Didactic material type 2

## Language course

**Linguistically diversified class:** English for Science (ESP) (B1/B2)

**Plurilingual pedagogical scenario and title/s of the activity/activities connected with the title of the course taught:** teachers will lead students in spoken production activities (icebreaker, brainstorming, oral presentations, and small group discussion) which will approach bioethical dilemmas in different linguistic and cultural contexts; teaches are to encourage students to present arguments in several languages and build a multilingual glossary on the topic.

**Plurilingual strategies used:** integratedapproach

# Bioethics Across Languages and Cultures

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## Planned How? module learning outcomes according to the descriptive scale:

Teachers are to achieve the following outcomes according to the descriptive scale:

* I am able to exemplify plurilingual, pluricultural approaches in language teaching and learning;
* I am able to explore and develop my students’ plurilingual and pluricultural repertoires and draw on them in different contexts through developing cross-linguistic, plurilingual and pluricultural awareness-raising tasks;
* I am able to widen students’ linguistic and cultural repertoire in less diversified contexts;
* I am able to design a course based on plurilingual and pluricultural approaches.

## Skills and competences of the teacher:

* preliminary research on the topic in several languages;
* research on different cultural approaches to bioethical issues;
* management of oral participation in class;
* promoting plurilingual classroom dynamics and sensitizing students to pluricultural contexts and multidimensionality of concepts and knowledge;
* enhancing students' knowledge and competences in a cooperative way;

## A specimen of activity:

Teachers are to present case studies illustrating bioethical dilemmas from different cultural perspectives; encourage students to discuss the cultural influences on ethical decision-making; and facilitate a group discussion on how cultural values shaped attitudes towards issues like genetic engineering, euthanasia, and medical research.

The activity aims to stress how different languages and cultures manifest distinct approaches to bioethics.

## Objectives:

* to promote multilingual teaching through an integrated approach (language and content), fostering the ability to present subject content in several languages;
* to develop oral production skills in languages for specific purposes;
* to develop multilingual speaking competence using contrastive competences.

Notes for language teacher to tasks from Didactic materials type **2:**

Students will be encouraged to present concepts in their own language(s) and a multilingual glossary on the topic will then be conceived

## Stages of work in the classroom:

1. Introduction to the topic;
2. Discuss the importance of bioethics in society and its impact on individuals and cultures;
3. Introduce key terms and concepts related to bioethics, such as autonomy, beneficence, non-maleficence, and justice;
4. Distribute handouts with bioethics-related vocabulary;
5. Engage students in interactive activities like word matching, crossword puzzles, or vocabulary games.
6. Discuss the pronunciation and usage of key terms, ensuring understanding.

Individual Assessment / Evaluation:

Evaluate students based on their participation in discussions, vocabulary usage, and the quality of their oral production. Assessment grid retrieved from Magicc Framework

<https://sepia2.unil.ch/magicc/#.spokenProduction>

## Bibliography:

Talbot, M. (2012). *Bioethics: An Introduction*. Cambridge University Press.

Vaughn, L. (2019). *Bioethics: Principles, Issues, and Cases*. Oxford University Press.