching, since some of the students were able to take part in the course only virtually, while some attended the lessons in-person. Lectures, therefore, took place both remotely and in classrooms by using Zoom. The closing presentation seminar for the final CLIL group task were organized separately for teams who were on campus and teams who only participated online. Instructions for the learning diary and for the presentation were presented both through written instructions in Moodle and through verbal instruction provided in the lectures.

Key language: Based on the feedback questionnaire, students had at least nine different mother tongues (Figure 1). As English is the official language of the degree program, it was used for all communication. All students were expected to actively write their personal learning diaries in English and take part in the team assignments and closing presentation seminar. In their informal communication, students seemed to use mainly English due to their quite different language backgrounds and multicultural nature of the groups.

What is your mother tongue, the one you speak with your family?
10 vastausta

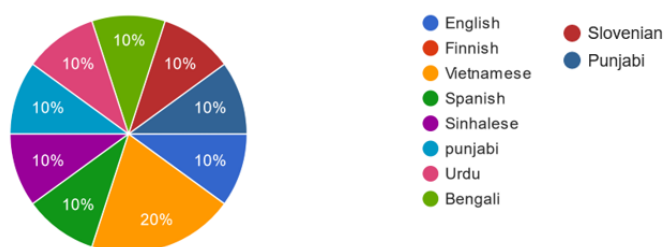


Figure 1. Languages represented by the students

Instructions: Teachers of both courses discussed and prepared the instructions beforehand, agreeing on who would be responsible for instructing which parts of the learning diaries and group task instructions. These instructions were provided as a part of the course Moodle for both Digital Technology Essentials-course and Working in International Teams-course. Moreover, they were also presented in the first lectures of both courses. During the courses, more detailed instructions were discussed, designed, and then consistently provided in the previous week before each upcoming CLIL task.

Interactions: The aim of the CLIL tasks was to foster discussions between students on key concepts and terminology of digital technology and provide them with opportunities to do so in multicultural teams. After formulating their own ideas, the students were instructed to engage in group discussions during which they were expected to present and compare their suggestions with those of their peers. During these discussions, students were expected to reach a consensus regarding the nature of key concepts and meanings of various key terms. The team discussions and assignments took often place in the course “Working in International Teams”. Additionally, the students were expected to dedicate their own time outside of lectures to working on their group tasks.

Thinking: During the CLIL tasks, the students were asked to identify the most relevant information from the lectures and course materials, and subsequently produce their own summaries of the main takeaways of each topic. This required active autonomous contemplation and decision making. Then, as the

students worked in their intercultural teams (both in-person and online), they needed to compare their own choices to those of their peers, and through informed joint decision process form common answers through finding common elements in their individual summarizations and synthesizing them together. CLIL tasks were designed so that they would support students' reflection on learned subject matters in a foreign language and encourage them to engage in problem-solving tasks and present their answers collaboratively as a group-effort.

Supported output: Guidance, requirements and instructions for the Learning Diary, and group presentations were provided in "Working in International Teams". It seemed that many international students were not familiar with the concept of a reflective learning diary and encouragement, instructions, and repetition was needed throughout the course.

Feedback: For closing seminar presentations of the final group task, the students were provided brief oral feedback after group presentation for each group, and also general feedback was provided. Students' feedback about the course was collected through a CLIL method student survey. The results indicated that 70-90% of the students felt that "Working in International Teams" improved their written and verbal language skills, as well as communication and team working skills. The questions concerning the course "Digital Technology Essentials" concentrated on students' ability to gain understanding of the main digital technology topics and concepts. The results were very high, between 70% and 100%. The responses regarding how "Digital Technology Essentials" supported students' learning of the English language showed similar outcomes. In the open feedback about the CLIL approach, the students seemed to find the approach of studying technical topics through multicultural team work fun and effective. This approach also seemed to help students to become more closely connected with each other, improving the group dynamics. This can be considered as an important outcome, given that the students were not particularly familiar with each other or with different cultural backgrounds, especially since part of the study group was on campus while others were participating virtually.

Team teaching: As teachers, we found the overall experience positive. It seems that we were able to find natural points of integration between these two

courses in CLIL tasks that involved group discussions and presentations. Based on the student feedback, these common activities did not come in the way of students' learning of digital technology content or developing communication and team working skills in a foreign language. Instead, this CLIL approach seemed to provide a natural platform for new students from various background contexts to get to know each other.

Further development ideas: One thing to consider in the future is whether the two courses could have a joint Moodle. At times, it was challenging to provide separate instructions on different parts of integrated CLIL tasks in two separate learning environments. This seemed to cause some confusion also among some of the students. Different durations of the courses were also a bit problematic for the integration, especially since the final CLIL task was a group presentation that marked the end of only one course. This issue was brought up also in the student feedback.

Altogether, the piloting was a positive experience for both us teachers and the students. Many students reported that their skills to understand the basics of intercultural communication and communicating within intercultural teams had significantly improved while working on topics directly related to their field of study.

3.4 European Institutions

Teaching team: Antoine Pelicand

University and degree programme: UJM (IUT of Roanne) - Business administration programme

Course: European Institutions 5 ECTS

Timing: 2 four-hour lectures/classes over one semester

CLIL pilot type: Light

CLIL assignments: To develop the students' vocabulary related to the European political area and consequently their understanding of the European institutional system by learning the EU-speak both in French and in English.

Language: Half French, half English

The course consists of a lecture given to about a hundred students in an amphitheater. It was therefore difficult to introduce additional language learning, given the reduced interaction between the teacher and the students. It was aimed at a French-speaking audience with a fairly varied level of English. For

this reason, the course initially consisted of explanations given entirely in English, although some of the students then found it difficult to follow the course properly.

The CLIL method significantly improved the connection between course content and language learning. It was then decided to incorporate a mix of French and English to enhance the course's dynamics and make it more inclusive.

Introduction of the CLIL implementation with 10 CLIL parameters

- **Sequence:**

During each class, part of the teaching is given in English. Strategically, the session begins in French to allow students to get into a work attitude and to announce from the start the part of the course that will be covered in English. This is generally a sequence lasting between 30 and 45 minutes. The duration is not the most important element, the main concern is to cover a coherent and well-defined part of the lesson in a foreign language. Following this sequence, and after some practical exercises (which I will come back to later), the course resumes in French. This also helps to strengthen the students' attention by facilitating their understanding until the end of the course.

- **Concept and Task > Language:**

Each session aims to deepen students' knowledge of European institutions. The overall course outline is therefore structured around this theme. The elements involving English are therefore parts of these lessons. For example, the differences between a federal and confederal organization. Or the establishment of the ECSC in 1951 and its main operating rules. The sections covered in English do not differ from the rest of the course. However, they are chosen for their strategic interest, because they can provide students with useful vocabulary from an academic or professional perspective.

- **Guided multimedia input:**

For this course, it is often easy to find materials to help develop English language skills. For example, when studying the functioning of the European Commission, an internet link allowed access to the official website. Short videos are also available explaining to European citizens how certain procedures work. It is therefore possible to use these video materials, which exist in English and even offer simultaneous English subtitles.

For more historical sections, it is possible to draw on online archives. For example, a speech by Churchill at the Congress of The Hague in May

1948, or debates held live in the specialized committees of the European Parliament.

- **Key language:**

To help students follow the course comfortably, glossaries were created with the main concepts and keywords used during the session. In the early years, these glossaries were printed and distributed to students at the beginning of the session. However, it was quickly observed that students were not even looking at these sheets. They either didn't have the time or were too focused to pay attention to the glossary when they didn't understand a word or expression.

The glossaries are now available to students on the online platform dedicated to the course. They can be used to review the course and to review and deepen their knowledge. During the course, the concepts and keywords are directly indicated on the board and translated into French. This allows students to note the translation and pay attention to it. This is ultimately more efficient.

In addition, a slideshow is used and is written entirely in English (even when the explanations are given in French). This allows students to always have the English equivalents available. When explanations are given and concepts are discussed, the link with the English translation is indicated by a gesture on the screen where the slideshow is projected. Students thus make the connection directly.

Common Legal bundles/fixed phrases such as: On the basis (that), In (the) terms of, In relation to, On behalf of (those). Extended legal bundles followed by abstract noun: In light of the ... fact, data available, testimony, question, possibility.

- **Instructions:**

The principle of the CLIL method is explained during the first session where the syllabus is presented. Similarly, the exercises that follow each sequence in English are explained. For the first sessions, these are multiple-choice questions to be completed on the online learning platform. Students are accustomed to doing this type of exercise. Later, they may involve slightly more complex exercises, but these are then explained in French. The only vagueness that remains concerns the impact of these assessments on encouraging students to actively participate.

They are not actually counted. However, another quick assessment (with questions this time written in French) takes place at the start of the next

course to verify learning (including on the English sequence). This assessment is taken into account.

- **Interactions:**

For the short exercises organized after the foreign language session, group exercises are planned. For example, students are invited to work in groups to complete an English text with keywords.

Other than this, the course layout does not allow students to work together in English.

- **Thinking:**

The sequences are relatively short and provide a challenge for students lacking confidence in their language skills. The short exercises create challenges that keep students mentally and physically engaged in the course. These assessments are easy to perform, allowing us to reward as many students as possible for their attentive listening, even if their understanding of the content isn't perfect. In addition, the fun aspect of some exercises allows us to reward students for their previous concentration. This also ensures a moment of relaxation before resuming the course until the end of the session.

Basically, these exercises allow students to take stock of the information presented and the notes they have taken on it.

- **Supported output:**

Results given to individual and collective tests after the sequence.

- **Feedback:**

At the end of the course, general feedback was obtained from the students. This is an overall assessment of the "European Institutions" course (figures from April 2025). More than 70% of students appreciated the CLIL method. 62% said they "managed to correctly follow the sections presented in English." Among the other students, 23% considered that this technique did not prevent them from understanding the main points of the course. Also worth noting: more than 72% now consider that they could follow courses in English more frequently.

- **Team teaching:**

The language lecturer of the course 'Business English' supported the linguistic implementation of the course. Apart from this, group work was limited within the framework of this teaching.

- **Further development ideas:**

Successfully connect this teaching with the language teacher's sessions. This can help students deepen their use of concepts and key words by producing oral assignments in small classes.

3.5 Electrical Engineering

Teaching team: Bruno Bernard / Muriel Fabrèges

University and degree programme: IUT de Saint-Etienne (UJM) - Bachelor degree in electrical engineering

Course: Electronics

Timing: 4 seminars (x 1H30) / 2 practical work sessions (x 3H)

CLIL pilot type: Light

CLIL assignments: To learn some specific technical vocabulary in order to be able to present a technical project in English.

Language: English

Introduction of the CLIL implementation with 10 CLIL parameters:

- **Sequence:**

In this project called “sumo robot” , students work in pairs and have to build a specific autonomous robot. This year-long project is mainly taught in French but some sessions in English including CLIL elements have been added.

 - Sessions 1 and 2: Working on numbers / units; unit systems and unit conversions / electronic components
 - Session 3: Discovering and using a new CAD software
 - Session 4: Presenting a technical object – methodology / Discovering some presentation techniques
 - Session 5: Presenting a technical object - practice
 - Session 6: Evaluation: Presenting a technical project
- **Concept and Task > Language:**
 - Subject concept: Being able to design and create a PCB, built an autonomous robot and present a technical project to non specialists.
 - Linguistic challenge: master the technical vocabulary to use a CAD (computer-aided design) software tool and describe a technical object (a robot) . Use some specific structures and presentation techniques to present a technical project orally.
- **Guided multimedia input:**
 - CAD software Proteus
 - Quizlet application for the specific vocabulary

- Moodle and worksheet for teaching material
- You Tube Video: methodology to present an innovation or a technical object
- **Key language:**
 - Technical vocabulary: numbers / units / conversions / electronic components (eg " printed circuit board, wires, battery, sensors, ...")
electronic materials and tools (eg : " breadboard, soldering iron, tin...")
 - Grammatical structures: compound adjectives, comparative forms
 - Specific structures and techniques for oral presentation (linkwords, numbers)
- **Instructions:**
 - With the help of the elements given by the language teacher prior to the practical work session, the students discovered and had to get to grips with a professional CAD software specific to their field to design the electronic diagram of the PCB for their future robot. Both the instructions and the software were in English, as well as the oral exchanges between the students and their content teacher.
 - At mid-project, using the specific terminology, the students (in pairs for the project) had to describe the different parts of their robot and their future plans to develop it to both language and content teacher (in a joint teaching session)
 - At the end of their technical project, students were asked to present it to a jury composed of both the language and content teachers. The objective was to present the method used to design the technical object and the object itself (the robot) . The session was evaluated with both technical and language criteria.
- **Interactions:**
 - Peer feedback and discussions
 - Exchange and feedback from content lecturer and language teacher.
- **Thinking:**
Application of knowledge to a real technical situation
Presenting orally in a foreign language
- **Supported output:**
 - Creation of an electrical diagram with the software Proteus
 - Oral presentation of a technical project
- **Feedback:**
 - Students found helpful the vocabulary and technical elements given before their practical session.

- They enjoyed the joint sessions with the content and the language teacher.
- During their final oral presentation , they found it difficult to take into account the mixed audience and adapt to the different expectations.
- It was particularly difficult for them to find the right balance between the technical precision and the necessary simplification to be understood by a non-specialist of their field.
- **Team teaching:**
 - Prior to the project, the content and language teacher discussed and worked together to elaborate the teaching material, the instructions and the evaluation grid.
 - During the project: The content teacher gave the technical instructions and make sure the technical information given were accurate while the language teacher provided the language elements (vocabulary and grammar) to support the oral exchanges in English.
 - Both gave feedback to the students.
 - To evaluate the project, both teachers participated to the jury and discussed to mark the students, taking into account the content and language elements.

Further development ideas:

- Writing of the technical specifications in English
- Presentation of their projects to a larger audience (teachers / peers)

3.6 Customised vocabulary list - HAN

Pilot: Customised Vocabulary List

Teaching team: Ilse de Wit, Ilonka Tiemens, Steffie Pragt, Judith Brans

University and degree programme: HAN University of Applied Sciences, Business Administration

Course: International Business Project (Year 3)

Timing: Ongoing throughout the semester

CLIL pilot type: Light

CLIL assignments: Vocabulary development, integration in progress meetings,

advisory reports, and final presentations

Language: English

CLIL 10 Parameters Implementation:

Sequence

The vocabulary list is introduced at the beginning of the semester. Students receive a curated base list containing general business and internationalisation-related terms, provided by both language and content teachers. Each student or group is instructed to expand this list throughout the course. They must submit updated versions on Brightspace before each progress meeting and a finalized list (including at least 15 additional self-selected terms) prior to their practice presentation in period 2. The requirement is not just to *know* these words, but to actively *use* them in meetings, reports, and presentations.

Concept and Task > Language

The vocabulary list serves a dual purpose: it strengthens students' academic and professional language and helps them communicate their ideas clearly in a business context. Students are expected to add words that are directly relevant to their specific internationalisation project. They must explain the context in which they plan to use each word and are encouraged to integrate these words into their advisory reports and oral presentations. By doing so, language learning becomes embedded in content-related tasks.

Guided Multimedia Input

To support vocabulary development, students have access to digital tools and platforms (e.g., online dictionaries, pronunciation guides like YouGlish, and business vocabulary glossaries). Lecturers also provide annotated examples of vocabulary in use—drawn from previous student presentations, advisory reports, and professional business cases.

Key Language

English is the language of instruction and communication throughout the project. The curated list includes business vocabulary that is frequently used in professional and international contexts, as well as terms that are often mispronounced or misunderstood. The list then evolves collaboratively—language teachers focus on pronunciation and general academic language,

while content teachers contribute domain-specific terminology. Students then personalise this foundation by adding project-specific terms.

Instructions

Clear guidelines are provided on how to use and personalise the vocabulary list:

- Students are required to *add at least 10 context-specific words* relevant to their project.
- These terms must be *clearly defined and contextualised*.
- Students must explain each word's relevance in the context of their internationalisation project.
- They must *submit updates before each progress meeting* and a complete version before their practice presentation.
- During formative and summative speaking assessments, students are expected to *actively integrate* these terms into their output.

Interactions

Students collaborate in their teams to select and discuss relevant vocabulary. They also observe vocabulary use during peers' progress meetings and presentations, providing an additional input-output loop. Cross-team interaction further reinforces exposure to business terms used in diverse contexts.

Thinking

The vocabulary pilot encourages students to engage in metacognitive thinking as they progress through their international business project. Rather than passively accepting a pre-made list, students must actively identify and evaluate which terms are most relevant to their specific project context. This means reflecting on which vocabulary items they need to clearly communicate their ideas in presentations and reports, and deciding why those terms are significant. The task asks students to not only define and pronounce the selected words but also explain their relevance within the context of their own advisory work. This reflection process leads to a deeper understanding of both language and business concepts, as students are constantly challenged to make meaningful connections between vocabulary and content.

Supported Output

The output expected from students in this pilot is both written and spoken, and they are supported in developing both modes. The base vocabulary list is co-

developed by language and content teachers, combining terms that are commonly used in business with words that students tend to mispronounce or misunderstand. Students then personalise this list by adding a minimum of ten context-specific words that appear in their own projects. This evolving list is submitted multiple times—before each progress meeting and ahead of the practice presentation in Period 2—allowing for continuous feedback and refinement. Teachers provide formative feedback on usage, pronunciation, and contextual accuracy, and students are explicitly encouraged to integrate their personalised vocabulary into their spoken and written outputs. This scaffolding ensures that vocabulary learning is not a standalone exercise but embedded in meaningful communication throughout the course.

Feedback

Lecturers have observed that this initiative helps students focus more consciously on professional language use. Some informal feedback has already been gathered:

- Students are more aware of their pronunciation challenges.
- They report more confidence in using business terms during presentations.
- Teachers note improved clarity and structure in students' oral communication.

