Junior University: A rite of passage

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ABSTRACT

The transition between secondary and tertiary education has often been described as a "gap" implying that it is lacking in some way and that secondary students need better preparation for further education (Jansen & van der Meer, 2012; Juarez-Dappe, 2011; Triado, 2012). Programmes, such as the Junior University, a pre-university summer school for 16-18 year olds, integrate learning of specific subject matter and English and make an important step towards preparing students. This article describes the Junior University, a two-week international experience at a local university setting, which gives students a taste of academic subject matter and does so through the medium of English. Another characteristic of the Junior University is the Content and Language Integrated Learning (CLIL) model underlying its classroom practice. Results from students' satisfaction questionnaires from the pilot Junior University programme are presented, which were generally positive. The article concludes with some improvements made based on the initial pilot experience and also the benefits in setting up such programmes at Spanish universities.

Keywords: CLIL, ESP, EAP, higher education, secondary education.

1. Introduction

Education professionals have long argued for better induction into tertiary education from secondary (Jansen & van der Meer, 2012; Juarez-Dappe, 2011; Triado, 2012, among others), pointing to secondary educators to improve their subject matter mastery as a possible solution to students being ill-prepared for university level subjects (Juarez-Dappe, 2011). Others suggest that it is the universities who should improve their pedagogical practices in first-year courses to make the transition to university easier (Jansen & van der Meer, 2012).

In Catalonia, an autonomous region in Spain, and the context of the programme described in this article, a study of the transitions between secondary and tertiary education (Triado, 2012) recommends that students be given guidelines well before going to university or doing an induction course, and that this should be supported by all the relevant parties involved: teachers, tutors, school psychologists, companies, universities and vocational training centres.

In the study reported by Triado (2012) 442 students answered a questionnaire on various aspects related to this transition period. The results show that, although students do receive information during this period at secondary school, it is inconsistent and comes from irregular sources. Also, few universities provide specific orientation sessions other than providing information on the university's webpage, in open days and on stands at higher education fairs. Furthermore, one of the biggest difficulties students have is choosing the right degree. Once students enter university and have completed their first year they still feel that they have neither been given enough information nor the right information about the degree they have chosen. All these factors point to the fact that students are not properly prepared for the transition phase between secondary and tertiary education and that clearer explanation of university subject matter might avoid mismatches between students' expectations and the reality of studying a particular degree.

In terms of learning opportunities for English within the Catalan context (in other words, without considering learning English abroad), students in mainstream higher secondary education undergo a minimum of 3 hours of compulsory formal language learning per week, with some subjects employing a CLIL approach, such as Art, Physical Education and Science. The term CLIL is

used in this article to refer to such courses in which English is the medium of instruction and whose primary objective is the acquisition of knowledge in a particular subject matter. These CLIL subjects, however, are still in their infancy. Apart from learning English in school, exposure to English can be further increased by attending the official or private language schools.

As can be seen, up to the end of secondary school, much of the English language education is aimed at improving Basic Interpersonal Communication Skills (BICS). With the exception of a few CLIL courses in secondary schools, language learning is generally not academically oriented. Once students enter university they are suddenly faced with study abroad programmes, more and more English-medium instruction and eventually, in many subject areas, the need to publish or orally communicate their research in English. This difference between BICS and Cognitive Academic Language Proficiency (CALP), as first described by Cummins (1984), is huge and it is estimated that attaining CALP takes between 5-7 years if the student is already completely literate in their own L1. There does seem, therefore, to be a gap in foreign language education in Spain, in terms of developing CALP.

Both the lack of understanding of the contents of university degrees and low exposure to academic language in English among secondary students, calls for initiatives to address these problems. The main aim of this article, therefore, is to report on such an initiative, the Junior University, a pre-university summer school. It is hoped that this will be useful for others interested in setting up similar programmes. Indeed, offering university induction or language courses is nothing new, so the authors make no claims to originality but these concepts have been combined and adapted to our local context and budget limitations to create a CLIL experience which, as far as the authors are aware, is one of its kind in Catalonia, Spain. After describing the context and addressing the main aspects related to the programme organisation, results of student satisfaction questionnaires from the pilot Junior University will be presented, which have informed the adjustments made in following years. A second aim is to argue that programmes such as these have the potential to satisfy multiple demands for all the parties involved (students, teaching staff, the institution and collaborating companies) helping in some way to bridge the aforementioned gap between secondary and tertiary education.

2. The University of Vic

A look at the University of Vic (UVic) provides the particular context from which the Junior University emerged. The University of Vic is a small Catalan university located north of Barcelona. Although the present university is still relatively new, founded in 1997, it emerged from the *Estudis Universitaris de Vic* formed in 1987, which was previously *l'Escola Universitària de Mestres "Jaume Balmes"* founded in 1977. Long before these dates, however, the city of Vic was known for its cultural and literary tradition, hosting a university as far back as the 16th century (Burgaya & Torrents, 1999).