Survey results of this pilot are included in the survey on the pilot.

Team Teaching

The success of this CLIL initiative hinges on collaboration between content and language teachers. Business English lecturers guide vocabulary acquisition and usage, while content lecturers help students select terms that are relevant and practical within their specific project context. Team-teaching is most visible during the progress meetings, where both types of feedback are given in real time. Coordination in instruction and assessment is crucial to ensure consistency and clarity for students.

Further development ideas:

- Create a shared vocabulary bank in Brightspace where frequently added words can be browsed by all students.
- Allow students to record themselves pronouncing new terms and receive automated or teacher feedback.

- Gamify vocabulary learning by creating quizzes or flashcard challenges based on their own lists.
- Introduce peer feedback rounds on vocabulary use in written reports.

3.7 Analysing the Business Environment

Teaching team: Simon Devos

University and degree programme: TH Wildau, Wildau Foundation Year study preparatory programme

Course: Grundlagen der Wirtschaft ('Basics of Business Administration')

Timing: 2*90 Minutes

CLIL pilot type: light

CLIL assignments: to draft a PESTEL analysis for a start-up company in the Berlin-Brandenburg area

Language: German

Introduction of the CLIL implementation with 10 CLIL parameters

- **Sequence:**

1. Introduction to PESTEL Analysis: Presentation of the didactic concept / steps to follow and the importance of the PESTEL analysis.
2. Working in International Teams: Students were divided into groups with mixed linguistic backgrounds.
3. Developing a PESTEL Analysis for a Start-up: Applying the acquired knowledge to a real business scenario step by step.
4. Presentation of Results: Presentation and discussion of the analyses in the plenary session.

- **Concept and Task > Language:**

Subject concept: Development of a PESTEL analysis for a start-up

Linguistic challenge: Using technical vocabulary to describe macroeconomic factors

Connection between content and language: Students had to analyze and present economic framework conditions in a foreign language.

- **Guided multimedia input:**

Case studies from the real business world

visualisation of the different elements of a PESTEL analysis

- **Key language:**

Business and economic terminology (e.g., "regulatory environment," "economic stability")

Structures for analytical comparisons (e.g., "Compared to...", "A key influencing factor is...")

Phrases for presentations and discussions (e.g., "Our analysis shows that...", "We recommend...")

- **Instructions:**

Clearly structured instructions in German

Step-by-step explanations with examples

Clear expectations and assessment criteria

- **Interactions:**

Group work in international teams

Peer feedback and discussions

Exchange with lecturers and other teams

- **Thinking:**

Critical reflection on economic relationships

Application of knowledge to real business scenarios

Comparison of different macroeconomic conditions

Problem-solving strategies in a foreign language

- **Supported output:**

Joint creation of a PESTEL analysis report

Group presentations with visual representations

Digital documentation and peer reviews

Reflection reports on the challenges and successes of the task

- **Feedback:**

Methods: peer and lecturer feedback

Results: Students reported that working in groups helped them overcome language barriers. At the same time, the complexity of economic analysis was perceived as challenging. Most students found the clear structuring of tasks helpful.

- **Team teaching:**

The language lecturer of the course 'Business German' supported the linguistic implementation of the analysis.

The subject lecturer guided the content analysis and provided professional feedback.

Close coordination between lecturers to integrate language and content.

- **Further development ideas:**

Development of a multilingual glossary for PESTEL analysis

Greater use of AI-supported tools for language support

Expansion of practical relevance through corporate collaborations

Joint sessions with the language teacher

3.8 International Strategies in Theory and Practice

Teaching team: John O'Donoghue and Prof. Sandra Haas

University and degree programme: TH Wildau, European Business Management

Course: International Strategies in Theory and Practice 5 ECTS

Timing: 15x90 minutes

CLIL pilot type: Light

Language: English

In this CLIL case example I describe how the CLIL elements of the International Strategies in Theory and Practice 1 course were planned, implemented and assessed. In this course, the students studied various international strategies which they discussed both in theory and also in practical application. The teaching team consisted of one content teacher for International Marketing, and one English language and communication teacher.

The International Strategies in Theory and Practice 1 course took place on campus from March to July 2024. The planning process was started in February with a discussion between the two teachers on including a CLIL element into a team-teaching course.

After agreeing on the plan for the CLIL activities and lectures for the course, the team proceeded to outline the requisite tasks, design lesson structures, and establish assessment criteria for the assigned tasks. One issue was the weighting in the oral exam according to language fluency and content mastery.

CLIL assignments: To use differentiated language to describe graphs related to European and global business. To understand an interview on globalization and develop critical listening including analyzing and evaluating skills. To present a Ted Talk based on Raworth and teacher's presentation - focus on storytelling and visualisation.

Language: English

Introduction of the CLIL implementation with 10 CLIL parameters

- **Sequence:**

The course is mostly a lecture comprising content teacher talking and organizing group work where the students are given time to discuss and prepare materials before reporting back to the group and the lecturer. As a preparation for lecture slides, the language teacher devised simple matching exercises that also encouraged students to become analytical and creative by providing them with set phrases to nudge them beyond descriptive, classifying statements in their reporting of slide information to reach a higher level of analysis and evaluation (see 5.7 below for example tasks). So, the language exercises were always sequenced before or after the corresponding content item in the lecture and designed for the students to expand on their knowledge and provide opportunities to discuss answers to open questions.

- **Concept and Task > Language:**

Subject concept: Interpreting statistical information from theory to apply practical strategies for international expansion of companies.

Linguistic challenge: Expressing differentiated observations on dense content that are not merely descriptive but reveal some analysis and evaluation that is appropriate at third-level education institutions (bachelor level). Moving from a high level of everyday language fluency to a high level of academic fluency appropriate at university level.

- **Guided multimedia input:**

Presentation powerpoint slides and language exercises. Students also watched a Ted Talk and Youtube video using worksheets to focus their critical attention on communicative strategies and rhetorical devices.

- **Key language:**

The students came from diverse backgrounds, Asia, Africa and Europe. Some had gone through their education purely in English and used language on a native-speaker like level. Others had experienced less English in their education and were less proficient. The different accents and communication styles led to some difficulty in mutual comprehension. The Key Language was that describing concepts of international and global business but equally important focussing students' attention on language that expresses reasoning related to globalization and assigning motives to different internationalization strategies.

Additionally, structures were highlighted for modulating levels of certainty/uncertainty relating to students' opinions concerning globalization (trends, causal relationships, motivation, future developments). These linguistic tasks were designed to lead the students away from broad, banal generalizations to more analytical observations on the course material.

- **Instructions:**

Clear instructions and sequencing regarding the scaffolding of language and phrases in the language section of the course prior to the students attending the content lecture section. Language and content sections were sometimes combined into one class and sometimes taught separately.

At the end of each session the students were required to summarise the key elements of the lecture in an Exit Ticket. This was then evaluated by the German professor, often criticizing the lack deep analysis and critical evaluation. If the students completed a sufficient number of Exit Ticket with a appropriate level of quality they were awarded extra points.

- **Interactions:**

Group work in international teams. Peer feedback and discussions. Feedback from content lecturer and language teacher.

- **Thinking:**

Critical analysis of background and development of globalization. Applying knowledge to real world projects coordinated with the IHK

(German Chamber of Commerce and Industry) and supporting companies in Berlin-Brandenburg.

- **Supported output:**

Drafting a report for companies in the Berlin-Brandenburg area to assist them in a specific globalization/expansion project and the relevant strategies that require implementation.

- **Feedback**

In the oral exam many students still tended to make simplistic and superficial statements based on the course material. This may be due to the large and concentrated amount of course content and the study/revision skills the students employed i.e., intense learning over a short period prior to oral exam.

- **Team teaching:**

The cooperation between the content and language teachers was positively assessed. It was noticeable that the teachers were not simply teaching different subjects but were employing different strategies and expecting different outcomes from the students. In other words, this content teacher/lecturer expected a high level of critical output within a short period of time along with a quick analytic evaluation. The language teacher was more generous in the time allotted to tasks and less critical in the assessment of students' work, for example asking open questions with a wide range of possible answers in contrast to closed questions with a limited range of correct answers. This difference may be regarded as complementary or contradictory according to the different perspectives and pedagogical values of the participants. Additionally, the cooperation led to the language teacher appreciating the need for high academic standards and the content teacher becoming more aware of linguistic challenges the students faced. Both teachers spent many hours discussing the course and future changes to adapt the content to the performance of the students and how the language and content balance could be optimized to achieve this goal. In this case it was clear that the CLIL balance is a matter of continuous negotiation and adjustment between two colleagues based on their experiences and the students' performance. Language is regarded as a means of encouraging students

to achieve a higher level of academic performance by providing them with tools which correspond to this level.

3.9 Legal English/English Private Law

Teaching team: John O'Donoghue and Prof. Jörg Peter

University and degree programme: TH Wildau, Business and Law Master's programme

Course: English Private Law/Legal English 5 ECTS

Timing: 2 four-hour lectures/classes over one semester

CLIL pilot type:

CLIL assignments: To develop the students' legal vocabulary and consequently their understanding of concepts peculiar to the English common law system. To evaluate English case law.

Language: English

Introduction of the CLIL implementation with 10 CLIL parameters

- **Sequence:**

Introduction to English law and its historical development. Reading of cases and course material of the parallel content course English Private Law. Reviewing parallel material focusing on clarifying concepts and language. Previewing upcoming cases and legal concepts. To a great extent the students determined to what degree reviewing of lecture material was still required and how much previewing was necessary. This meant that the language course did not have a predetermined lesson-by-lesson plan week-by-week which led to some initial confusion among the students but then it became clear that the course was student-centred directed by the needs of the students. This required a certain amount of self-awareness on behalf of the students but the benefits of this approach soon became evident and appreciated.

- **Concept and Task > Language:**

Legal concepts evolve as the cases are read and discussed. Close attention to the language of the cases leads to understanding the concepts inherent to English Common Law. This language focus moves from individual lexical items (abstract nouns and conjunctions) to

common legal phrases that reflect legal thought processes and approaches.

- **Guided multimedia input:** History of England visually represented in a time line. Plots of cases visualized by students. As legal studies have such a strong focus on textual analysis it was the task of the language teacher to provide some relief by introducing visualisation tasks to allow the students to express their understanding in non-written form. The students were shown parts of lectures provided by the University of London introducing English common law to undergraduate students. <https://www.coursera.org/learn/intro-common-law>
- **Key language:**
The master's students were predominantly German native speakers who had completed their bachelor studies in German either at TH Wildau or nearby universities. There were some Erasmus+ students from Georgia who also attended. English was the dominant teaching language but at times it was useful for the students to refer to the German terms to determine similarities but more often differences between the German and English legal systems. It was also necessary to explain the difference in meaning between the common meaning of English and their specific legal meaning, e.g. *consideration*, *equity*.
In cultural terms legal language is, on the one hand, extremely precise and, on the other hand, can be expressed in somewhat vague terms as when English judges explain their rulings. This language has to be deconstructed to become clear to those students who understand the literal meaning of such utterances but fail to understand the deeper significance.
- Common Legal bundles/fixed phrases such as: On the basis (that), In (the) terms of, In relation to, On behalf of (those). Extended legal bundles followed by abstract noun: In light of the ... fact, data available, testimony, question, possibility.
- Collocation verbs and nouns: Match the verb to the noun to make a sentence:
Verbs: *pass, identify, adduce, obtain, approve, pay, issue, avoid, apply, provide.*

Nouns: possession, party, contract, title, principle, proceedings, principle, deposit, certainty, evidence.

- Common conjunctions in English Legal texts. While, As, Since, Though, So, Unless, Whereas, Provided, Albeit, Insofar, Whilst, Especially if. What function do these conjunctions play and why are they so common in legal language? (See 5.8)
- Scaffolding: In order to provide English Law students with a framework for analyzing cases and distinguishing between legal points in apparently similar cases such scaffolding paragraphs were drawn up based on the cases that the content professor was discussing in the parallel course English Private Law.

Cases 7 Poussard v Spears and Pond and 8 Bettini v Gye.

In contrast to case 7 where the contract was _____, in case 8 the _____

Therefore/consequently _____

Cases 9 Chapleton v Barry UDC, 10 Curtis v Chemical Cleaning and Dyeing C, 11 Thornton v Shoe Lane Parking Ltd.

These cases are in similar in terms of _____

However, there is a difference regarding _____

Therefore/consequently _____

- **Instructions:**

The Legal English course was a combination of language and content that interacted with the students by offering both open questions and discussion with closed questions and specific content-targeted questions. Using the CLIL concept of scaffolding, the dense content course was broken down and restructured to render the somewhat daunting material accessible to the German-speaking students.

The language teacher checked the students' understanding of terms and concepts and through counter-questions the students could check the language teacher's comprehension of English legal concepts. The content teacher was also checking the students' understanding and preparation of course material which indirectly represented checking on

the quality of preparation provided by the language teacher (including explanations of legal concepts). This occasionally led to correcting misunderstandings regarding the precise meaning of legal concepts.

- **Interactions:**

The Legal English course was conceived as acting simultaneously as a preview and review of the course content of English Private Law. The language-focused Legal English course dealt with the same material as the English Private Law course taught by a German professor. Legal English went through the cases that were to be discussed later in the week in the lecture course English Private Law to ensure that the basic plot and vocabulary of each case was familiar to all the students, i.e., who did what when and how and why? As the cases were systematically chosen in pairs to highlight both similarities and differences between these pairs a close reading of cases was important so that on the simple level of plot the students were familiar with the cases discussed by the Law professor before he proceeded to consider the legal principles that the cases represented. The students reported that the fact that the language teacher was not a legal expert and openly admitted to gaps in legal knowledge helped to reduce the level of stress or anxiety that these students occasionally experienced in the more demanding content lectures where expectations were high. The language class was also an opportunity to collect and phrase pertinent questions concerning the content that the students would then pose to the content teacher later in the week. The content professor confirmed that this process of phrasing and rehearsing clear questions in the language class was a useful preparation for the opening of his lecture class where these questions were answered from a strictly legal and precisely academic perspective. This process helped to focus the attention of students who otherwise tended to be somewhat taciturn and reluctant to ask or answer questions.

- **Thinking:**

By its very nature law is deeply entrenched in the national culture where it is practiced and has jurisdiction. Consequently, it is sometimes a subject that is only taught in the national language due to the fact that

some its concepts cannot be (adequately) translated into a foreign language with a corresponding foreign legal system. This is particularly true in countries where a different legal system prevails as is the case in Germany which has a civil code, a continental legal system and not a common law system as in the United Kingdom. Therefore, international business law is necessarily taught in English to German and international students and requires that the students adapt their thinking from a continental approach to law (which they have studied in their bachelor degree courses) to a common law/case law approach. Language is at the same time an obstacle to understanding as there is sometimes no easy translation (into German) for key concepts in English law, yet language serves also as the key to understanding an essentially foreign approach to lawmaking (e.g. such lexical items as case law and binding precedent). Students observed that as the semester went on they used German translations less frequently as they understood that the English term did not have a corresponding term that helped their understanding. Even when discussing English law in German certain original English terms were used as there was no practical German equivalent. This demonstrated the students' developing learning and thinking processes.

- **Supported output:**

The students prepared case evaluations as part of a mock exam that were first checked by the language teacher and then evaluated by the content teacher and subsequently rechecked by the language teacher to ensure that the content teacher's evaluation was understood. The students were invited to explain what changes the content teacher had made to their text and the reason behind these changes. Some students did not feel comfortable performing this task.

It also proved useful to focus on the linguistic devices and structures that the content teacher employed to construct his own case evaluation (see below 5.8), specifically, highlighting the progression of specific conjunctions and conditionals. This served as a template for the students' own writing

- **Feedback:**

As these language and content courses were directly connected there was a wide variety of feedback. The language teacher was able to gain an insight into how the students were processing the content in English Private Law through discussion and questions. The German professor often checked with the students whether they had already covered cases in the language class so that he could proceed with his lecture. As the language and content teachers had their offices on the same floor of the faculty building on campus there were many opportunities for informal exchange between the two teachers on the progress of both courses.

- **Team teaching:**

The nature of this cooperation meant that the language teacher attended a series of lectures delivered by the content teacher, Professor Peter, as a guest. The language teacher occasionally asked questions throughout the class in that semester and had informal conversations with Professor Peter regarding the legal content of this course English Private Law. This cooperation was content driven and therefore required that the language teacher embraced a new topic and spent time getting to know the content and becoming familiar with new lexis, concepts and ways of reasoning and arguing within a legal framework.

- **Further development ideas:**

Developing opportunities for joint teaching sessions to integrate the elements of language and content more closely.

3.10 International Economics : focus on hispanic development

Teaching team: Julien Strignano / Juan Vicente Fruet Cardozo

University and degree programme: IUT de Saint-Etienne (UJM) +
Universidad de Córdoba (UCO) – Bachelor degree

Course: Economía internacional – Lengua extranjera aplicada – 3 ECTS

Timing: 4 weeks

CLIL pilot type: Light/Medium

CLIL assignments: To learn the vocabulary linked to a part of the international economy in the primary sector in Spain and some Hispanic countries in América

- To implement a strategy of audio-visual learning comprehension and speaking context.

Language: Spanish

Introduction of the CLIL implementation with 10 CLIL parameters

- **Sequence:**

- Week 1: Introducing the topic by UCO and streaming session for UJM students – Planning the tasks
- Week 2: Analyzing reports about agrarian policy & fishing industry in Spain – Complete the lexical CLIL approach
- Week 3: Developing a pitch to a real business scenario. Oral assessments
- Week 4: Writing exam (appendix)

- **Concept and Task > Language:**

Using economic vocabulary to analyze the role of the Spanish language in international business (now & forecast).

Summarizing pertinently the videostreaming with specific grammatical structure.

- **Guided multimedia input:**

Videostreaming : analyse by the UJM students of the UCO course material. Case studies from the international business and the hispanic one particularly.

Quizlet specific webpage for the lexical part of the course.

Webex videocall for speaking skills improvement.

- **Key language:**

Business and economic terminology in Spanish

- **Instructions:**

Based on:

- Pr Vincente Fruet (UCO) course material (PPT) and videostreaming
- The report *El español en los flujos de comercio internacional : horizonte 2030-2050* – Observatorio Nebrija del Español, Madrid, 2022, <https://www.nebrija.com/catedras/observatorio-nebrija-espanol/pdf/espanol-flujos-comercio-intern.pdf>

UJM students must take notes during the UCO streaming sessions in order to redact a report about the economic situation of Spain.

UJM students must fill the Quizlet webpage with specific lexical aspect.

- **Interactions:**

Part of UJM students present in Spanish a business plan to implement a virtual company in Spain into the primary sector market (fishing industry).

Part of UJM students present in Spanish a business plan to implement a virtual company in USA into the Hispanic friendly market (intercultural business)

- **Thinking:**

Designing a real business plan scenario

- **Supported output:**

Group (2 students) presentations with visual representations

- **Feedback:**

Lecturer and peer feedback report :

- Students found that assignments were clearly linked to access their tacit knowledge and to connect UCO and UJM topic.
- Advance organizer was helpful
- Student like modeling examples in foreign language based on analytic data.
- Videostreaming is a good way to contextualize the differences and common points between content and language material

- **Team teaching:**

The content lecturer of the course “Economía internacional” supported the theoretical implementation of the analysis.

The language lecturer guided the lexical application and provided the assignments feedback. He suggested to the content teacher the themes linked to the specific needs of the UJM students in their search to set up a Hispanic business plan.

- **Further development ideas:**

In the future both courses could have been done like a simultaneous joint module. Students will appreciate to spend more time speaking directly to each other.

It would be interesting to improve, while working on topics directly related to their field of study, some french lexical aspects to UCO students. A relevant task included in their curricula could be design by the content teacher.

3.11 Progress meetings - HAN

Teaching team: Ilse de Wit, Stephan Plat, Hendrik Brasjen, Robert Westra, Erkan Yalcin

University and degree programme: HAN University of Applied Sciences, Business Management

Course: International business

Timing: 18-01-2024 - current

CLIL pilot type: Moderate

CLIL assignments: Two oral Progress Meetings per group, team-taught by content and language lecturers

Language: English

Course Description and Objectives:

The International Business Project engages third-year students in a real-world consulting task for a company interested in international expansion. Students form groups of four and act as junior internationalization experts, responsible for acquiring their own client company and delivering professional advice. They report their progress both in writing and, notably for this CLIL pilot, in two oral progress meetings and one final presentation.

CLIL 10 Parameters Implementation:

Sequence:

The project runs over seven weeks, during which each group delivers two formal oral progress updates. These take place in a seminar-style format where multiple groups are present. Students prepare their updates and receive live, dual feedback from both a Business English lecturer and a content lecturer. These sessions are scheduled after key project milestones, allowing timely and focused feedback.

Concept and Task > Language:

Students must explain their business case development, client interactions, and project planning using accurate business and sector-specific terminology. Content lecturers focus on strategic clarity and depth, while the Business English lecturer guides students in structuring professional oral updates, using appropriate business discourse, and refining pronunciation and fluency.

Guided Multimedia Input:

Before the first progress meeting, students receive examples of effective status updates (videos and scripts) through the online learning environment. They are also given a template with key expressions (e.g., “We are currently in the phase of...”, “One challenge we faced was...”) to support their preparation.

Key Language:

English is the working language throughout the course. Students are required to communicate with their peers, lecturers, and companies in English. The real-life setting enhances their use of academic and professional language beyond classroom-based tasks.

Instructions:

Clear guidelines for the progress meetings were provided in week 1. Students were informed of their dual audience (content and language lecturers) and advised on structure, timing (10–15 minutes), and the type of language expected. They also received tips on how to handle spontaneous questions and peer feedback.

Interactions:

Each progress meeting is interactive. Besides responding to questions from lecturers, groups also answer questions and receive feedback from peer groups. This peer-to-peer interaction is a core part of the session and encourages active listening, question formulation, and constructive feedback in English.

Thinking:

The meetings require students to reflect critically on their progress, evaluate project risks, and present strategic decisions. The sessions reveal the students' analytical depth, not just in terms of content but also in how well they can justify choices and anticipate further steps – all in a second language.

Supported Output:

Students prepare collaboratively using a structured outline provided by lecturers. They rehearse their meetings in advance and receive feedback between the two sessions. Templates for key language, flow, and visuals are shared. Feedback focuses on both content clarity and language performance.

Feedback:

Lecturers noted a higher level of engagement compared to written reports. They appreciated the immediacy and depth of face-to-face conversations and were

better able to assess students' understanding. Early feedback highlights that students appreciate the dynamic format and value the opportunity to practice professional communication. Peer feedback also plays an important role, though students may need more training in giving constructive criticism. A full student evaluation is scheduled post-project.

Team Teaching:

This pilot stands out for its team-teaching element. Having both a content and a language lecturer present reinforces the integrated nature of the feedback. The cooperation proved highly effective, as each lecturer focused on their domain while remaining aware of the overall learning goals. This dual presence also modeled professional collaboration for students.

Further Development Ideas:

- Provide peer feedback training before the first meeting to improve quality of interaction.
- Introduce a self-assessment form to be completed after each progress meeting.
- Consider recording the sessions so students can reflect on their own performance.
- Explore the integration of short vocabulary building tasks prior to the meetings, focusing on sector-specific terms.

Evaluation:

Students results:

N = 18 /32

● Strongly agree ● Agree ● Neutral ● Disagree ● Strongly disagree

The instructions for these meetings were clear. I knew what was expected of me.

The meetings engaged me mentally to be active and learn.

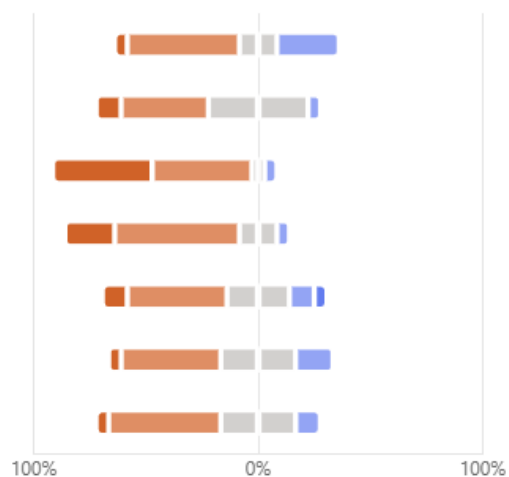
Having several oral meetings was helpful in gaining more English knowledge and skills.

Having several oral meetings was helpful in gaining more International Business knowledge and skills.

The specific tasks for these meetings made me think more critically about the content.

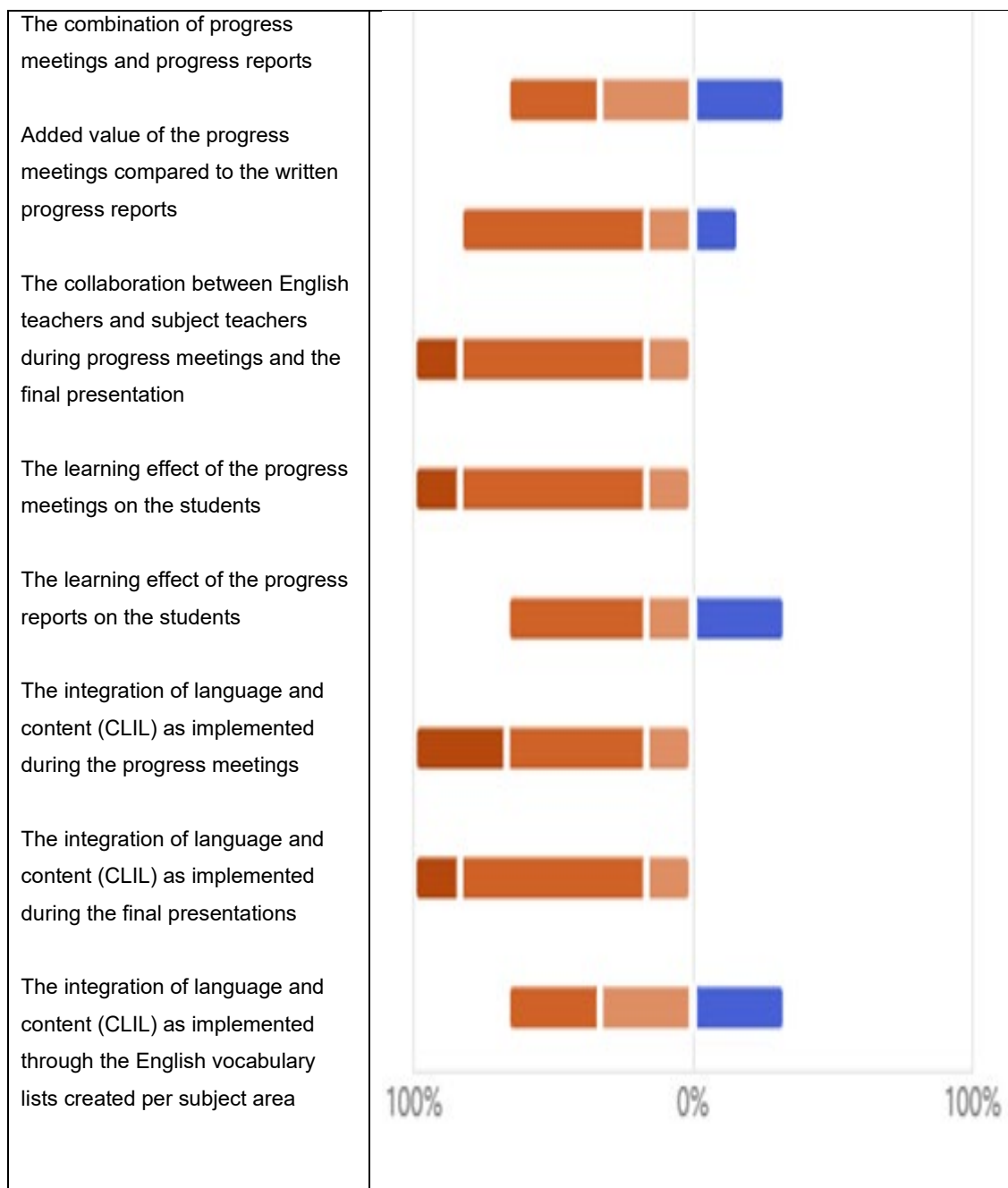
The specific tasks for these meetings made me think more critically about how to get the message across to the audience.

The meetings made me interact more with my fellow team members. (rehearse, meet, discuss etc..)



Staff results:**N=6/9**

● Very good
 ● Good
 ● Neutral
 ● Moderate
 ● Poor
 ● Not applicable

**3.12 Innovative Pitch Event 2023 (Shark Tank)****Teaching team:** Varpumaria Jeskanen, Stephan Plat and Ilse de Wit

University and degree programme: Karelia UAS, International Business & HAN UAS, Business Management

Course: Project Management, 3 ECTS (Karelia UAS, 1st year students) & International Business, 2,5 ECTS (HAN UAS, 3rd year students)

Timing: December 2023

CLIL pilot type: Moderate

CLIL assignments: Pitching event inspired by Shark Tank

Language: English

We played the Shark Tank simulation with the students of Karelia University of Applied Sciences (UAS) and HAN University of Applied Sciences on December 4th, 2023. The event was called Innovative Pitch Event 2023 in which the student teams of Karelia UAS pitched their innovative project ideas online over MS Teams to the sharks that were played by the students and teachers of HAN UAS. Learning objectives for the Karelian students were to learn how to deliver a short and targeted project presentation to a management board or investors and how to convincingly interact with them concerning the project's key points.

Introduction of the CLIL implementation with 10 CLIL parameters

Sequence:

Karelian students were prepared in advance with a rehearsal pitch. The content of the pitch itself is derived from multiple lectures that supported the students to scope their project idea, build a functional project management model and consider project outcome vs. investment and customer value. The project management course ran from October to December 2023 and the final pitches took place on 4 December.

Concept and Task > Language:

The CLIL tasks required students to apply business terminology and concepts in their communication. Karelian students had to develop their pitching skills to present their ideas to a potential investor audience. HAN students, in contrast, sharpened their questioning techniques to evaluate the viability of the entrepreneurial proposals.

Guided multimedia input:

Multimedia had a key role, since the interaction was online. Therefore we made a set-up within MS TEAMS, multiple screens, and business style lay-out of classroom. Instructions were given in both of the campuses verbally and in a written format. Evaluation criteria was informed to everyone, and the evaluation criteria in paper was shared with the sharks.

Key language:

The importance of English as a common language was evident to all participants, as it was the only shared medium of communication. Additionally, due to their respective roles, the students were not permitted to resort to their native tongues, as this would have diminished the professionalism of their pitches or their perceived credibility as potential investors.

Instructions:

The Karelian students were well briefed in advance, while the HAN sharks were given the necessary information just before the start of the Shark Tank. The length and pitch structure were also instructed to ensure that the sharks had similar experience to ensure the objectivity of the judging.

Interactions:

Student-student interactions were facilitated per location, meaning Karelian students got to practice amongst themselves in preparation for the final pitch. Also read 'sequence'. The HAN students were not specifically prepared to play the role of shark, but they are used to giving peer feedback and asking questions.

Thinking:

Karelian students needed to consider the target audience and how to sell their project idea for them. What would be the project value, how they would create revenue and how much the investors would be investing in it? With the instructions and tools they used to construct their idea they needed to create an appealing presentation and prepare to answer the questions from the sharks. Students were engaged physically and mentally to perform in this learning process. In both cases Karelian and HAN students had to be physically present and also use their body, posture, movements etc. as part of the pitching and investing process.

Supported output:

The Karelian students got support in both written and oral outputs. During the pitch the focus was on oral output, but also written aspects like reports and the content of the presentation were included. For HAN students there was also a focus on oral outputs and in a minor way on written outputs (written feedback in the assessment forms).

The following evaluation criteria was given to the sharks to support their assessment process:

Example 1: Evaluation criteria used by the sharks:

Sharks were asked to evaluate the pitches and ability to answer the questions with the following criteria:

1. Logical Structure:

Consider **the flow** of the pitch. Does it follow a **logical structure**? Assess how **effectively** the team has presented their project in a **coherent and organized manner**.

2. Feasibility of the Project Idea:

Dive into the **practicality** of each project. Do you believe the proposed ideas are **feasible**? Consider the **resources required, potential challenges, and the overall viability** of turning these concepts into reality. Did the team **convince** you to invest? If so, is their request for the **investment in line with their targets and outputs**?

3. Innovativeness:

Innovation is at the heart of these pitches. Reflect on the **uniqueness** of each idea. Does it bring something **new** to the table? Consider the **creativity and originality** that each team has infused into their project. Look for that **spark of innovation** that sets them apart.

4. Acceptability:

To gain acceptance, innovations must resonate with stakeholders, **align** with Sustainable Development Goals, and **contribute** to overall societal well-being. By addressing the needs of beneficiaries, fostering sustainability, and promoting positive change, innovations can earn widespread recognition and support. Ultimately, **acceptability** is the hallmark of impactful innovation and **does it have a need** and place in the markets.

5. Clarity:

Clarity is key in communication. Evaluate how well each team has **conveyed their message**. Are the concepts **easy to understand**? Consider the **clarity** of their presentation, the **simplicity of their language**, and their **ability to work as a team** to present their project proposal in an accessible manner.

6. Attractiveness of the Pitch:

Lastly, consider the **overall attractiveness** of the pitch. **Did the team engage you to listen**? Was there **enthusiasm and passion** in their presentation? Evaluate the **charisma and appeal** that each team brought to the stage. A compelling pitch can leave a lasting impression.

After each 5 min pitch the sharks at HAN UAS asked questions to the teams in Karelia UAS to define and detail the project ideas. With the given assessment

criteria, the sharks voted for the winning pitch by filling the points in the score card (template available in ch 5.5).

Feedback methods after the Innovative Pitch Event:

Karelia students gathered for the feedback sessions. We went through some good examples from the pitches and also some improvement points concerning presentation skills, contents, ability to answer the questions, etc. We also made a survey to examine their perception of the event, how they reached the learning objective and how they experienced this joint task with another university. According to their responses (total 50 responses), they felt that the Shark Tank pitching task improved their

- intercultural teamworking skills (48/50 agreed or strongly agreed)
- spoken communication skills in English (48/50)
- verbal comprehension skills (47/50)
- verbal expressions skills (to express ideas or opinions) (45/50)
- presentations skills (44/50)

The students' feedback concerning the feedback discussion after the event was mainly positive and most of the students felt that this discussion helped them to understand how to improve (figure 2). Overall, 94% felt the feedback session was very beneficial or beneficial for their personal development.



Figure 2: Students' perceptions of the Feedback session (Karelia UAS)

Here are some written observations from the students:

"An excellent final step involving outside observers for evaluation."

"This feedback form is really good and useful because this is my first time when I experience this kind of feedback format and is comfortable to give my ideas. Thank you."

"I learnt more skills in collaborating with others especially from different nationalities. moreover, I can handle project effectively in a professional manner."

Team teaching:

Doing joint projects with other partners demand clear vision of the students' tasks, learning objectives and assessment. In events like this, good preparation with clear timing and instructions are the key to success. When all the teachers on board understand the idea and their role in the event and assessment, there is a good atmosphere and co-operation present that also makes the students feel more confident of their presentations. Based on our experience, we encourage the team of teachers to create in advance a clear event timetable, assessment criteria to follow and instructions for the students to prepare for the event. Check the technical implementation prior to the event and leave room for potential problems. Have a teachers' feedback session after the event to discuss and document the key takeaways and improvement ideas for the next implementation.