The university is a private institution, which is partially funded by the public sector. At present it has over 5000 students, nearly 500 lecturers and 200 administrative staff. It offers 56 degree courses in seven different centres: 1) the Faculty of Business and Communication, 2) the Faculty of Education, 3) the Faculty of Translation and Humanities, 4) the Faculty of Health Sciences and Welfare, 5) the Polytechnic School, 6) Bau: Design College of Barcelona, and 7) Escuela de Alta Dirección y Administración (EADA).

Four characteristics of UVic will be described which have been key to the development of the Junior University: its strategy to secure ties to secondary schools, a focus on languages, promotion of internationalisation at home and its CLIL approach. The UVic contributes to local social and economic development through *Oficina Tècnica de Recerca i Transferència de Coneixement* (OTRI), which coordinates research activities and provides solutions for local companies and institutions in terms of training and knowledge transfer in areas which the university specialises in. More and more initiatives from OTRI are being aimed at bringing secondary schools and vocational training centres closer to the work of the university. These initiatives give students opportunities to take part in specific workshops, such as the Science Week, the Technology Market and meeting authors of scientific literature. However, until the creation of the Junior University, no initiative had focused on languages.

A distinctive feature of the UVic is its robust language policy. As well as the protection and promotion of the Catalan language, it has small groups of students, a student-centred approach, close teacher-student relationships and subjects with a strong practical component. The inclusion of a compulsory

6-credit English language course on all degree courses is a result of this language policy, and its aim is to promote the use of English as a working language within degree and Master's courses and to encourage multilingualism.

Language policy is put into practice in four centres, 1) the Language School, which provides formal language training in seven languages, 2) the Language Services, which provide proofreading and translation services, as well as Catalan language support for foreign students, 3) *Centre d'Innovació i Formació en Educació* (CIFE), the staff training and innovation centre, which analyses training needs and sets up training programmes, including English and CLIL training and 4) the International Campus, which manages the international students as well as the mobility and exchange programmes for UVic students and staff. The International Campus also promotes all the university CLIL courses at all levels (degrees, masters, postgraduate courses) designed for the international sector, and taught mainly in English, with a few courses in French and German. These courses are found across different faculties as well as the 6-credit compulsory English course described above.

The International Campus not only guides local students in their study abroad options but it also promotes the idea of internationalisation at home. This has been defined by (Wächter, 2000) as "any internationally related activity with the exception of outbound student and staff mobility" (p. 6). According to statistics the students studying at the UVic come primarily from Catalonia, 23% from the area around Vic and 66 % from the rest of Catalonia. The remaining 9% come from the rest of Spain and 2% from abroad. This 2%, in total numbers, is about 90 international students who come from all over the world, from partner universities in France, Italy, Poland, Germany, the Netherlands, the USA, Canada, UK, Finland, Ukraine, Bulgaria, Mexico and China, among others. Local students who do not or cannot go abroad for some reason can benefit from the multicultural environment at UVic provided by these in-coming students on the International Campus. Internationalisation at home, therefore, is fostered between in-coming students and local students by participating in the Mentor Program or by joining in the social activities organised by the Student Union or the International Office, which include multicultural events and sightseeing trips, and it is also forged in the classroom.

Internationalization is being enhanced within the classroom as more and more CLIL courses come up on offer. These courses are predominantly in English. Initially, only a few pioneering courses were taught in English, such as International Business Culture (Pinyana, 2012), which has run since the year 2000, with a large part of the course taught by visiting professors from different countries and offered to both international and local students with an upper-intermediate level of English. However, the UVic now has over 30 CLIL courses on offer across its different faculties taught by the university's own staff, with the aim of promoting further integration of foreign and local students, and intensifying the international experience at home.

Up to the implementation of the Bologna Process (Bologna Declaration, 1999) teaching at the UVic followed the traditional teacher-centred method of lecturing, as well as including practicals, field trips or problem solving in some subjects. Foreign language classes have had an EFL, ESP or EAP focus. However, changes brought along by the Bologna Process have led to different methodologies being introduced which are more task based, project based and interactive. These new methodological changes in higher education are based on some of the same key concepts underlying CLIL, encompassing concepts and findings taken from social, educational, linguistic and cognitive fields of research.