Further development ideas:

Overall, this pilot project was a valuable experience. However, there are several areas where improvements can be made for future iteration.

Key Language:

The language proficiency level of the students significantly influenced the quality of their pitches and the depth and nature of the questions posed by the 'sharks'. One potential solution is to practice and assess the language skills of the participants earlier in the process, allowing for additional practice and preparation. This enhancement is closely linked to the improvement of **interactions** discussed below.

Interactions:

To enhance communication and rehearsal opportunities, we can introduce more student-to-student interactions in future scenarios. By connecting students from both institutions earlier in the process, they can collaborate and develop their pitches together. However, the dynamic of presenting to the 'sharks' for the first time is distinct from a scenario where the students have already worked together. Therefore, the peer review teams should be separate from the 'sharks' group.

Instructions:

For the HAN participants, more detailed instructions on the role of a 'shark' should be provided. This communication should occur earlier in the process to allow for better preparation and understanding. Additionally, to alleviate the 'cold feet' anxiety that can arise when presenting, students could be given a few general opening questions that could be assigned to specific teams or individuals.

Supported Output:

From the HAN perspective, requiring students to write written feedback to the pitching teams could provide valuable constructive criticism and insights. This feedback could be used to further refine the pitches and enhance the overall presentation experience. From the Karelia's perspective, the students could have a rehearsal with other teams before the event. This way they could practice the delivery of their pitch and also argumentation skills when they receive questions from the investors.

3.13 Intensive Programme 1 - TECH FAIR - UJM

The programme is challenge-based learning with transnational and transdisciplinary (business and engineering) teams working together to create an event: a Tech Fair based on 4 technical and sustainable projects created by French students from the Université Jean Monnet (IUT de Saint-Etienne & IUT de Roanne). Students from TH Wildau (Germany), Universidad de Córdoba (Spain), HAN University of Applied Sciences (The Netherlands), Karelia University of Applied Sciences (Finland) and IUT de Roanne (France), in 8 teams of 5 mixed students, will have to work with the following 4 projects (2 groups each):

- Eco-friendly outdoor furniture (promotion and business plan)
- Helio sensor (promotion and business plan)
- Sumo robots (promotion and event organisation)

- Giméolex (promotion and event organisation)

Key features

€ Key capabilities to succeed in this European project

Undertake teaching and learning activities that will improve academic and practical knowledge and skills in business, engineering and languages areas.

€ Small international groups and cultural interrelation

Workshops in small international groups (5 students) and get personalised support from qualified and experienced teachers from CLIL4ALL team.

€ Create an international event

In front of a jury of professors and professionals, students will argue and be evaluated both on the technical and commercial aspects of event management and on the linguistic resources used in English as part of CLIL4ALL.

DAY 1: “SUSTAINAVATE” (how to innovate in a sustainable way?)

Teaching team: Christine Avenarius

University : TH Wildau

Course element : Sustainability Management

CLIL pilot type: Intensive Programme

CLIL assignments:

- To understand the sustainability components of a technical project
- To use the terminology of sustainable activities in companies
- To investigate about competitors' practices
- To become familiar with the basic concept of green communication to promote a product
- To express efficiently the sustainability aspects of the technical projects
- To be able to organise the key elements in a Padlet in preparation for the International Tech Fair

Language: English

Introduction of the CLIL implementation

- **Sequence: Meeting point 1**
- What is a sustainable activity in a company?
- What kind of process is implemented to promote “green products”?
 - How to promote green energy?

- How to foster sustainable behaviour in professional events?
- What about greenwashing?
- Customers behaviour
- **Concept and Task > Language:**
 - To find solutions to improve the green aspects of each chosen project and be able to promote them during the group's presentation at the Tech Fair.
 - To make a glossary in the application Quizlet: topics sustainability / green marketing
 - To create a Powerpoint presentation with the key elements of the sustainability part to be used during the final presentation (3 slides)
- **Guided multimedia input:** Quizlet / Padlet / Powerpoint
- **Interactions:**
 - Technical projects students will interact with Business student teams
 - Interactions deciding the explanation of the sustainable context for the project
 - Interactions creating the 3 slides
- **Outcomes :**
 - To know and present the specific components of a sustainable product/service in a slideshow.
 - To communicate about a commercial development of a sustainable product/service from an organisation in an oral presentation (Tech Fair)
- **Feedback:**
 - At the end of the workshop, international business teams and French technical teams meet to validate the outcomes for the Tech Fair.

DAY 2: PRODUCT INTERNATIONALISATION and EVENT MARKETING

Teaching team: Stephan Plat + Kirsi Marja Toivainen

University: HAN University of Applied Sciences + Karelia University of Applied Sciences

Course: Product Internationalisation

CLIL pilot type: Intensive Programme

CLIL assignments:

- To detail an internationalisation plan for an hypothetical company/event regarding the 4 technical projects of UJM students.
- To use the terminology of internationalisation activities in companies
- To investigate about the market (business) or opportunities (event)

- To become familiar with the basic concept of internationalisation to promote a product
- To include a basic entry strategy and risk analysis
- To be able to organise the key elements in a document for the International Tech Fair

Language: English

Introduction of the CLIL implementation

- **Sequence: Meeting point 2**
 - What is internationalisation in a company?
 - What kind of process is implemented to internationalise a product/event ?
 - How to suit local expectations about a technical product/event ?
 - What about the advantages and disadvantages of internationalisation?
- **Concept and Task > Language:**
 - To target a foreign market to improve a business or event for each technical product and be able to promote them during the group's presentation at the Tech Fair.
 - To make a glossary in the application Quizlet
 - To create a document in an application like Miro...
- **Guided multimedia input:** Quizlet / Miro...
- **Interactions:**
 - Technical projects students will interact with Business student teams
 - Interactions deciding the explanation of the internationalisation context for the project
 - Interactions in Miro application...
- **Outcomes:**
 - To know and present the specific components of internationalisation for technical products
 - To communicate about a commercial development (business or events) of an international product from an organisation in an oral presentation (Tech Fair)
- **Feedback:**
 - At the end of the workshop, international business teams and French technical teams meet to validate the outcomes for the Tech Fair.

EVENT MARKETING

Teaching team: Varpumaria Jeskanen + Ilse de Wit

University: Karelia University of Applied Sciences + HAN University of Applied Sciences

Course element : Event marketing design – Prepare the Tech Fair

CLIL pilot type: Intensive programme

CLIL assignments:

- To prepare the written and iconographical elements for the Tech Fair
- To be able to make a poster with applications like Canvas
- To be able to write a blog post on the CLIL website
- To express efficiently the promotion of the technical products to professional clients
- To use correctly the technical terminology in order to convince the potential clients B2B (teachers and companies members)

Language: English

Introduction of the CLIL implementation

- **Sequence: Meeting point 3**
 - What is marketing design?
 - How to make a poster?
 - How to write a blog post?
 - What are Tech Fair specificities throughout written communication in English?
 - How to express by visual elements the promotion of technical products?
 - How to make a specific benchmark?
- **Concept and Task > Language:**
 - To analyse a market benchmark and be able to promote the technical products during the groups presentation at the Tech Fair (17th October)
 - To make a poster presentation in the application Canvas
 - To create a draft of a future blog post (with pictures) about the IP activities for each group / project
- **Guided multimedia input:**
 - Canva / Office 365 / Wordpress (blog)
 - Visualisations with examples and explanations of the objectives, team coaching in 1-to-1 meetings with content and language teachers.

- **Interactions:**
 - Technical projects students will interact with Business student teams
 - Interactions by choosing the strategy of the written Tech Fair communication
 - Interactions creating the poster and the blog
- **Outcomes :**
 - To know and present the specific components of the technical projects in a marketing strategy B2B
 - To communicate in English with written elements about the commercial development of a technical project during an event such as a Tech Fair.
- **Feedback:**
 - At the end of the workshop, international business teams and French technical teams meet to validate the outcomes for the Tech Fair.

DAY 3: DEVELOPING A WINNING PITCH

Teaching team: Muriel Fabrèges + Varpumaria Jeskanen

University: UJM – IUT de Saint-Etienne + Karelia University of Applied Sciences

Course element: Event communication pitch – Prepare the Tech Fair

CLIL pilot type: Intensive programme

CLIL assignments:

- To prepare the oral and iconographical elements for the Tech Fair
- To be able to make a pitch and design a stand
- To express efficiently the promotion of the technical products to professional clients during a pitch and by the organisation of the event
- To use correctly the technical terminology in order to convince the potential clients B2B (teachers and companies members)

Language: English

Introduction of the CLIL implementation

- **Sequence: Meeting point 4**
 - What is a pitch and what are the oral evaluation criteria ?
 - How to make a pitch for the specific topics of the IP Tech Fair ?
 - How to make a presentation stand for a professional event ?
 - What are the Tech Fair specificities for oral communication in English ?

- How to promote a technical product using oral elements ?
- **Concept and Task > Language:**
 - To set up the Tech Fair stand and be able to promote the technical products during the group's presentation at the Tech Fair on Thursday.
 - To make a pitch presentation
 - To create 3 slides by group to present a skeleton of the Tech Fair organisation
- **Guided multimedia input:**
 - Canva, website, examples, videos, instructions in written and verbal format
- **Interactions:**
 - Technical projects students will interact with Business student teams
 - Interactions by choosing the strategy of oral Tech Fair communication
 - Interactions creating the pitch and the stand
- **Outcomes :**
 - To know and present the specific components of the technical projects in a marketing strategy B2B
 - To communicate in English with oral elements about a commercial development of the technical projects during an event such as a Tech Fair
 - To design and print promotional posters in a company specialized in this kind of products.
- **Feedback:**
 - At the end of the workshop, international business teams and French technical teams meet to validate the outcomes for the Tech Fair.

DAY 4: INTERNATIONAL CLIL4ALL TECH FAIR

Teaching team: John O'Donoghue, Simon Devos, Julien Strignano , Muriel Fabrèges, Antoine Pelicand, Varpumaria Jeskanen, Kirsi-Marja Toivainen, Stephan Plat, Ilse de Wit, Maartje Gijssels-Keijzers, Víctor Pavón , Javier Ávila Cynthia Pimentel

University : All partner universities

Course element : International event organisation and participation

CLIL pilot type: Intensive Programme

CLIL assignments:

- To develop a strategy for the implementation of a technical project
- To speak in English during 15 minutes about the chosen strategy
- To estimate the sustainable impact of technical projects implementation
- To promote technical projects implementation by different kinds of advertising

Language: English

Introduction of the CLIL implementation

- **Sequence: International CLIL4ALL TECH FAIR**
 - Eight teams of business and engineering students present and promote their projects.
 - Presentation stands with video projection - to give the event a professional touch - Evaluation of their pitch by the jury (when visiting each stand).
 - Each team presents its project in 10 minutes, followed by 5 minutes of questioning by the jury (CLIL4ALL team + French professionals from the relevant sectors).
 - Graduated awards for all the teams (based on their ranking).
- **Concept and Task > Language:**
 - Demonstrate how the use of the English language can create synergy and transversality (/ interdisciplinarity) between the business and engineering teams.
 - Promote projects both in terms of sustainable development and internationalisation.
 - Speak English in front of a professional jury or potential customers/investors
 - Use one or more written presentation materials in English for promotional purposes
- **Guided multimedia input:** Powerpoint, Canva, posters and stand visualisations & video materials
- **Interactions:**
 - Within teams, between the international students, in English
 - Between teams and the jury, in English
 - With the Tech Fair visitors, in English or in French
 - Focus groups (collective interviews in international teams) the next day to finalize the programme and collect feedbacks.
- **Outcomes:**
 - Stand
 - Poster on the stand
 - Project pitch to introduce the presentation

- Slideshow of the project, including some recommendations about sustainability and internationalisation

3.14 Intensive Program 2 - Immersive Onboarding Design Using Engaging Web Apps – Karelia UAS

Teaching team: Seppo Nevalainen, Antti Hurme, Aninha van der Linden, Muriel Fabrèges, Julien Strignano, Carly McLaughlin, Simon Devos-Chernova, Radu Mariescu-Istodor, Stephan Plat, Nina te Riele, Antoine Pelicand, Guillaume Bouleux

University and degree programme: Karelia University of Applied Sciences, Business Information Technology & Information and Communications Technology

Course: Immersive Onboarding Design Using Engaging Web Apps

Timing: 17.02.2025 - 21.02.2025

CLIL pilot type: Implementation – Intensive Programme

CLIL assignments:

- **Day 1:**
 - To understand the key characteristics and success factors in working in multicultural teams.
 - To design a code of conduct for a multicultural team.
 - To understand the main elements of student onboarding.
 - To understand the main elements of gamification.
 - To design a process of how to gamify student onboarding with a given design template.
- **Day 2:**
 - To understand gamified web app design process.
 - To create necessary design documents for the implementation of a gamified onboarding web app.
 - To prepare and pitch team's idea of a gamified onboarding web app.
 - To understand main principles of UX design.
 - To understand main principles of UI design.
- **Day 3:**
 - To become familiar with the basic principles of data privacy protection for apps.
 - To design UX and UI of the team's gamified onboarding web app.

- To create a poster presentation showing the chosen design for the team's gamified onboarding web app.
- To start creating the content for the team's gamified onboarding web app.
- To start implementing the functionality for the team's gamified onboarding web app.
- **Day 4:**
 - To continue implementing the functionality for the team's gamified onboarding web app.
 - To create user instructions for the team's gamified onboarding web app.
 - To test the team's gamified onboarding web app's functionality, UI and UX.
 - To prepare and carry out a presentation of the team's gamified onboarding web app for the coaches/teachers.
- **Day 5:**
 - To prepare a presentation stand of the team's gamified onboarding web app for wider public.
 - To carry out a presentation session of the team's gamified onboarding web app for two student groups and interested passers-by.

Language: English

Introduction of the CLIL implementation with 10 CLIL parameters

- **Sequence:**
 - The intensive week was structured so that individual lessons, workshops, project work times, and presentations formed smaller sequences within two intertwined large sequence, one related to content and one related to language, lasting from day 1 to day 5. During days 1 & 2, students were first given lessons/workshops on student onboarding, gamification, and web app design. After these lectures, students were provided group working time before presenting their own design ideas for the app prototype to be developed. During days 2 & 3 similar sequence was carried out for UX and UI design, ending with teams' poster presentations in day 3. During days 3 & 4 again similar sequence was carried out, this time regarding implementation of the app prototype. On a

larger scale, similar approach was adapted. During day 1, students were given lectures and workshops on multicultural communication, and during days 1-5 they were expected to apply the lessons learned to practice while participating in their own team's activities, and when presenting their work for others during days 2,4, and 5. Also regarding the content, namely the gamified student onboarding web app, the whole week's sessions/events formed one big sequence, namely ideation-design-implementation-launching of a gamified onboarding web app prototype.

- **Concept and Task > Language:**
 - Apart from day 1's initial lessons/workshops providing the necessary info and background to communication-related issues, learning and using the language was tied to the content-related tasks and activities needed to ideate, design, and develop the gamified onboarding web app. Students were expected to create their code of conduct during day 1. During following the days they were expected to use and refine their own team's code of conduct while communicating with each other in order to perform the content-related tasks. The presentations students were expected to give and were given language feedback for concentrated on describing the progress of students in their gamified onboarding app development.
- **Guided multimedia input:**
 - The intensive week had Teams-environment in which teachers were able to provide materials and instructions. The environment had also discussion channels for different purposes. Each student team was provided with their own discussion channel for team's internal online communication and file sharing.
- **Key language:**
 - Since the intensive week was multicultural and had students with varied nationalities from four different partner universities all from different countries, English was chosen as the language used for all the activities of the intensive week.

- **Instructions:**

- Instructions for teams' carrying out teams' communication and collaboration (language) were provided in the lectures of day 1, and then elaborated/refined throughout the week by coaches that each of the student team had been assigned with.
- Instructions on ideating, designing and implementing the gamified onboarding web app (content) were provided gradually, at the end of each workshop that preceded unsupervised team work sessions. In the implementation phase, technical coaches also provided instructions and held brief ad-hoc demonstrations as needed. Through the Teams-environment of the intensive week, students were also given some material and material links to some selected themes useful for their own development efforts.

- **Interactions:**

- Student-student interactions were facilitated so that they could happen organically throughout the intensive week in several occasions during each day. After each lesson/teacher-guide workshop, students were given time to progress their team projects by themselves as a group, while coaches were not directly intervening in their work but stayed in the background yet reachable in order to provide support if the teams needed it.

- **Thinking:**

- Members of the student teams needed to continuously understand, manage, and communicate to each other the entire development effort: creating an idea, transforming it to a web app design, and implementing it to an actual functional prototype that then was introduced to an outside audience.

- **Supported output:**

- During the intensive week students needed to provide their output in variety of ways both in a written form and orally. During day 2 student teams were required to verbally pitch their app idea to other teams and teachers. During day 3 the student teams were asked to create a poster presentation of their refined app idea with text elements, illustrations and mockups. During day 4 the student

teams were required to prepare a presentation stand in which they utilized written and graphical material in addition to providing verbal presentation of their design and possible first prototype of the app, and answered to possible question from teachers and other student groups. During day 4 the students produced similar output for a larger outside audience.

- **Feedback:**

- Three main tools for gathering students' feedback were used. during the last day of the week students were asked to fill two different online questionnaires. First one was more detailed Microsoft Forms-online questionnaire and it concentrated on the students background and their experiences about CLIL-styled learning/teaching used during the intensive week. Students were asked to fill this questionnaire in their own time while they were preparing for their final day presentation stand sessions. Second questionnaire was a bit shorter and was used to gather more general feelings and experiences of the students concerning the intensive week. This questionnaire was presented and asked to be filled during the final summary and feedback session of the week. Finally, before closing the week and departing, students and teachers were divided into groups, one group for all teachers and one group per each participating organization. For each of these groups, a focus group interview as held.