As this definition by Marsh et al. (2005) illustrates, CLIL is a broad term:

> ...to refer to diverse methodologies which lead to dual-focused education where attention is given to both topic and language of instruction. It is used to describe any educational situation in which an additional (second/foreign) language is used for the teaching and learning of subjects other than the language itself. (pp. 5-6)

CLIL is not just one methodology but accommodates a number of methodologies or approaches which are adapted according to context. It covers many levels of education (primary, secondary, higher education, adult education) and types of programme (Mehisto, 2012), ranging from a short module within a course to a whole course such as History or Maths or even a whole curriculum. Coyle (2010) points out this importance of context:

> Indeed, the fact that CLIL is open to wide interpretation is its strength since the ways in which different languages are learned and used, including the first language, need to be embedded in the local and regional learning context. (p. vii)

In other words, for learning to be effective, our local context and culture are important considerations. For example, some of Spain's autonomous regions are bilingual, like the Basque Country, Galicia and Catalonia where there are two official languages. In Catalonia, these are Catalan and Spanish, with English as an L3. Apart from these three languages students or teachers may bring other languages and cultures into the classroom. The cultural aspects related to different languages, as will be seen, are not ignored in the CLIL model but taken advantage of.

3. The Junior University

As we can see, there have been a series of contextual factors such as emphasis on languages, growing internationalisation, firmer ties to secondary educational institutions and methodological changes at the UVic which have acted as precursors to the creation of the Junior University. This pre-university summer school, targeting 16-18 year olds, and held for two weeks in July is specially designed for students who are interested in English, but it is also for those who may not be clear about what they want to do in the future, giving them first-hand immersion in a range of academic subjects. First launched in 2011, the Junior University is now running its third programme.

3.1. Organisation

The Junior University is organised by the International Campus in consultation with local secondary schools and vocational training centres. Firstly, subject matter is chosen, which will motivate and appeal to a wide variety of tastes among the target age range. The subjects are representative of all the faculties at the UVic and reflect the degrees on offer. Subjects are considered which take full advantage of the university facilities (computer rooms, TV and

radio studios, sports facilities, science and engineering laboratories, nursing facilities, and pilot bakery and meat processing plants).

Secondly, professionals who are specialists in the chosen subject matter and who also have a good command of English are chosen. At this stage priority is given to UVic teaching staff who are already teaching in English on degree courses. They may be native or non-native English speakers. Although the university mainly takes advantage of its own academic staff, it also includes workshops by working professionals, local secondary school teachers and visiting academics from abroad in keeping with its eclectic approach. Once content and staff have been confirmed, the teaching staff are invited to an orientation session. During the session, the aims and programme of the Junior University are presented and methodological and linguistic considerations highlighted. The CLIL model is introduced and lesson planning guidelines based on the Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt & Short, 2008) are provided. As not all teachers are language specialists or have training in education, they are made aware of difficulties students may encounter due to learning in a foreign language and unfamiliarity with academic, specific or technical language. The orientation workshop also provides a way for teachers to meet each other and share their ideas and interests. Once teachers have prepared their workshops, although lesson plans are not required to be handed in, all course material is sent in for proof-reading.

In the four months leading up the Junior University, a publicity campaign steps into action. The programme is advertised on the university website[1], schools and training centres are informed by mail, email, telephone and during personal visits, and posters and leaflets are distributed. During this period, students register. The entrance requirement for the Junior University is a letter of reference from a language teacher stating that the student in question has an upper-intermediate level of English.

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[1]   The Junior University website is at http://www.uvic.es/en/junior-university.

3.2. Timetable

The Junior University begins with a 30-minute inauguration on the first day and ends with a closing session on the last day. In between there are five hours of immersion from 9-2pm every day organised as shown in Figure 1.

Time	Workshops
9.00 - 11.30	Core subjects
11.30 - 12.00	Break
12.00 - 14.00	Optional subjects (sciences or humanities)

Figure 1. A typical day at the Junior University

Students attend core subjects together from 9am to 11.30am and then after a 30-minute break they split into groups to do either a science or humanities option from 12pm to 2pm. Students are completely free to choose either sciences or humanities, or a mixture of both during the programme. Staff have an opportunity to meet together at the inauguration and closing sessions, as well as more informally during break times, which they share every day with the students in the university canteen.

Apart from attending the course workshops students can use the university library and self-access centre in the afternoons for the duration of the course. These services include a language counsellor and self-study exercises and guides. Throughout the Junior University all staff involved, the teachers and the administrative staff, use English as the medium of communication among themselves, and both in and outside of the classroom with the students.

A variety of subjects are offered and each year the majority of these are changed except for *Audiovisual Production*, which is maintained due to its overwhelming popularity and *International Experiences,* which is always included to promote the work of the International Campus. Core subjects have included:

Non-verbal language, *America: How to avoid culture shock*, *Modern Europe: From conflict to cooperation*, *Diets from around the world* and *Antarctica: The silent continent.* Among the optional subjects, science options have included: *Chemistry in colour*, *Working with cells in a biotechnology lab* and *Multimedia applications*, while humanities options have included: *Designing a newspaper*, *Economics as a game* and *Music and cinema.* A full list of subjects for 2011 can be seen in Figure 3 within the section *2011 pilot programme.*

3.3. CLIL approach

According to Coyle (1999) key inter-related components in CLIL are the 4 Cs: Content, Communication, Cognition, and Culture. Content is the component, which is the understanding and acquisition of the subject matter and is interconnected with the other three components. It is the main objective of a CLIL lesson, driving the learning process. Communication occurs in the target language, the medium through which the content, and, at the same time, the target language, is learnt. Cognition refers to the thinking skills (remembering, understanding, applying, analysing, evaluating and creating) demanded in the lesson, which will consolidate students' understanding of the content and be linked through communication to the target language. Culture is the component which the subject matter or the participants in the CLIL lesson bring with them and infuses forms of communication, the interpretation or perspective of the content and understanding of it. Although there are different approaches in CLIL, these components are commonly considered the basis of all of them, and for this reason they have been adopted for the Junior University.