- **Team teaching:**

- During the beginning of the week, language and content teachers provided introductory lectures for the different topics separately. After the introductory lectures, coaching of the workshops and student's own working sessions were organized in such a way that both content and language teachers were available to help the student teams whenever needed. Assigned coaches of the student teams were mainly language teachers while content teachers circulated among the student teams freely. Whenever any student team needed help, they were free to approach their own assigned coach or any of the content teach coaches. If

needed, language and content coaches then co-operated to try to fix the issue the team was facing.

- The feedback of the presentations and poster sessions was first discussed and agreed upon with content and language teachers and then presented to the student teams.
- **Further development ideas:**
 - The time reserved for all the tasks at hand was a bit short. During five days onboarding and gamification were introduced to students and they were expected to ideate, design and develop a functional prototype of a gamified student onboarding web app. This meant long days, and quite a narrow time window especially for those technical students who were in charge of developing the functional prototype. In the future this should be considered, for example by prolonging the duration of the intensive week or by utilizing the blended part before the actual intensive on-site week better.

4 Conclusion

The CLIL4ALL pilots demonstrate that a systematic CLIL framework – combining the 4C's (Content, Cognition, Communication, Culture) and the 10 CLIL parameters – can effectively guide curriculum design. In practice, project teams explicitly mapped each activity to these parameters. For example, the Shark Tank pilot is described as being “composed, evaluated and measured by means of the CLIL Wheel,” with tasks deliberately aligned to specific parameters. Instructors planned lectures and projects in terms of **sequencing, key language, multimedia input, interactions, thinking**, etc., reflecting a methodology grid approach to cover all CLIL elements. Such grids helped teachers scaffold lessons systematically (e.g. by listing key business terms, defining student roles, and structuring peer feedback), ensuring that content learning and language support were built in.

Overall, the pilots illustrate that CLIL parameters are highly applicable as design tools: every pilot report ties learning activities to the 4Cs/10-parameter model, showing that the model helped shape tasks, materials and assessments in concrete ways.

Teacher collaboration and development

The CLIL4ALL project placed strong emphasis on co-teaching and professional collaboration. In each pilot, content and language instructors worked together from the outset to define learning objectives, sequence tasks, and prepare instructional materials. Planning also extended to shared assessment criteria and the division of responsibilities during coaching sessions, workshops, classroom teaching, and evaluation.

A notable example comes from HAN University of Applied Sciences, where a Business English lecturer collaborated with four content lecturers—specializing in marketing, law, management, and economics—to deliver an interdisciplinary International Business project. Classroom observations and documentation confirmed the implementation of a team-teaching model. Teachers reported that joint planning was highly beneficial: in-person progress meetings were

described as more engaging and informative than written reports. These meetings, attended by both content and language specialists, enabled richer feedback on student understanding. As one lecturer noted, “The discussions we had during the progress meetings were very valuable. You can tell who really understands the topic and who still needs more help.”

At Karelia University of Applied Sciences, similar benefits of co-teaching were observed during the piloting of international course in sales and negotiation skills. Teachers emphasized that collaboration between content and language instructors not only improved the quality of instruction but also fostered mutual learning in this very diverse group of students. They noted that working together helped clarify the roles of each teacher and allowed for more targeted support for students. The team-teaching model also encouraged reflection on pedagogical practices and led to the development of new strategies for integrating language and content instruction effectively.

Another positive outcome across pilots was the emergence of peer feedback among students. Teachers observed that while students began to support each other’s learning, some required guidance in giving constructive criticism. As one teacher remarked, “Some find it difficult to give negative feedback, so we have to spend more time on this.” Diverse cultural backgrounds in some pilot groups influenced students’ ability to give constructive criticism. A structured feedback method, like that used in the Shark Tank pilot, helped students provide more detailed and effective feedback.

Teachers also found that live student updates during the project were more effective than written submissions. These sessions fostered immediate interaction and deeper discussion, allowing instructors to better assess comprehension and identify students needing additional support.

The project further revealed how language proficiency influenced classroom dynamics. Students often adapted their communication to accommodate peers with lower English skills. Although language barriers occasionally limited the

complexity and frequency of questions, the requirement to operate entirely in English enhanced students' language use in a realistic, professional context. Collaboration between international and local students was highlighted as a key strength, enriching discussions through cultural diversity and fostering teamwork. Teachers appreciated the authentic, interdisciplinary learning environment and noted a strong sense of shared commitment and enthusiasm among both students and staff.

In summary from the teachers' perspective, the CLIL4ALL project provided a stimulating and authentic learning experience that effectively integrated content and language learning. Teachers reported professional growth in CLIL pedagogy, gaining new strategies such as scaffolding key vocabulary and offering real-time language coaching—approaches they had not previously employed in traditional courses. The project also fostered intercultural understanding and demonstrated the value of collaborative teaching in higher education. Additionally, teachers have shown high motivation and interest in continuing cooperation in future courses following the pilots, which indicates a strong willingness to collaborate and strengthen the community and co-operation between language and content teachers.

As part of a larger project that includes a research component, a series of focus groups were conducted at the end of each Intensive Programme (IP) session. These sessions aim to gather feedback from both students and staff on the programme's effectiveness, areas for improvement, and overall experiences. The feedback, which was analysed and reported by UCO, is confidential. The discussion began with participants sharing their backgrounds and prior experiences with such programmes. Several participants were first-timers, while others had prior exposure to similar initiatives like CLIL or previous BIPs in locations like Saint-Étienne or Nijmegen. First-time participants expressed enthusiasm, a strong sense of learning, and pride in the students' achievements.

Participants widely reported positive experiences, highlighting the enthusiasm and commitment of both students and teachers. Several mentioned how

students demonstrated strong motivation, collaboration, and productivity throughout the week, often working beyond scheduled hours. There were personal growth moments for students and staff alike, with some mentioning improvements in confidence, particularly in English communication.

A key theme discussed was the integration of content and language, a central pillar of the CLIL methodology. While initial planning included vocabulary-building activities, many agreed that language development wasn't emphasized as strongly during the implementation due to time constraints. Despite this, participants noted that students acquired relevant terminology organically through group work and peer interaction. It was suggested that future iterations might more explicitly incorporate and assess language learning to enhance this aspect of the programme.

There was also discussion about preparation and collaboration among teachers. While there was some collaboration with language teachers during planning, the emphasis on language declined as the week progressed, particularly compared to previous programmes. Nevertheless, the team recognized that students still managed to improve their practical language use, particularly with field-specific vocabulary.

Regarding student feedback, participants noted that students were overwhelmingly positive. They appreciated seeing the outcomes of their efforts and were motivated by having real tasks and audiences to present to. Students also valued the social and cultural aspects, forming connections across disciplines and institutions, which enriched their overall experience.

Challenges were also acknowledged, notably around group dynamics and integration of some students into teams. These were largely managed through team support and referencing the code of conduct when needed. These moments were also seen as valuable learning opportunities for both personal and group development.

Overall, the teachers' opinions painted a picture of a successful and enriching programme for both students and staff, with insights to further strengthen future iterations, particularly around enhancing the integration of language learning and addressing group dynamics proactively.

Student Experiences and Learning

Students reported substantial learning gains and increased engagement. Across pilots, learners noted improvements in both content competencies and language skills. For example, after the Shark Tank pitching event a survey found 96% of students agreed the task enhanced their teamwork and English-speaking abilities (48 out of 50 students for intercultural teamwork and spoken communication).

Similarly, when presenting at the Saint-Étienne Tech Fair intensive week in October 2024, participants observed how working in international teams improved their intercultural communication. One student remarked that being in a multinational group “made me more competent about trying to find common understanding and not just a common language”.

Another summary noted that the week-long intensive program “highlighted the power of cross-cultural collaboration and communication” in tackling complex projects. These reflections underline that CLIL activities – which by definition require using English for real tasks – helped students practice language in context while learning subject content. In practice, tasks were often scaffolded so that language hurdles were addressed; for instance, the Sales and negotiation skills pilot at Karelia UAS introduced a *customized vocabulary list* co-created by teachers and students. This list (developed in five steps) identified subject-specific terms to learn, and students were encouraged to use their personalized lists in assessments. Students valued these supports, saying the projects were “exciting” and helped them apply theory in practice. Overall, the CLIL pilots created active, project-based learning environments where students reported increased confidence, motivation, and readiness to use English in technical and business contexts.

During the focus groups in the intensive courses, the students had the opportunity to freely and spontaneously express their impressions of what the intensive course had meant to them and what their personal feelings had been. Students expressed an overall positive experience with the program, highlighting the opportunity to connect with peers from diverse cultural backgrounds as one of the most enriching aspects. They valued the collaborative group work, the chance to speak and learn in English, and the real-world relevance of the project, particularly in terms of professional preparation and international exposure. Socializing was widely described as enjoyable, with many praising the friendliness of participants and the uniqueness of working in multicultural teams. For example, the graffiti day held in St. Etienne and other informal interactions helped break the ice and foster cross-cultural bonds.

While students were satisfied with their group achievements and appreciated engaging topics, many found the beginning of the program challenging. There was general uncertainty during the first days, with unclear instructions, an overwhelming schedule, and some logistical issues — such as poorly organized meals and tight timing during lunch breaks. A number of students felt that the program's structure could have been better planned, especially regarding the sequencing and timing of workshops and campus tours, which they believed should have occurred earlier in the week.

The language component was mostly seen as positive — students gained confidence communicating in English and appreciated the immersion, though a few noted that it was their first time learning content in English, which made some tasks more difficult. Several participants observed that cultural differences, particularly around communication styles, created initial friction. Dutch and German students were perceived as very direct, while Spanish and French students were sometimes less confident in English, occasionally leading to misunderstandings and group tension. Nevertheless, students recognized this as a valuable opportunity to learn adaptability and intercultural collaboration.

Expectations also played a role in shaping experiences. Some students arrived anticipating a more technical, investor-oriented “tech fair,” and were initially disappointed when this did not materialize. However, they still found value in setting up booths, designing posters, and presenting their projects. While the content was generally well-received, a few students felt it repeated knowledge they already had or was not challenging enough.

Feedback from teachers was a recurring topic. Students appreciated the help and support, especially later in the program, but noted that initial feedback was sometimes too harsh or vague, lacking cultural sensitivity or clarity.

Contradictory guidance from different teachers occasionally led to confusion and inconsistent group outcomes. Communication and workshop management were described as occasionally chaotic, with some teachers unsure about the plan, which added to students’ uncertainty.

Despite the challenges, students overwhelmingly described the experience as meaningful and rewarding. They gained insights into other educational systems, learned to manage cultural and linguistic differences, and built confidence in English communication and international teamwork. The intensive schedule was tiring and demanding, but most participants felt that the hard work paid off, both in terms of personal growth and academic value.

Team-Teaching Model and Benefits

Team teaching emerged as a key operational model across CLIL4ALL pilots. In each case, content experts and language experts shared responsibility for instruction. This model played out both in planning sessions and in the classroom. For example, during the HAN International Business pilot, each student group was mentored by a Business English lecturer and a content lecturer simultaneously – one focusing on language/form, the other on marketing or management substance. This approach ensured that students received integrated support: content teachers could push higher-order thinking about the subject, while the language teacher explicitly coached vocabulary and

presentation skills. The pilot descriptions highlight this synergy: *“The content lecturer focuses on content-related feedback, while the Business English lecturer emphasizes language and presentation skills”*. Classroom scenes corroborate this partnership, as seen in joint presentations and co-facilitated workshops.

Teachers and students alike noted the benefit of having immediate language support during content work. As one report put it, students were expected to function “as junior internationalization experts,” making their own content-and-language needs explicit by taking on real company projects. In practical terms, the team-teaching model led to richer interactions even between universities (e.g. during the Shark Tank sessions) and more contextualized language use. The explicit co-teaching was documented in the Practical Teaching Guide developed by the CLIL4ALL project: by documenting joint lesson plans, shared rubrics, and dual-feedback cycles, the project is creating models for other educators to follow. All pilots are also documented at <https://clil4all.eu/> which offers easy access to the teaching materials.

In summary, team teaching in CLIL4ALL pilots utilized multiple areas of expertise for inclusive, authentic learning, which was highlighted repeatedly by instructors and students during the pilot courses and CLIL4ALL project.

Culture, Institutional Support and Alignment

Culture and context were treated as integral to CLIL implementation. The pilots consciously addressed cultural diversity – both in content and in the composition of teams. For example, the Shark Tank scenario involved Karelian and Dutch students in one activity: with 17 different native languages represented, the teams “had to adapt to different English accents and pronunciations,” and students reported that the task helped them develop intercultural communication skills for future projects. In this way, culture (the 4th “C” of CLIL) was both content and context: the curriculum often drew on cross-cultural cases (e.g. international expansion projects) and required learners to negotiate meaning across cultural boundaries.

Institutional alignment was also important. CLIL4ALL ensured that university leaders and policies supported these pilots. At TH Wildau, for example, the Vice-President for Teaching explicitly welcomed the consortium and noted how CLIL is relevant to the campus's internationalisation strategy. Such official endorsements signal that CLIL is not an add-on but a recognized part of the institutional roadmap.

In planning, CLIL4ALL teams often created their own “roadmaps” for course development: workflow charts showing how courses would progress from simple content-language integration exercises to full project deliverables (eg. picture 2). These roadmaps ensured consistency (e.g. in all pilots, students knew from the start they would give pitches or progress updates in English) and helped align the pilots with each university's curriculum requirements. The systematic review work package also emphasized this alignment, as partners compare how each institution supports CLIL programs.

In conclusion, the CLIL4ALL pilots collectively show that CLIL approaches can be successfully adapted in resource-limited settings when carefully planned. Each case applied the CLIL Wheel and parameters as a framework, used co-planning grids and dual-lecture formats to support teachers, and produced measurable gains in student engagement and skills. Importantly, the pilots highlight that both culture and institutional backing are central to success: teachers must be supported (through training and recognition) and lessons must acknowledge students' diverse cultural backgrounds. The trends across cases point to an integrative model: one where language is woven into subject teaching, where instructors work as teaching teams, and where curriculum design follows a clear CLIL-based roadmap. This model – confirmed by the experiences of teachers and learners in CLIL4ALL – offers a promising best-practice guide for universities aiming to internationalize education without sacrificing either content quality or learner support.

5 Teacher's toolbox

This section introduces the CLIL4ALL course materials that have been developed for CLIL course implementations introduced in chapter 3. These resources can be further developed and utilized for educational purposes. Commercial use is prohibited. When employing these materials, reference must be made to the CLIL4ALL project (<https://clil4all.eu/>).

cc license, which one? Wildau?

5.1 CLIL Assignment for creating a glossary (for case 3.1)

University and degree programme: Karelia UAS, Industrial Management

Course: Technical Sales and Bidding, 3 ECTS

Timing: September – October 2023

Lecturer: Heidi Vartiainen

Instructions for the 1st CLIL assignment: Exploring terminology and creating a glossary

Read the instructions for Parts 1-3 carefully. Each part has its own required steps. At the end of this document, you will find instructions for creating a glossary in Padlet, the online tool that you will be using for creating your glossary.

The aim of this assignment is **to become familiar with the basic concepts** of B2B markets and sales processes in B2B markets **while gaining a deeper understanding of the basic terminology and how they can be used in practical situations.**

This assignment is carried out independently. You will be using the scaffolding technique to identify and understand key terminology and phrases from the chapters 1 and 2 of the course book **“Sales in Technology-driven Industries” by Technology Industries of Finland (2018).**

The deadline and the submission box are both available in Moodle.

Part 1: Getting ready

Step 1. The book

Get yourself a copy of the course book Sales in Technology-driven Industries. The book is available at Karelia library, and in digital format as an e-book edition. You may check the availability in the library or consider purchasing the book. See Moodle for the up-to-date link for the book.

Step 2. Skim

Skim the contents of chapters “1 Characteristics of B2B Markets” and “2 Sales Processes in B2B Markets” to get a general idea of the topics.

Step 3. Terms

Preview the terminology and expressions. Look at the table of contents, headings and subheadings within these two chapters. Try to identify as many essential terms in both chapters as possible. In addition, identify any terms or phrases that seem unfamiliar.

Make a list of all these terms, and if possible, write down their context.

Part 2: Scaffolding

Step 1: Read

Now, it is time to read the chapters thoroughly to understand the introduced concepts.

Step 2: Identify

Look up the terminology: While reading both chapters, identify terms and expressions related to the characteristics of B2B markets and sales processes. Write down these terms.

Step 3: Gather context

For each term that you have found, write a brief explanation and a possible example sentence explaining the context in which the term is used in the chapter. This will help you understand how the terms relate to the topics.

Step 4: Create a Glossary

Create a glossary for both chapters. Write down all identified terms along with their corresponding context sentences. **Use the digital tool Padlet (see instructions at the end of this document).** Once you are ready, proceed to Part 3. Make sure that you have your Padlet link available.

Part 3. Reflecting

Step 1: Reflect

Answer the three questions below. Reflect on the assignment and your learning.

Step 2: Submit the assignment in Moodle

As you have written down your answers in a document (MS Word or similar), remember to add your glossary link to the document and submit the assignment in Moodle.

The submission box with the deadline is available in Moodle.