Here are some of the ways teaching and learning at the Junior University incorporate the 4C's with the help of the SIOP lesson plans (Echevarria, Vogt & Short, 2008).

- Authentic materials or tasks are chosen. (CONTENT).
- The materials are chosen and tasks designed so that they are cognitively demanding. (COGNITION).
- The language demands of the tasks or materials are identified so that teachers can prepare strategies to help students with possible language difficulties. (COMMUNICATION).

- Objectives are made explicit in terms of both content and language. (CONTENT, COMMUNICATION).

- Materials or tasks are presented and worked on, using language scaffolding if necessary. (COMMUNICATION).

- The tasks involve different forms of interaction in terms of group options (whole class, small groups, individual), the language skills involved (reading, writing, listening, speaking) and whether the tasks are "hands-on" or not. (CONTENT, COMMUNICATION, COGNITION).

- Learners are encouraged to connect the new topic learnt to their own reality, comparing and sharing what they know (prior knowledge) and comparing cultural differences. (CULTURE, COGNITION).

- Both content and language are reviewed at the end of the class. (4 C's).

One criticism of formal foreign language learning in secondary school (Dearing & King, 2007) is that the content is not cognitively challenging and that teenagers would enjoy languages more if they were provided content which stimulated discussion or writing about subjects that interested them. Therefore, an important argument for the CLIL approach is that it provides stimulating content to motivate students and material or tasks which are cognitively challenging. Another argument for CLIL is its emphasis on interaction, collaboration and learning-by-doing in the classroom. Interactive tasks provide opportunities for realistic and meaningful communication (Coyle et al., 2010; Dalton-Puffer & Smit, 2007; Johnson & Johnson, 2002). Motivation, cognitive challenge and interaction are some of the factors which lead to more effective learning.

In our particular context another reason for employing CLIL is that all the teaching staff are specialists in their given field but they differ in at least three ways, 1) they are either non-native or native speakers of English, 2) they have received formal pedagogical training (usually teachers or education specialists) or they have not (university lecturers) and 3) they are trained linguists who understand second language acquisition or they are not. This diversity among the teaching staff makes it important to insist on a common methodological approach, which provides structure to the classes and reduces the cognitive load on students who are already dealing with the dual focus on subject matter and

learning English. Finally, providing a good role model for CLIL teaching within the university and also wider educational community can benefit all parties involved.

3.4. 2011 pilot programme

So far the Junior University's aims, organisation and methods have been described but how have these intentions been put into practice? With two Junior Universities (2011, 2012) behind us and immersed in the planning phase of the third, some interesting lessons have been learnt which may be useful to share with others interested in planning a similar event. The outcomes of the first Junior University (2011) will be described which justify the adjustments made in the following years.

Firstly, the Junior University students have an above average command of English[2] compared to their peers. They have spent time abroad, either participating in exchange programmes, learning English in private language schools or using English for travelling. A few students have spent even more time abroad in education or have had greater exposure to English by having an English speaking parent. Apart from this, students tend to be academically high achievers and highly motivated as well. This kind of student profile has put even bigger demands on the Junior University to provide not only motivating and creative content but also quality academic content that challenges students with novel concepts and experiences they have not yet encountered.

Students assessed the Junior University teachers, workshops and learning experience on an anonymous questionnaire (see Appendix A) by responding to statements on a 5-point rating scale, and with space to include written comments. These written comments are presented to support the conclusions we have drawn about the students' perspectives.