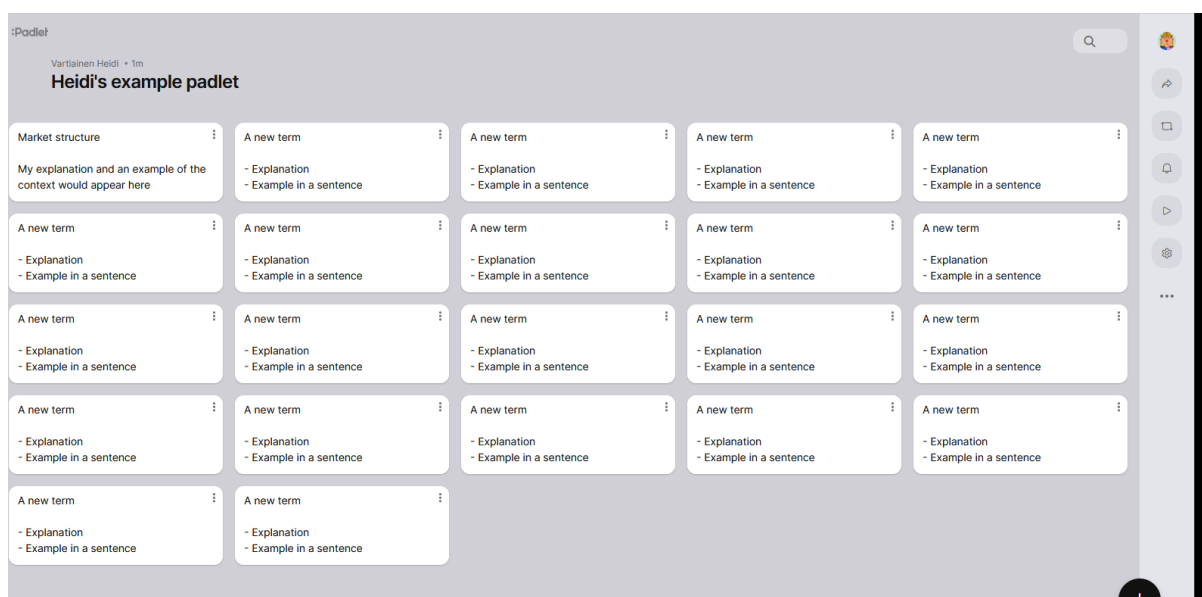
Answer these three questions shortly in your reflection (½ -1 page will suffice):

1. Which terms were the most challenging to understand? Why?
2. How did this scaffolding technique help you understand the essential terminology?
3. How will these B2B market terms and expressions and the information that you have gained be useful for you in the future? How could they be applied in a real-world working life scenario in your future career?

Assessment: included in active participation assessment

+How to use Padlet? Check the instructions in Moodle.

Example outcome:



5.2 Assessment grid for sales negotiation

University and degree programme: Karelia UAS, Industrial Management

Course: Technical Sales and Bidding, 3 ECTS

Timing: September – October 2023

Lecturers: Heidi Vartiainen, Kirsi-Marja Toivanen, Varpumaria Jeskanen

Assessment criteria	Clarification of the assessment	Criteria	Grades 1-2	Grade 3	Grades 4-5
Sales negotiation					
		Fail			
Argumentation skills	Argumentation and reasoning for the customer, counterargumentation, ...	Given criteria to pass have not been accomplished.	The student is able to communicate his/her/their opinion clearly and provide some evidence for and/or justify the suggestions.	The student is able to provide arguments and counter-arguments in a tactful, diplomatic and constructive way.	The student's argumentation is based on thorough analysis and review of different factors and perspectives and is communicated in an assertive, yet tactful way.
Roles & turntaking	Group's internal communication and responsibilities, seller-buyer roles	Given criteria to pass have not been accomplished.	The student is aware of the roles and structural power in negotiations and assumes responsibility for his/her/their own role.	The student takes responsibility for and contributes to the negotiations positively from his/her/their own role but is also able to provide support to others and thus contribute to the success of negotiations. The student is able to take the floor, yet understands when his/her/their contribution is needed.	The student takes responsibility of the performance of his/her their own team and of the overall success of the negotiations. She/he/they actively follows the discussion, observes others during the negotiations and is able to take and give floor in a smooth and purposeful way.
Negotiation flow, logic and structure	Non-verbal and verbal communication to advance the meeting targets, time mgmt and closing skills	Given criteria to pass have not been accomplished.	The student is aware of the purpose, agenda and procedure of the meeting and is able to follow them through.	The student contributes to the easy flow of the negotiations by being well-prepared, punctual, organised, effective and purposeful in communication. She/he/they has prepared Plan B and is able to concede and compromise, if necessary.	The student is well-prepared and organised. He/she/they can get the meeting back to track and lead the conversation to the desired direction. She/he/they attempts to close the deal and if it does not succeed, she/he/they is able to provide an option how to proceed.
Interaction with the customer	Contribution in the meeting, language and communication skills with the customer.	Given criteria to pass have not been accomplished.	The student is able to follow conversation and make timely verbal and/or nonverbal contribution to it from the perspective of his/her/their assigned role	The student's verbal and nonverbal communication contributes positively to the negotiation process. The student is able to take other participants and their points of view into account and use persuasive language to make an impact.	The student is aware and pays attention to nonverbal and verbal behaviour and its impact on the participants. Her/his/their main focus is on the customer, with whom she/he/they interact in a positive, persuasive, diplomatic and assertive way
Pronunciation and accentuation	The articulation, intonation and stress as part of language and communicative ability	Given criteria to pass have not been accomplished.	The student's speech is rather easy to follow and understand, words and expressions are pronounced and stressed correctly, and the rate of speech is not too fast or too slow.	The student's speech is fluent, very clear and well articulated. The student is able to use variable intonation and stress to emphasise main points.	The student's tone of voice communicates enthusiasm, assertiveness and politeness. Her/his/speech is fluent, yet when speaking she/he/they is able to adjust the rate of speech to the counterpart's ability to follow and understand.
Individual assessment on a scale 0-5					



5.3 Scaffolding assignment

University and degree programme: Karelia UAS, International Business

Course: Academic English and Project Management, 3 ECTS (joint assignment)

Timing: September - October 2023

Lecturers: Kirsi-Marja Toivanen, Varpumaria Jeskanen

Let's play
a word
game!

Putting words
into action



Alias, In Other Words (aka Taboo)

- We will play a word explanation game in teams of four people.
- Each team will get a pile of frequent academic terms.
- The words are derived from the Academic Corpus containing hundreds of thousands of words in each of the four categories. For this game, we will use the selected terms from the Academic Word Lists available at the [website](#) of Victoria University of Wellington.
- **The idea of the game is to make your teammates guess the rather abstract word you explain to them.** However, you should not use the word in the explanation.
- Each player takes one card and explains one of the words using synonyms or defining the meaning. The word being explained is a taboo and should not be used in the definition. The others try to guess the word as quickly as possible. Take turns in explaining the business terms.



Scoring

- If only one of your teammates guesses the word and says it before the others, you and this person both get a point (+1p).
- If several persons say the word at the same time, none of them gets points (0p). However, you will get one (+1p).
- If nobody guesses the word or you yourself accidentally use the word in your explanation, you will lose one point (-1p.)

Academic Word List: <https://www.wgtn.ac.nz/lals/resources/academicwordlist>

5.4 Assessment grid for a steering group meeting (Karelia UAS)

University and degree programme: Karelia UAS, International Business

Course: Project Management, 3 ECTS

Timing: November 2023

Lecturers: Kirsi-Marja Toivanen, Varpumaria Jeskanen

Criteria	Description	1 (Poor)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
Understanding of Project Progress	Clarity on Project Status, Achievements and next steps aligned with project objectives	Little or no understanding, inaccurate information, fails to identify milestones or next steps	Limited understanding, incomplete information, lacks detail	Clear understanding, covers major achievements and upcoming tasks with some detail	Thorough understanding of key milestones and next steps that are aligned with project objectives	Exceptional strategic understanding and detailed explanation of milestones and next steps fully aligned with project objectives
Resource Allocation	Allocation of Resources for Project Activities	Fails to address resource allocation or lacks information, fails to identify resource gaps	Partially addresses resource allocation and/or identifies gaps, lacks detail	Adequately addresses resource allocation, identifies resource gaps with some detail	Clearly presents resource allocation for key activities and identifies gaps and has a plan for them.	Exceptional resource allocation, considering efficiency, optimization and potential gaps with a strategic action plan
Risk Identification and Action Plan	Identification of Project Risks and Creation of a mitigation plan	Fails to identify project risks or provides inaccurate information, fails to provide an action plan	Partial identification of risks, lacks detail, has partial action plan when requested	Identifies key project risks with some detail, presents a reasonable action plan	Clearly identifies and details project risks with an action plan (with specific steps)	Exceptional identification of project risks. Exceptional action plan which demonstrates strategic risk management
Communication Quality	Clarity and Conciseness of Presentation	Unclear and verbose, lacks conciseness and time management skills	Somewhat clear but could be more concise, time could be used more efficiently	Clear and concise presentation, needs help to stay on time.	Very clear and concise, effectively communicates key points, stays on time.	Exceptionally clear and concise, maximizes impact, uses time efficiently, makes notes of the action points.
Language	Listening and understanding, speaking and expressing opinions, interaction with others.	Can follow the main points of the discussion but struggles with detail. Can express their opinions but gives weak or vague reasons. Inaccurate interaction with the other party and the team. <i>CEFR B1.2 or higher.</i>	Can understand the main points but may need clarification. Can express their opinions and can give some reasons for them. Can interact with others and respond to questions adequately.	Can understand the main points and most details with ease. Can express their opinions and preferences and is able to give clear reasons for them. Can effectively interact with others. <i>CEFR B2.1 or higher.</i>	Can understand the main points and all details accurately. Can express their opinions, preferences, and suggestions and give detailed reasons for them. Can interact with the other party confidently.	Can understand the main points and all details with nuances and implications. Can express their opinions, preferences, and suggestions and give comprehensive reasons for them. Can interact with the other party and respond to their questions and comments fluently. <i>CEFR B2.2 or higher.</i>



Explanations for the language level descriptions

In the international degree programme taught in English the students should have the level B2 in English in the beginning of their studies. In the assessment grid, grade 1 required CEFR B1.2 or higher grade 3 CEFR B2.1 or higher and grade 5 CEFR B2.2 or higher.

CEFR descriptors are introduced by the Council of Europe at

<https://www.coe.int/en/web/common-european-framework-reference-languages/cefr-descriptors>.

The following level descriptions were used in our assessment of the communication in English in the steering committee meeting:

FORMAL DISCUSSION (MEETINGS)

C2 Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to native speakers.

C1 Can easily keep up with the debate, even on abstract, complex unfamiliar topics.

Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.

B2 Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view.

Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.

Can participate actively in routine and non-routine formal discussion.

Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker.

Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.

B1 Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage

and articulate clearly.

Can put over a point of view clearly, but has difficulty engaging in debate.

Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in

the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.

OVERALL SPOKEN PRODUCTION

C2 Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.

C1 Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.

Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.

B2 Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.

B1 Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points

5.5 Shark tank overall score sheet

University and degree programme: Karelia UAS & HAN UAS

Course: Project Management 3 ECTS (Karelia UAS) & XX (HAN UAS)

Timing: December 2023 (one day event)

Lecturers: Varpumaria Jeskanen, Stephan Plat

The following evaluation criteria was given to the sharks to support their assessment process:

Example 1: Evaluation criteria used by the sharks:

Sharks were asked to evaluate the pitches and ability to answer the questions with the following criteria:

1. Logical Structure:

Consider **the flow** of the pitch. Does it follow **a logical structure**? Assess how **effectively** the team has presented their project in a **coherent and organized manner**.

2. Feasibility of the Project Idea:

Dive into the **practicality** of each project. Do you believe the proposed ideas are **feasible**? Consider the **resources required, potential challenges, and the overall viability** of turning these concepts into reality. Did the team **convince** you to invest? If so, is their request for the **investment in line with their targets and outputs**?

3. Innovativeness:

Innovation is at the heart of these pitches. Reflect on the **uniqueness** of each idea. Does it bring something **new** to the table? Consider the **creativity and originality** that each team has infused into their project. Look for that **spark of innovation** that sets them apart.

4. Acceptability:

To gain acceptance, innovations must resonate with stakeholders, **align** with Sustainable Development Goals, and **contribute** to overall societal well-being. By addressing the needs of beneficiaries, fostering sustainability, and promoting positive change, innovations can earn widespread recognition and support. Ultimately, **acceptability** is the hallmark of impactful innovation and **does it have a need** and place in the markets.

5. Clarity:

Clarity is key in communication. Evaluate how well each team has **conveyed their message**. Are the concepts **easy to understand**? Consider the **clarity** of their presentation, the **simplicity of their language**, and their **ability to work as a team** to present their project proposal in an accessible manner.

6. Attractiveness of the Pitch:

Lastly, consider the **overall attractiveness** of the pitch. **Did the team engage you to listen**? Was there **enthusiasm and passion** in their presentation? Evaluate the **charisma and appeal** that each team brought to the stage. A compelling pitch can leave a lasting impression.

Overall score sheet for the sharks to evaluate the pitches.

(rate each criterium from 1_insufficient to 5_outstanding)

Criteria	Team 1	Team 2	Team 3	Team 4	Team 5
Logical structure					
Feasibility, convincing to invest					
Innovativeness					
Acceptability					
Clarity					
Attractiveness of the pitch					
Total score					

5.6 Economic Fundamentals course: Pestel analysis

University and degree programme: TH Wildau, Preparatory Programme Wildau
Foundation Year

Course: Grundlagen der Wirtschaft, 5 ECTS

Timing: January 2025

Lecturers: Simon Devos

Evaluation grid for drafting and presenting a PESTEL Analysis

Criteria	Excellent (5 Points)	Good (4 Points)	Satisfactory (3 Points)	Needs Improvement (0-1-2 Points)	Score
Content	Thorough and insightful PESTEL analysis, covering all six factors with relevant examples and clear links to the topic.	Covers all six PESTEL factors with appropriate examples and some analysis.	Covers most PESTEL factors, though some may be underdeveloped or lack strong examples.	Incomplete PESTEL analysis with significant gaps or irrelevant examples.	
Structure	Clear introduction, logical flow of ideas, well-organized sections for each PESTEL factor, strong conclusion.	Mostly logical structure with minor lapses in flow. Clear intro and conclusion.	Some organizational issues; ideas may not flow seamlessly, with a basic intro and conclusion.	Poor structure; ideas are disorganized or difficult to follow.	
Language Use	Excellent command of the foreign language; accurate grammar, diverse vocabulary, and appropriate terminology.	Good language use with few grammatical errors and fairly diverse vocabulary.	Adequate language skills, but with noticeable grammatical errors or limited vocabulary.	Significant language errors that affect comprehension. Basic vocabulary.	
Pronunciation & Fluency	Clear pronunciation and smooth, confident delivery.	Good pronunciation with minor hesitations.	Some pronunciation issues and occasional hesitations.	Difficult to understand due to poor pronunciation or lack of fluency.	
Presentation Skills	Confident, engaging presentation; strong eye contact, appropriate gestures, and use of visuals.	Engaging presentation with some eye contact and use of gestures or visuals.	Basic presentation skills; limited engagement or minimal visual support.	Reads from notes, lacks eye contact, and minimal effort to engage audience.	
Teamwork & Collaboration	Seamless collaboration; all members actively contribute and support each other.	Effective teamwork, though contributions may be slightly uneven.	Some teamwork issues; uneven participation among group members.	Little collaboration evident; presentation feels disjointed.	
Time Management	Perfect timing; keeps within the allotted time frame.	Slightly over or under time, but generally well-managed.	Noticeably over or under time.	Poor time management; significantly exceeds or falls short of time limit.	
Q&A	Handles questions confidently and provides well-thought-out answers.	Answers most questions clearly, with minor hesitation.	Struggles with some questions but attempts to respond.	Unable to answer most questions or shows lack of preparation.	

5.7 International Strategies in Theory and Practice

University and degree programme: TH Wildau, European Business Management

Course: International Strategies in Theory and Practice

Timing: Summer Semester 2025

Lecturers: Sandra Haas/John O'Donoghue



Graphs: European and Global Business Slide 11

Complete the phrases below to comment on slide 11

What surprises me most when looking at the bars in this graph is

What surprises me least when looking at the bars in this graph is

I would think that one possible reason for the rise in jobs requiring higher education qualifications in (country) might be ...

A probable/likely reason for the rise in jobs requiring higher education qualifications in (country) is ...

I would think that a determining factor in the rise in jobs requiring higher education qualifications in (country) is ...

I would think that a contributing factor in the rise in jobs requiring higher education qualifications in (country) is ...

The reason that (country) has experienced the greatest increase in percentage terms may be due to the fact that this country ...

European and Global Business

Relevance of Developing Countries

Table 1: General indicators on the BRICS countries

	GDP, current prices (billions US dollar)	GDP per capita, current prices (US dollar)	Population (millions)
Brazil	2,055	9,895	207.7
Russia	1,527	10,608	144.0
India	2,611	1,983	1,316.9
China	12,015	8,643	1,390.1
South Africa	349	6,180	56.5
Germany	3,685	44,550	82.7
USA	19,391	59,501	325.9

Source: IMF World Economic Outlook Database (April 2018)

BertelsmannStiftung



Complete the phrases below to comment on slide 16: European and Global Business Relevance of Developing Countries.

What surprises me most when looking at Table 1: General Indicators on the BRICS countries is

What surprises me least when looking at the table is

I would think that one possible reason for the figures in (country) might be

A probable/likely reason for the figures in (country) is

I would think that a determining factor regarding these figures in (country) is

I would think that a contributing factor regarding these figures in (country) is

Youtube: World Economic Forum: Tom Friedman: Is Globalization dead?

Davos 2022. The future of globalization?

<https://www.youtube.com/watch?v=zq9-vAWgmb4&t=677s>

Task 1: Mark the following statements as true (T) or false (F) and then explain what they mean according to Friedman and how they relate to globalization.

People want to connect.

Globalization is wired into us as human beings.

Globalization is linear.

Globalization ended on 9/11 with the attack on the United States.

Globalization ended with the financial crisis 2007/2008.

Globalization is global trade related to GDP.

Globalization is telecommunications.

Globalization is the internet.

To act globally – in the past - you needed to be a country or a company. Now you can just be an individual.