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[2] Results of a 2006 survey of English proficiency by the Catalan *Generalitat* reveal an average of A2, low B1 for 4th ESO students. Retrieved March, 1, 2013 from: http://www20.gencat.cat/portal/site/ensenyament/

Students' evaluation of the teachers can be seen in Figure 2. Average scores for the 15 teachers can be seen with responses from all 35 students.
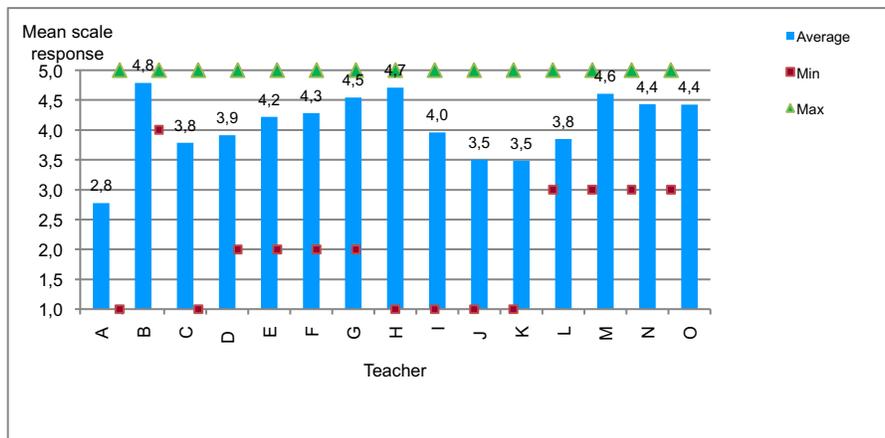

Figure 2. Assessment of teachers (1= low/ 5= high)

Figure 2 shows that 9 out of 15 teachers scored 4 or above on the 5-point scale, 5 scored above 3 and 1 scored above 2. There was one positive written comment related to the teachers:

"All the teachers are very good"

There were also three negative comments referring to teachers' English proficiency:

"Just a few teachers didn't know a lot of English"
"We want native speakers"
"Some teachers have to improve their English"

Clearly, the language proficiency of teachers was a concern for these 3 students. Nevertheless, for the remaining 32 students, non-native teachers were no less popular than native ones.

In terms of workshops, it must be noted that there were fewer workshops than teachers, as some teachers either team taught or taught part of a workshop with another teacher. Average scores for workshops can be seen in Figure 3, which shows 6 out of the 11 workshops scoring above 4, and 5 scoring above 3. High teacher scores (>4) coincided with high scores for their workshops (>4).
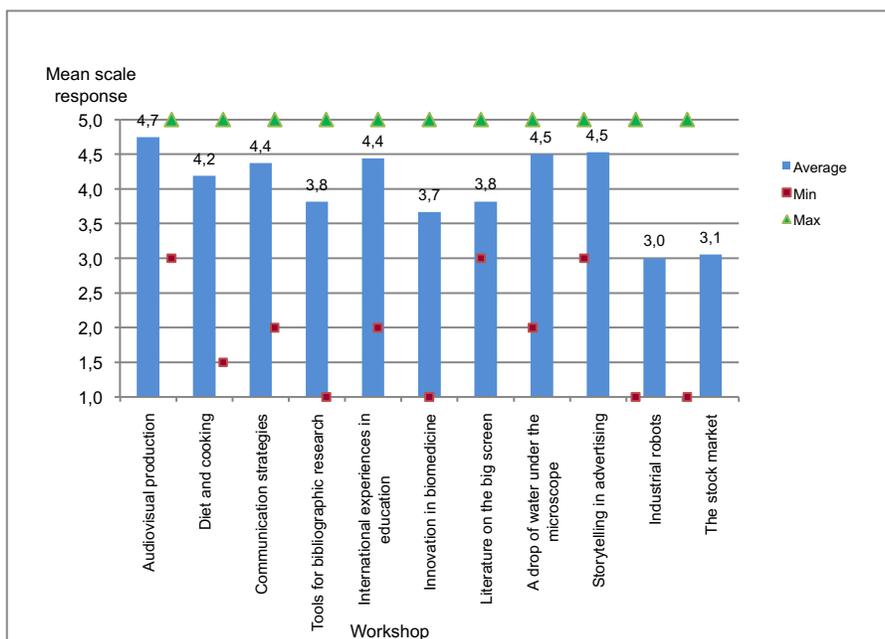

Figure 3. Assessment of workshops (1= low/ 5= high)

Although all the workshops scored positively (>3), when we look at the workshops which were more popular (>4): *Audiovisual Production*, *Communication Strategies*, *Diet and Cooking*, *International Experiences in Education*, *A Drop of Water under the Microscope* and *Storytelling in Advertising*, they were all the highly practical

workshops in which students were engaged in tasks and produced or created things. It seems, therefore, that the interaction and "hands-on" learning components of CLIL do indeed enhance student motivation, as this student's written comment seems to indicate:

"Everything was ok. Maybe the classes were too long but as they were interactive they weren't boring"

In the case of *International Experiences in Education*, the topic must have been particularly stimulating for the students. If we recall that the average student had travel experience and was good at languages, it is not surprising that they enjoyed this workshop. One student reflects this in the following comment:

"I enjoyed all of them specially this last day of international (sic) experience. I hope to go abroad soon"

Two students point to the advantage of learning two things at the same time, which is a commonly cited benefit of CLIL, and could be another contributing factor in the high evaluations of the workshops:

"I think that it's a good way make (sic) this subjects because you learn new things and also English"
"I really enjoyed this experience. In my opinion it's been a mixture of useful tools for the future and to improve our English. Well done!"