Task 2:

What is a super-empowered individual? What is the example Friedman gives concerning Ukraine?

Please mark views that Friedman pointed out. Globalization:

- a. is about homogeneity and levelling.
- b. Globalization helps totalitarian regimes.
- c. Globalization helps democratic movements.
- d. Globalization goes both ways.

Mother Nature is stronger than Father Profit. What do you think?

Tom Friedman

Task 3: Rhetorical devices: Listen to Tom talking about globalisation and describe the function/effect (on whom) of the following phrases: You will be divided up into groups of six students: two students take statements 1-3, two students 4-5 and two students 6-7.

The numbers indicate where the quotation is found in the Youtube video.

1 1.55 Girls just want to have fun.

2 2.48 If world war one did not stop globalisation. If world war two did not stop globalisation. What makes you think the war between Ukraine and Russia will stop globalisation? When it is in fact the first world war.

3 3.09 Let me drill down a bit deeper and explain why. I have to remind people, I didn't do this. I promise you. I just wrote a book about it.

4 3.31 If you say anything positive about anything, if you have any optimism bias about anything, you are described as a utopian, I am described as a techno-utopian.

5 4.04 When I see 800 million people brought out of poverty faster than any time in the history of the world, my heart does go a little pitter-patter. That does float my boat a little bit.

6 4.29. If you are a pessimist and you have written umpteen times that globalisation is over, no one remembers that. It's dangerous to submit any positive claim about the world. You are turned into some dreamy utopian.

7 5.15. I am not an economist at all. I took exactly one introductory course to economics in 1973. That is all the economics I know. When people accuse me of being a neo-liberal, I don't even know what that word means. I wasn't making an economic argument, I am not smart enough to do that.

Task: Link the strategic goal with the appropriate location-specific advantage and the example provided. Then add your own example from your general knowledge of business.

Strategic goals	Location-specific advantages	Examples	Your example
Natural resource seeking	Strong market demand and customers willing to pay	Manufacturing in China	
Market seeking	Economies of scale and many low-cost factors	IT in Silicon Valley and Bangalore; Telecom in Dallas; perfumes in Paris	
Efficiency seeking	High supply of innovative individuals, companies and universities	Oil in the Middle East, Russia and Venezuela	
Innovation seeking	Natural resources available and corresponding infrastructure	Carmakers and business jet makers in China	

Input Presentation Competition Analysis – International management WS 2023

Slide 13 Competitive position

Warfare strategies: Match the competitive position to its description and corresponding strategy.

Competitive position	Description	Strategy
Market leader	Low share competitors without resources/position/commitment to challenge seriously.	Aggressive attacks, devoting resources to marketing programs targeted at competitors.
Market challengers	Companies which specialize in market/product/customers.	Expand and protect.
Market followers	Highest market share, retains position by expanding the market, increasing market share and defending current markets.	Grow quickly but quietly.
Fast movers	One or more non-market leaders who try to occupy the position of market-leader	Focus on smaller market share.
Market nichers	Low market share, but growing relatively quickly	Find profitable market segments.

Legal English

Collocation exercise on legal case Shogun

Link the verb with the corresponding noun as in the Shogun case you have read in class:

1. Pass
2. Identify
3. Adduce
4. Obtain
5. Approve
6. Pay
7. Issue
8. Avoid

9. Apply
10. Provide
 - A. Possession
 - B. Party
 - C. Contract
 - D. Title
 - E. Principle
 - F. Proceedings
 - G. Principle
 - H. Deposit
 - I. Certainty
 - J. Evidence

Shogun: a principled decision

The decision of the House of Lords in Shogun Finance Limited v Norman Hudson has provided a welcome clarification of the law in relation to so-called “mistaken identity” cases, with the Law Lords re-affirming some fundamental principles of English law.

First, with few exceptions, **title** can only **pass** in accordance with common law rule of nemo dat quod non habet. Second, where a **party** is unequivocally **identified** as a party on the face of a written agreement, other **evidence** cannot be **adduced** to assert that the agreement was, in fact, with someone else.

Common conjunctions in American English Legal texts.

Task: Consider what the most common conjunctions in American Legal texts might be, then consider the function they play and finally fill in the gaps of examples taken from a legal corpus or analyse how these conjunctions are used.

While

As

Since

Though

So

Unless

Whereas

Provided

Albeit

Insofar

Whilst

Especially if

Notwithstanding

While - contrast

As - cause
 Since - cause
 Though - contrast
 So - result
 Unless - condition
 Whereas - contrast
 Provided - condition
 Albeit - concession
 Insofar - limitation
 Whilst - contrast
 Especially if - focus
 Notwithstanding - concession

Its administrative procedures were designed to frustrate regulated parties **while** presenting a mirage of fairness.

As Professor McConnell observes in regards to the general tenor of these protections:

Any limitation on the absolute character of the freedom guaranteed by the First Amendment must be implied from necessity, **since** it is not implied by the text

And **though** this experiment has failed, it is an interesting phenomenon which deserves to be studied.

Speech regulations that promoted public morality were considered " necessary for ensuring sufficient public order to host, defend, and extend individual liberty. " 18 **So**, for example, " blasphemy and profane swearing... were thought to be harmful to society and were thus subject to governmental regulation even though they did not directly interfere with the rights of others.

In its " canonical formulation, " Auer deference requires courts to " enforce an agency's interpretation of its own rules **unless** that interpretation is ' plainly erroneous or inconsistent with the regulation.' "

If an arrestee has a Fourth Amendment right to refuse such testing, then of course such a refusal can not be criminalized. (33) **Whereas** if there is no such constitutional right to refuse, then such laws face no federal constitutional prohibition.

Classical and modern avoidance each allow a court to adopt an alternative interpretation of an ambiguous statute, **provided** that the interpretation is plausible.

To the contrary, there are a number of modern Supreme Court decisions -- **albeit** a small minority -- invalidating nonsuspect classifications purely on the basis of rational basis review. Individual liberty was therefore ideally only to be limited **insofar** as necessary to preserve the negative liberties of others.

Whilst recognising the benefits of ' consistency, uniformity, and expedience' that the Rees conventional award approach brings, the Court thought it would be ' contrary to the value of individual autonomy, which lies at the heart of the current award.

Individuals find it too costly to become involved in the political process, **especially** if they spend little income on a particular service or use it infrequently.

This trend at the federal level does not, however, appear likely to continue, (77) with both President Trump (78) and former Attorney-General Jeff Sessions (79) appearing to embrace a ' tough on crime' approach to law enforcement and sentencing. This is the case **notwithstanding** the fact that some Republicans have recommended reform to reduce prison numbers because they recognize the increasing unpopularity of a " tough on crime " approach and, in particular, the fact that many large conservative states have been leading the reform agenda.

5.6 Test for checking the understanding of an English-spoken lecture

University and degree programme: IUT of Roanne, Business administration programme

Course: European institutions, 5 ECTS

Timing: February-April 2025

Lecturers: Antoine Pelicand

IUT Roanne - European Institutions - Pelicand Antoine

[Tableau de bord](#) / [Cours](#) / [IUT Roanne](#) / [Cours transversaux hybrides](#) / [Europinstit](#) / [Let's practice in English](#) / [Test sur le Parlement européen](#) / [Prévisualisation](#)

Question 1

Pas encore répondu

Noté sur 5,00

Marquer la question

Modifier la question

En vous appuyant sur la vidéo projetée, complétez le texte suivant avec les mots manquants :

"ordinary legislative procedure", "Commission", "Parliament", "readings", "amendments", "the Council", "Conciliation Committee", "simple majority", "codecision procedure";

The procedure which has slowly become dominant is the " " (previously named " "), which provides an equal footing between Parliament and Council. In particular, under the procedure, the presents a proposal to and the Council which can only become law if both agree on a text, which they do (or not) through successive up to a maximum of three. In its first reading, Parliament may send to the Council which can either adopt the text with those amendments or send back a "common position". That position may either be approved by Parliament, or it may reject the text by an , causing it to fail, or it may adopt further amendments, also by an absolute majority. If does not approve these, then a " " is formed. The committee is composed of the Council members plus an equal number of MEPs who seek to agree a compromise. Once a position is agreed, it has to be approved by Parliament, by a .

Navigation du test

1

[Terminer le test...](#)

Temps restant 0:04:19

[Prévisualiser à nouveau](#)

[Terminer le test...](#)

This type of test, completed by students in 5 minutes, allows them to clearly complete an English language sequence. It is best to announce this assignment from the start so that students clearly understand the challenge and focus.

Students are encouraged to share their answers in groups of two or three in the lecture hall. The self-correction system provides them with the correct answers after 5 minutes, allowing them to analyze their errors and correct their understanding of the course.

The exercise focused specifically on an institutional video from the European Commission, available at the following link:

<https://youtu.be/BUMyjiwCMzSI?feature=shared>

More generally, the course is presented using slides written entirely in English, even though a significant part of the course is given in French. The slides have this shape:

Vote of the
EU Laws

C. The European Parliament

- **720 MEPs** elected for 5 years to the direct US according to national electoral procedures

President : Roberta METSOLA

Main parties: EPP, S&D, Renew, Greens/EFA, ECR, ...

<https://www.europarl.europa.eu/portal/en>

- **Seat in Strasbourg** (4 days a month)
- **Limited powers**

- budgetary control (rejection with a majority of 3/5)
- Consultation
- Codecision



- **No legislative initiative**
- **Investiture and censure of the Commission**



5.7 Digital Technology Essentials and Working in International Teams

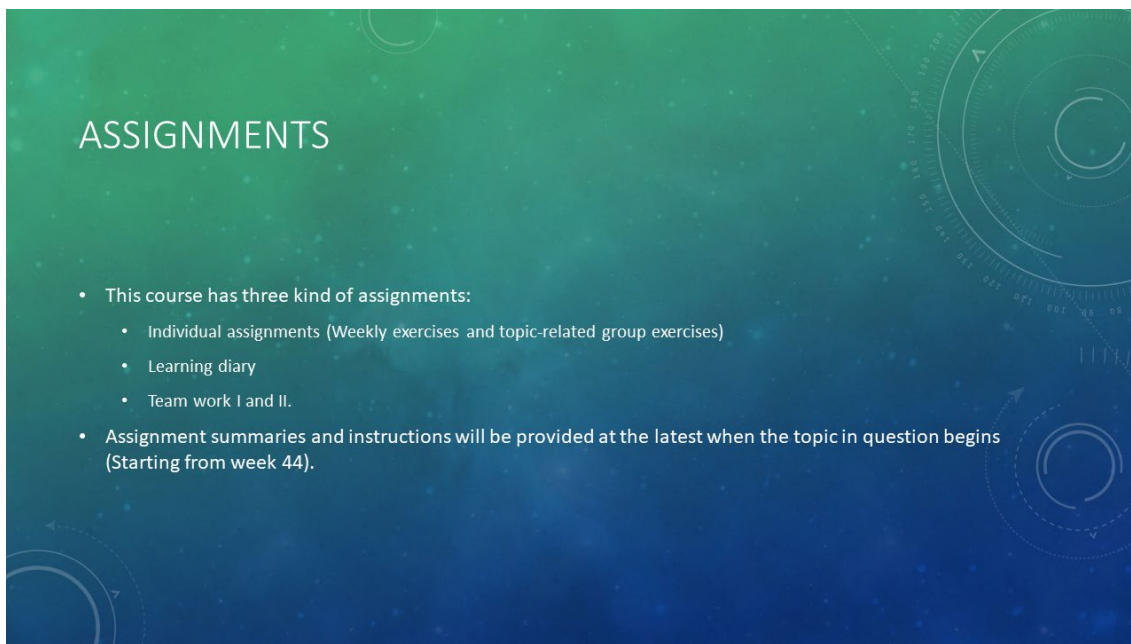
University and degree programme: Karelia University of Applied Sciences, Information and Communications Technology

Courses: Digital Technology Essentials and Working in International Teams

Timing: 23.10. - 15.12.2023

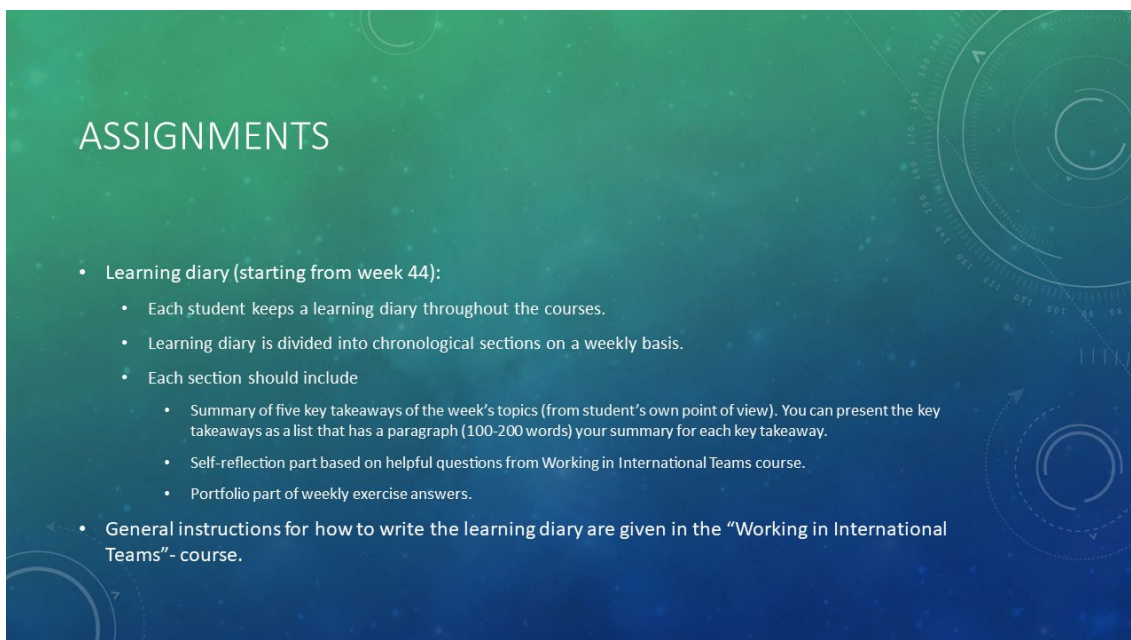
Lecturers: Seppo Nevalainen and Heidi Vartiainen

5.7.1 Instruction Slides for Creating Learning Diary Entries



ASSIGNMENTS

- This course has three kind of assignments:
 - Individual assignments (Weekly exercises and topic-related group exercises)
 - Learning diary
 - Team work I and II.
- Assignment summaries and instructions will be provided at the latest when the topic in question begins (Starting from week 44).



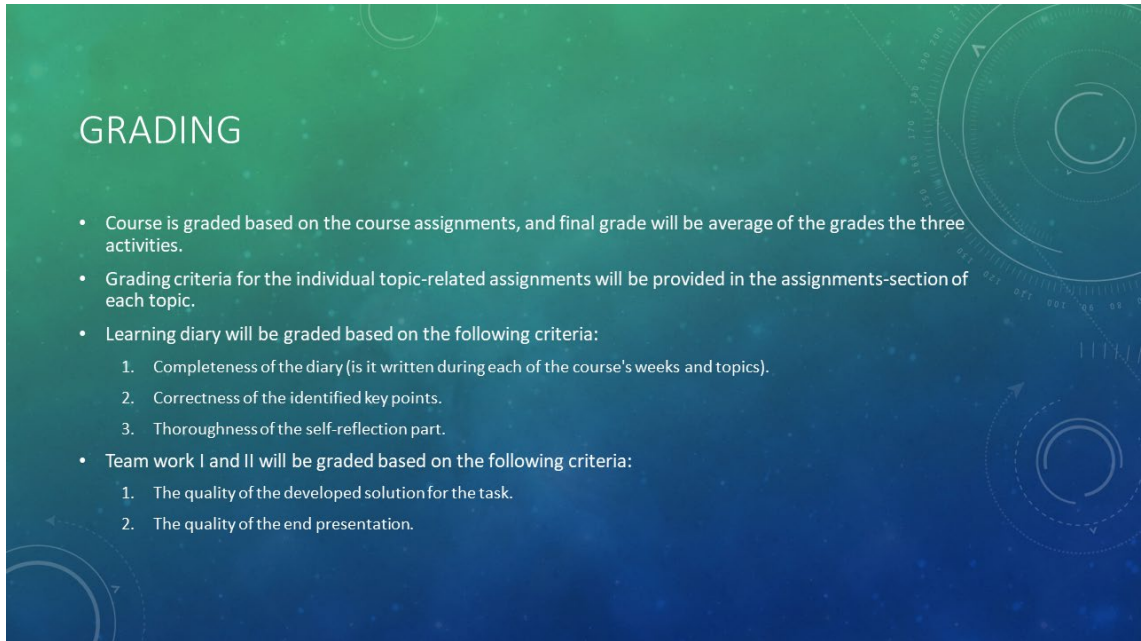
ASSIGNMENTS

- Learning diary (starting from week 44):
 - Each student keeps a learning diary throughout the courses.
 - Learning diary is divided into chronological sections on a weekly basis.
 - Each section should include
 - Summary of five key takeaways of the week's topics (from student's own point of view). You can present the key takeaways as a list that has a paragraph (100-200 words) your summary for each key takeaway.
 - Self-reflection part based on helpful questions from Working in International Teams course.
 - Portfolio part of weekly exercise answers.
- General instructions for how to write the learning diary are given in the "Working in International Teams"- course.

ASSIGNMENTS

- Weekly exercises (starting from week 44):
 - At the end of the latter lecture of the week, you are given a set of exercises presented in the lecture slides.
 - Carry out the tasks and present your answers in the portfolio part of your learning diary.
 - Weekly exercises are graded as fail/pass. You get accepted grade when you have tried to give an answer to all the presented assignment questions in the instructed way.