There were eight further positive comments about the course in general, showing that it had indeed been a motivating programme for the students. Here are some example comments:

"It has to be longer!"
"I would like the activity take (sic) more time maybe 2 or 3 weeks"
"Continue this way"

"I think we have a lot of facilities and to (sic) much (sic) installations for us. I enjoy it"

In sum, comments were highly positive with just three negative comments, which all referred to part of the same workshop, as this example illustrates:

"The theoretical part of *Cooking* was a little boring"

This comment also adds support to the fact that students preferred practical rather than theoretical sessions.

Students were asked to assess their learning according to key CLIL concepts, considering learning English, learning content, language skills, thinking skills, intercultural knowledge and materials (see Figure 4).
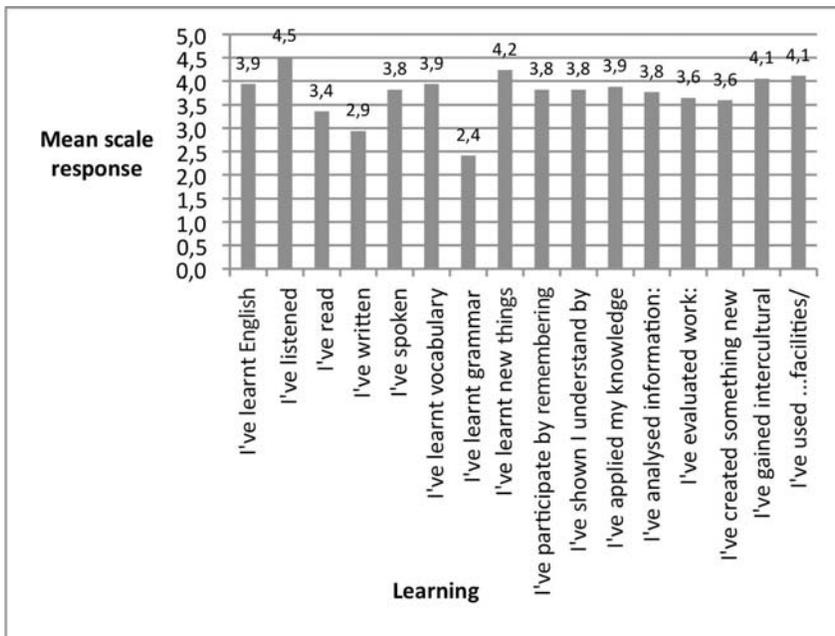

Figure 4. Assessment of learning (1= low/ 5= high)

Learning English scored an average of 3.9 with listening and vocabulary being the areas that scored highest (4.5 and 3.9 respectively), closely followed by speaking (3.8). Students' assessment of their learning, therefore, seems to support the language learning aim of the Junior University, particularly for these skills.

Learning content, "I've learnt new things", scored high (4.2) and the thinking skills scored between 3.6 and 3.9. *Applying knowledge* (3.9) scored highest, which was also a positive result in line with the initial Junior University aims to provide cognitively challenging content. In terms of thinking skills "applying knowledge" is cognitively more complex than remembering and explaining, showing some perceived complexity in the courses presented. The high scores for *intercultural experience* (4.1) and *learning to use materials and resources* (4.1) were also encouraging support that the course had indeed been the "hands on" intercultural experience that it had aimed for.

Apart from the teachers, workshops and learning experience students valued the organisation (*M*=4.6) and the overall experience (*M*=4.4) highly. In comments, several students referred to the length of the 2.5h classes being too much. Considering secondary school students are used to attending classes in their L1, which are approximately an hour long, the 2.5 hour workshop in English proved too heavy a demand on learners' concentration.

3.5. Future programme adjustments

The general impression was that the pilot programme had been a success and was worth continuing. The following adjustments were considered important for future programmes:

1. To choose the most novel and creative workshops that would appeal to the student profile of the Junior University. This could be done by calling for proposals for the workshops and then choosing the most innovative ones, instead of the organisers choosing the topics.

2. To reduce the length of the core-subject workshops from 2.5h by splitting them into 1h and 1.5h sessions, as shown in the 2013 programme (Appendix B), except for the practical workshops (*Audiovisual Production, Cooking*), which require more time.

3. Although ensuring sufficient communicative language proficiency among teaching staff remains an important priority, results of the pilot programme seem to point to student-centred teaching methodology as being more important, as the students valued interactive workshops the highest. This is in line with a study of students perceptions in higher education in the Netherlands (Klaassen, 2001). Effective learning seemed to depend more on teachers' methodological approach than their language competence.

4. To relate the importance of methodology to teachers, highlighting the value students give to the student-centred approach, and the need to develop a better balance of language skills and higher order thinking skills across workshops.

4. Conclusion

The Junior University seems to provide an alternative model for learning English and gaining access to unique subject matter. It benefits local students who cannot study English abroad and also helps those who are uncertain about what to study to decide on future career paths. In terms of language learning, the Junior University offers a CLIL environment providing real situations for students to use English, which are cognitively challenging, which involve multiple forms of interaction and which build on their cultural experiences. In terms of learning content, students are introduced to a range of academic fields, often beyond the range of the secondary curriculum, as well as research and mobility programmes. The Junior University not only embraces specific competences which universities have traditionally developed, but also the newer general and cross-curricular competences which have been introduced with the Bologna Process with the purpose of preparing individuals for the demands of the working world.

For participating staff, the Junior University serves as a platform for professional development in terms of the CLIL approach and fosters exchange of methodologies and expertise at different levels via cross-faculty ties. It also promotes networking between local and visiting professors, secondary and tertiary educators and between teachers and working professional, which can

extend beyond the programme itself to form long-lasting partnerships or collaboration on other projects

Finally, at the institutional level, the Junior University is an excellent opportunity to promote the university faculties, degree courses and facilities, giving prospective candidates a more rounded experience of university life.

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Appendix A. Student satisfaction questionnaire

Feedback on the activity

Please fill this form in and give it to your coordinator.

How would you rate the following? (1: low / 5: high)

		1	2	3	4	5
Teachers	Teacher A (Non-verbal language)	☐	☐	☐	☐	☐
	Teacher B (A trip to America)	☐	☐	☐	☐	☐
	Teacher C (Modern Europe...)	☐	☐	☐	☐	☐
	Teacher D (The silent continent...)	☐	☐	☐	☐	☐
	Teacher E (More than a few hurdles...)	☐	☐	☐	☐	☐
	Teacher F (Let's get fit...)	☐	☐	☐	☐	☐
	Teacher G (Audiovisual production)	☐	☐	☐	☐	☐
	Teacher H (Audiovisual production)	☐	☐	☐	☐	☐
	Teacher I (Chess)	☐	☐	☐	☐	☐
	Teacher J (Rate the plate)	☐	☐	☐	☐	☐
	Teacher K (International experiences)	☐	☐	☐	☐	☐
	Teacher L (Designing a newspaper)	☐	☐	☐	☐	☐
	Teacher M (Chemistry in colour)	☐	☐	☐	☐	☐
	Teacher N (Economics as a game)	☐	☐	☐	☐	☐
	Teacher O (Working with cells...)	☐	☐	☐	☐	☐
	Teacher P (Music and cinema)	☐	☐	☐	☐	☐
	Teacher Q (Multimedia applications)	☐	☐	☐	☐	☐
	Comments:					
Content (interest and fulfilment of expectations)	Non-verbal language	☐	☐	☐	☐	☐
	A trip to America	☐	☐	☐	☐	☐
	Modern Europe...	☐	☐	☐	☐	☐
	The silent continent: Antarctica...	☐	☐	☐	☐	☐
	More than a few hurdles...	☐	☐	☐	☐	☐
	Let's get fit...	☐	☐	☐	☐	☐
	Audiovisual production	☐	☐	☐	☐	☐
	Chess...	☐	☐	☐	☐	☐
	Rate the plate	☐	☐	☐	☐	☐
	International experiences ...	☐	☐	☐	☐	☐
	Designing a newspaper	☐	☐	☐	☐	☐
	Chemistry in colour	☐	☐	☐	☐	☐
	Economics as a game	☐	☐	☐	☐	☐
	Working with cells ...	☐	☐	☐	☐	☐
	Music and cinema	☐	☐	☐	☐	☐
	Multimedia applications	☐	☐	☐	☐	☐
	Comments:					
Organisation (information, registration, timetable, facilities)		☐	☐	☐	☐	☐
	Comments:					

How would you rate the Junior University as a learning experience? (1: low / 5: high)

Learning		1	2	3	4	5
	In general, I've learnt English	☐	☐	☐	☐	☐
	I've listened	☐	☐	☐	☐	☐
	I've read	☐	☐	☐	☐	☐
	I've written	☐	☐	☐	☐	☐
	I've spoken	☐	☐	☐	☐	☐
	I've learnt vocabulary	☐	☐	☐	☐	☐
	I've learnt grammar	☐	☐	☐	☐	☐
	In general, I've learnt new things	☐	☐	☐	☐	☐
	I've participated by remembering experiences	☐	☐	☐	☐	☐
	I've shown I understand by explaining what I've learnt	☐	☐	☐	☐	☐
	I've applied my knowledge to another situation	☐	☐	☐	☐	☐
	I've analysed information: comparing, questioning...	☐	☐	☐	☐	☐
	I've evaluated work: criticising, justifying...	☐	☐	☐	☐	☐
	I've created something new	☐	☐	☐	☐	☐
	I've gained intercultural experience	☐	☐	☐	☐	☐
	I've used a variety of media/facilities/resources/media	☐	☐	☐	☐	☐
	Comments:					
Overall rating of the Junior University		☐	☐	☐	☐	☐

Suggestions for improvement and other courses:
....