5.7.2 Learning Diary Grading Principles -Slide (Digital Technology Essentials)



GRADING

- Course is graded based on the course assignments, and final grade will be average of the grades the three activities.
- Grading criteria for the individual topic-related assignments will be provided in the assignments-section of each topic.
- Learning diary will be graded based on the following criteria:
 1. Completeness of the diary (is it written during each of the course's weeks and topics).
 2. Correctness of the identified key points.
 3. Thoroughness of the self-reflection part.
- Team work I and II will be graded based on the following criteria:
 1. The quality of the developed solution for the task.
 2. The quality of the end presentation.

5.7.3 Template for Weekly Learning Diary Entry

2 **Week 45**

2.1 **Summary of week's takeaways (from Digital Technology Essentials course)**

[Key takeaway number 1 here]

[Key takeaway number 2 here]

[Key takeaway number 3 here]

[Key takeaway number 4 here]

[Key takeaway number 5 here]

2.2 **1.2 Self-reflection part (concerning Working in International Teams)**

[According to the instructions provided in the Working in International Teams -course]

1.3 Portfolio of exercise answers (from Digital Technology Essentials course)

[According to the task descriptions given in lecture slides]

3 Topic 1 Assignment submission

[Insert your own definition for the concept 1 here]

[Insert your own definition for the concept 2 here]

[Insert your own definition for the concept 3 here]

[Insert your own definition for the concept 4 here]

[Insert your group's agreed upon definition for the concept 1 here]

5.8 International Economics: focus on hispanic development

University and degree programme: Université Jean Monnet – Universidad de Córdoba

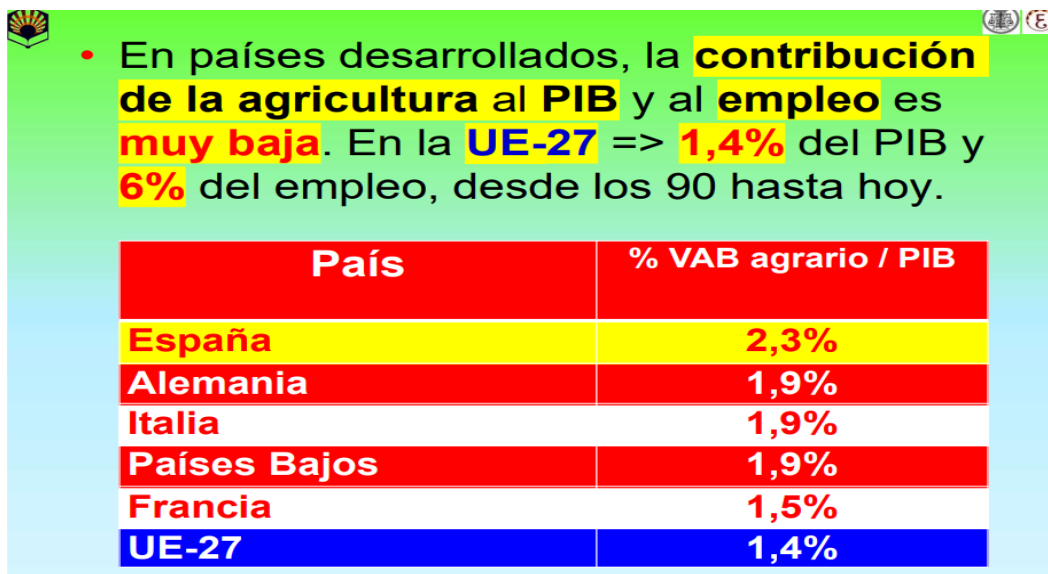
Courses: International Economics : focus on hispanic development - 3 ECTS

Timing: 10.02.2024 - 01.04.2024

Lecturers: Julien Strignano – Juan Vicente Fruet Cardozo

Language : Spanish

Below this is the final test for the UJM students, it helps the lecturers to analyze if students clearly understand the theoretical and specific lexical focus. The first exercise focused specifically on an article video from the Nebrija report, used previously by the students for the speaking task. The second exercise is a somatic evaluation of the lexical reactivation of economic and assesses the student's ability to synthesise one or more slides from the course material of the University of Córdoba.



- En países desarrollados, la **contribución de la agricultura al PIB** y al **empleo** es **muy baja**. En la **UE-27** => **1,4%** del PIB y **6%** del empleo, desde los 90 hasta hoy.

País	% VAB agrario / PIB
España	2,3%
Alemania	1,9%
Italia	1,9%
Países Bajos	1,9%
Francia	1,5%
UE-27	1,4%

Université Jean Monnet

Examen Final LEA S6 - Lengua comercial internacional

01/04/2024 - M. STRIGNANO

Nombre :

Apellido :

1 – CASO**/8**

El crecimiento demográfico, combinado con el creciente poder económico de los países hispanohablantes, presenta importantes oportunidades para el desarrollo económico y cultural. Este documento examina las proyecciones económicas del español para 2050, analizando los factores que impulsarán su crecimiento y las posibles implicaciones para el comercio, la

Se espera que el número de hablantes de español aumente significativamente en los Estados Unidos, donde se prevé que sea el país con mayor número de hispanohablantes en 2050. El crecimiento de la población hispana en otros países, como Canadá, Australia y varios países europeos, también contribuirá al aumento del número de hablantes de español. Las economías de los países hispanohablantes, especialmente México y los Estados Unidos, están creciendo rápidamente. Se espera que este crecimiento impulse la demanda de bienes y servicios en español, creando nuevas oportunidades para empresas y emprendedores.

El auge de la inteligencia artificial y el procesamiento del lenguaje natural está facilitando la comunicación en español. Esto está abriendo nuevas posibilidades para el comercio electrónico, la educación en línea y el entretenimiento en español. El español se convertirá en una lengua cada vez más importante para el comercio internacional. Las empresas que puedan comunicarse eficazmente en español tendrán una ventaja competitiva en los mercados hispanohablantes. El desarrollo de tecnologías en español será fundamental para el crecimiento económico y social de los países hispanohablantes. Las empresas que inviertan en tecnologías en español tendrán una ventaja competitiva en el mercado global.

A modo de conclusión, la cultura hispana seguirá ganando influencia en todo el mundo. Esto creará nuevas oportunidades para artistas, escritores, músicos y otros profesionales creativos hispanos.

¿Qué desafíos y oportunidades presenta el español como lengua global en el contexto de la geopolítica mundial?

¿Cómo se pueden mitigar los posibles efectos negativos de la globalización del español, como la homogeneización cultural?

¿De qué manera el aumento de hablantes de español en los Estados Unidos afectará las políticas internas y externas del país?

¿Qué papel jugarán las pequeñas y medianas empresas (PYMES) en el aprovechamiento del crecimiento del mercado hispanohablante?

2 – DEFINICIONES

/5

Inversión extranjera directa (IED):

Política Monetaria y Tipo de Cambio:

Superávit comercial:

Divisa de reserva:

Arancel:

3 – DIAPORAMA

/7

A/ ¿Cómo podemos calificar las explotaciones agrarias españolas?

B/ En el diaporama ¿Cuál es el importe del salario mínimo interprofesional?

C/ ¿Por qué España es líder en Europa del sector pesquero?

5.9 Immersive Onboarding Design Using Engaging Web Apps

University and degree programme: Karelia University of Applied Sciences (host), Business Information Technology, IUT of Roanne, TH Wildau, HAN UAS

Course: Blended Intensive Program

Timing: February 17th - 21th, 2025

Lecturers: Seppo Nevalainen Stephan Plat, Antti Hurme, Carly McLaughlin, Aninha van der Linden, Simon Devos-Chernova, Muriel Fabrèges, Julien Strignano, Nina te Riele, Antoine Pelicand, Radu Marinescu-Istodor, Guillaume Bouleux

5.9.1 Instructions and Template for Designing a Code of Conduct for a Student Team

Designing a Code of Conduct

We all assume things when we work with other people, things we don't need to talk about. That can work fine when we are working in the same organisation and in the same culture because the assumptions the team members make are similar. Working with people from different cultures means that these assumptions may not be appropriate and may lead to misunderstandings.

Your task is to write up a code of conduct with all the members of your team addressing some of the issues that might arise this week as you work on your project in multicultural teams. Basically, this answers the question: *how do you want to deal with each other and your differences during the week?* Establish guidelines for respectful, effective, and collaborative teamwork in this multicultural setting at Karelia University. The code should include points relating to the following aspects:

Communicating: What communication styles are there in your team? Are there people who are direct (i.e. tend to express their opinions / feelings very directly)? Are there people who prefer being less direct? How can you accommodate these differences within your team so that they don't lead to people being offended or frustrated?

Feedback: How are you going to give feedback to each other? How will you express negative feedback?

Persuading: Do you use a practical, concrete approach? Do you begin with facts and opinions and later add concepts to support the conclusion? Or are you more interested in the theory and then go to the facts and statements?

Leading: Do you want to choose a leader? If so, what should her or his roles be? Is it alright for one or two people to lead and others to follow? Or should everyone be equal and have equal authority in decision-making? How important is consensus?

Deciding: How will you make decisions in your team? Does everyone have to agree with everything or does the majority rule? Do want to spend a lot of time working out decisions and then stick to them whatever happens? Or do you want to make decisions quickly and then change them as the situation changes?

Trusting: Do you want to spend time getting to know each other on a personal level (asking where people are from, what hobbies they have, what kind of food or music they like) before starting the tasks or is it important to get down to work quickly (not to lose time) and get to know people throughout the week as you work together on the tasks? Do you decide things on the basis of the relationship you have with each other or because the project or the task demands it?

Disagreeing: When you disagree with each other how direct or confrontational do you allow this interaction to be? Is harmony within the group important or do you believe that conflict, debate or disagreement can produce good ideas and creative pressure that is positive for the group development? When is criticism not appropriate? Does 'anything go'?

Scheduling: How will you deal with time-keeping? Are you going to plan everything exactly in advance for each day or will you work on the project in a flexible way, dealing with issues as they arise? Is it one task after another with specific time limits or different tasks at the same time with flexible time limits?

Template for your Code of Conduct

We hereby declare to live up to the principles and norms, set by our team, in cooperating and communicating with each other, during the Intensive Programme week at Karelia University 17-21 February, 2025.

EXAMPLE:

Principle and practical example: Respect

We will **respect** each other. We will do this by letting each person speak until they are finished and **not interrupting** other members of our team.

Our top five principles are:

1 Principle:

Practical example:

2 Principle:

Practical example:

3 Principle:

Practical example:

4 Principle:

Practical example:

5 Principle:

Practical example:

As signed by:

Member	Name	Signature
1		
2		
3		
4		
5		
6		

5.9.2 Instructions and Template for Creating Vocabulary List

You can find a vocabulary list on the next two pages. On this list you can find important words for every topic that you will investigate this week, as well as some general vocabulary. It is important that you know when and how to use these words and that you know how to pronounce them. You, as a group, will add ten words to this list that are relevant to your project and explain the context of these words. Use these words in your communication and presentations.

You will work on your list during the week.

Gamification en motivation;

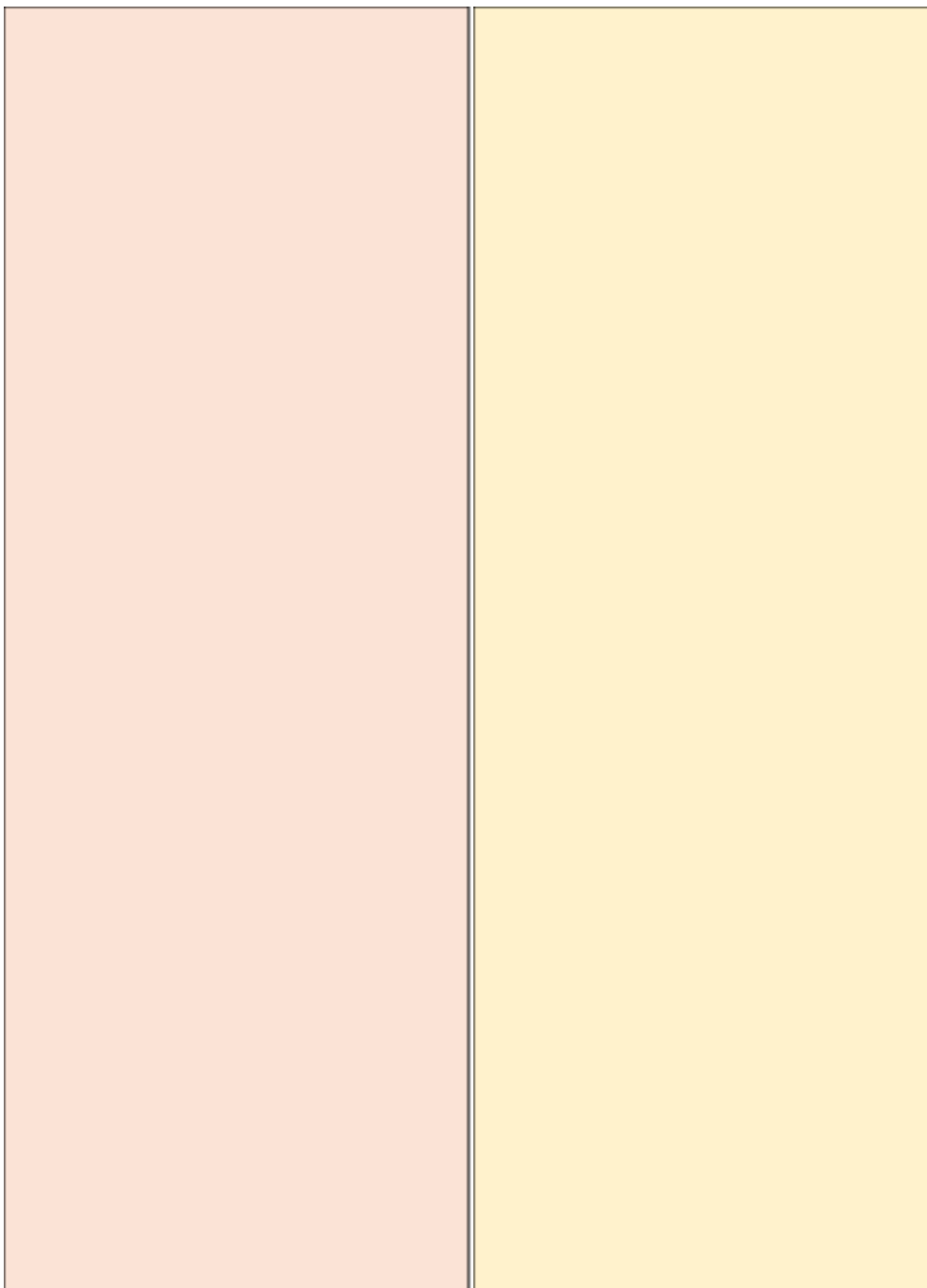
1. Game mechanics
2. Game dynamics
3. Engagement
4. Immersion
5. Flow
6. Fun
7. Challenge
8. Reward
9. Achievements
10. Streak
11. Quests
12. Experience (XP)
13. Unlockables
14. Gamified learning
15. Playful learning
16. Learning levels
17. Progress bars
18. Interactive challenges
19. Motivation
20. Intrinsic motivation
21. Extrinsic motivation

22. Autonomy
23. Mastery
24. Purpose
25. Progression
26. Competition
27. Cooperation
28. Social influence
29. Behavioral triggers
30. Instant gratification
31. Loss aversion
32. Empowerment
33. Narrative
34. Onboarding
35. Personalization
36. Engagement loop
37. Retention
38. Player journey
39. Mastery learning
40. Competence
41. Positive reinforcement
42. Immediate feedback
43. Growth mindset
44. Interactive storytelling
45. Augmented reality (AR) learning
46. Microlearning

English (General):	Business (General)
1. Abroad 2. Analysis / to analyse 3. Characterises 4. Characteristics 5. Communication 6. Company 7. Competitors 8. Cooperation 9. Country 10. Cultural / Culture 11. Customer 12. Determine 13. Develop 14. Development 15. Figures 16. Knowledge 17. Percent 18. Purchase 19. Quality 20. Suggestion 21. Unique 22. Variety	1. Cultural similarities 2. Differentiation 3. Dilemma 4. Diversification 5. Efficiency 6. Ethical practices 7. Explicit 8. Globalisation 9. In-depth 10. Individualistic 11. International human resources management 12. Bureaucracy 13. Government 14. Illicit products 15. Intellectual property 16. IPR = Intellectual property right(s) 17. Negotiation patterns 18. Opportunities 19. Physical presence 20. Recognise / recognition 21. Recruitment 22. Responsibilities 23. Stereotypic 24. Sustainability 25. Synergy 26. Training and development

1. Brand Positioning
2. Competitive Analysis
3. Competitors
4. Consumer Behaviour
5. Globalisation
6. Market Research
7. Market Segmentation
8. Market Share
9. Persona
10. Positioning Map
11. Product Localisation
12. Target Audience

Add your own:	
Vocab	Context
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



5.9.3 Instruction slides for Gamified Web App Design

PUTTING IT ALL TOGETHER: TRANSLATING YOUR IDEAS INTO YOUR OWN GAMIFIED WEB APP DESIGN

- Apply this recipe:
 1. Define core features based on your gamified onboarding idea
 2. Select potential gamification elements
 3. Go through the key design considerations
 4. Create Feature/Purpose/Implementation-triplets
 5. Create rough user flow diagram(s)



PUTTING IT ALL TOGETHER: DESIGNING YOUR OWN GAMIFIED WEB APP'S USER EXPERIENCE

- Apply this recipe:
 1. Consider key UX components in your app's context
 2. Go through the key UX design principles
 3. Create wireframes for you app
 4. Create UX flowcharts for your app



PUTTING IT ALL TOGETHER: DESIGNING YOUR OWN GAMIFIED WEB APP'S USER INTERFACE

- Apply this recipe:
 1. Go through the key UI design principles
 2. Create mockups for your app



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