The University of Vic undertakes that the data collection associated with this survey will respect the anonymity of those who answer. The data will not be included in any data file under the terms of the Organic Law on Data Protection.

Appendix B. Junior University 2013 programme

COURSE CONTENT

CORE MODULES

Keep calm... and pronounce it properly (Anna Vallbona)

City, Action, Play! (Eva Marichalar)

Create your own business (Taylor Bingle)

TV production and subtitling (Richard Samson)

Let's chat while sharing a meal (Pius Alibek)

My life as a fart (Lluís Gavaldà)

Injury rehabilitation and recovery (Pere Comet)

International experiences in education (Jon Telford)

OPTIONAL MODULES

Option 1
Language and society in Catalonia today (Llorenç Comajoan)
Global change: the hallmark of our age (Josep Ayats)

Option 2
The global marketplace (Emma Hitchen)
Yeast in baking bread (Núria Barniol)

Option 3
Lost in translation? Only a little, we hope (Ronald Puppo)
Urban fossil geocaching (Jordi Viver)

Option 4
Be social, be connected (Monica Vallin)
Design and construct a robot (Esteve Gallego)

LECTURERS

Pius Alibek (graduate in English Philology, Al-Mustansiriya University, Baghdad, and the University of Barcelona; owner of the Mesopotamia restaurant in Barcelona)

Josep Ayats (graduate in Physics, University of Barcelona; researcher in meteorology and lecturer at UVic)

Núria Barniol (Master in Food Quality and Security, University of Vic; lecturer in food processing and analytical techniques, University of Vic)

Taylor Bingle (Master in American Studies, University of Massachusetts; teacher at Punahou School, Honolulu, Hawaii)

Llorenç Comajoan (PhD, Indiana University; researcher in sociolinguistics and language education; lecturer at the UVic)

Pere Comet (graduate in Physiotherapy, University of Vic, and Sports Training Rehabilitation, University of Girona; Master in Sports Performance, Comitè Olímpic Espanyol - Universidad Autónoma de Madrid; lecturer at UVic)

Esteve Gallego (graduate in Engineering Electronics and Telecommunications; Master in Information Technology, University of Vic; currently a PhD student at UVic)

Lluís Gavaldà (graduate in Philology, University of Barcelona; singer with Els Pets)

Emma Hitchen (graduate in International Business Studies, University of Teesside; Master in Specialised Translation, University of Vic; lecturer at UVic)

Eva Marichalar (artist, educator and lecturer at UVic; manager of Aula de Teatre, UVic)

Richard Samson (graduate in Chemistry, Oxford University, researcher in translation and interpreting, ex-head of the ICT Unit, UVic; lecturer at UVic)

Ronald Puppo (graduate in Language Studies, Literature and Philosophy, University of California-Santa Cruz, Université de Grenoble and Autonomous University of Barcelona; lecturer at UVic; specialist in poetry translation)

Jon Telford (graduate in Sociology, University of Aston in Birmingham; lecturer and head of European projects in social education at UVic)

Anna Vallbona (graduate in English Philology, University of Barcelona, Master in Applied Linguistics, Autonomous University of Barcelona; lecturer at UVic)

Monica Vallin (Master in Interactive Digital Communication, University of Vic, currently teaching English at St Miquel dels Sants, a secondary school in Vic)

Jordi Viver (PhD in Biochemistry, Autonomous University of Barcelona; organiser of the UVic photography competition; lecturer at UVic)

COORDINATOR

Sarah Khan

(PhD in Applied Linguistics, Autonomous University of Barcelona; researcher in foreign language oral communication and CLIL; lecturer at UVic). (sarah.khan@uvic.cat)

Junior
UNIVERSITY

PROGRAMME

	Mon. 1 July	Tues. 2 July	Wed. 3 July	Thur. 4 July	Mon. 8 July	Tues. 9 July	Wed. 10 July	Thur. 11 July	Fri 12 July
01.30	Welcome								
09.00	Keep calm... and pronounce it properly				GROUP 1 TV production and subtitling	Let's chat while sharing a meal	GROUP 1 Create your own business	Injury rehabilitation and recovery	
10.00	City, Action, Play!	Create your own business	City, Action, Play!	Create your own business	GROUP 2 Create your own business		GROUP 2 TV production and subtitling	TV production and subtitling	My life as a fart
11.30	Break								
12.00	Language and society OR Global change		The global marketplace OR Yeast in baking bread		Lost in translation? OR Urban fossils geocaching		Be social, be connected OR Design a robot		International Experiences
14.00									Closing