



# TE-CON3 FRAMEWORK. GUIDELINES FOR TEACHING ENGLISH AS MODULAR CONTENT

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# CONTENT OVERVIEW

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- ❑ TE-CON 3 Framework overview
- ❑ TE-CON3 Framework objectives
- ❑ TE-CON3 Framework structure
- ❑ Summary/Conclusion

## TE-CON 3 FRAMEWORK OVERVIEW

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- ❑ Intellectual output no 2 of the TE-CON3 project, following **IO1 – A Report on the approaches to EHE (English for higher education) in Europe**
- ❑ Developed by all project partners, with the contributions collected by UPIT
- ❑ **Distinct** from other approaches to foreign language provision, such as *CLIL*, *ESP*, *EAP* and *general English*.
- ❑ Basically, an **informative guide** on implementing the modular approach at the tertiary level.
- ❑ Available on the project website: [https://tecon3.wn.uw.edu.pl/wp-content/uploads/2022/05/TE-CON3\\_FINAL.pdf](https://tecon3.wn.uw.edu.pl/wp-content/uploads/2022/05/TE-CON3_FINAL.pdf)

# TE-CON 3 FRAMEWORK OVERVIEW

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# TE-CON 3 FRAMEWORK OVERVIEW

## *WHO IS TE-CON3 FOR?*

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- ❑ A model of teaching English and designing language teaching materials for **students of higher education institutions** (HEI, e.g., universities, colleges, etc.).
- ❑ Underlines the **academic** nature of language materials and responds to the demands of future job markets, both **global** – in terms of the skills it is supposed to strengthen – and **local** – in terms of the materials it includes (hence its correlation with a “glocal” character).

## TE-CON 3 FRAMEWORK OVERVIEW

### *WHY IS TE-CON3 NEEDED?*

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- ❑ It is a model of teaching academic English, dedicated to **all college/university students across Europe**, irrespective of their career choices and professed academic disciplines.
- ❑ Intended for all European countries, therefore it is **flexible** enough to allow for local flavour and varied academic interests, but **stable** enough to incorporate common goals, objectives, methodologies and syllabus designs.
- ❑ As such, it supports **local and global citizenship**, promotes **active participation** in local social life as well as a better understanding of the processes guiding social interactions and the place of language in **building individual, national and supranational identities**.

# TE-CON 3 FRAMEWORK OVERVIEW

## *HOW TO TEACH ENGLISH THROUGH TE-CON3?*

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- ❑ This model focuses on skill building by supplying the students with multiple content (belonging to 5 **academic domains**) outside their expertise and increasingly complex in cognitive and linguistic terms. That way students acquire a plurilateral competence to deal with new, unexpected linguistic situations and contexts.
- ❑ The TE-Con3 model maintains a triple focus on **content/cognition, culture/communication** and **learning skills**.

# TE-CON 3 FRAMEWORK OVERVIEW

## *WHAT TO TEACH THROUGH TE-CON3?*

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- ❑ The model postulates introducing the students to **five academic domains**. Linguistic, cultural, and content issues are all addressed in equal measures.
- ❑ The range of academic topics covered by the project consortium is in accordance with the **STEAM paradigm**, which constitutes an asset in a European marketplace and a factor promoting **active European citizenship**.
- ❑ The five academic domains used in the project to develop sample lesson scenarios for the purpose of testing the model's applicability are: **architecture, art and media, automotive engineering, biomedical sciences and health communication, geography**.



# TE-CON3 FRAMEWORK OBJECTIVES

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- ❑ To provide a **high-quality foreign language teaching model**, digitally enhanced with essential information, addressing the needs of all major stakeholders, which will be available as an **open-access resource** on a **multimedia platform (MUL-TECON platform)**.
- ❑ The final objective is that of **shaping the skills and competencies** a 21st-century student needs in order to become a global citizen.

# TE-CON3 FRAMEWORK STRUCTURE

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- ❑ This framework consists of **4 chapters** which are meant to represent, as a whole, a theoretical instrument to be used by teachers of English at tertiary level.
  
- ❑ Each chapter in this framework has been designed with a specific purpose in mind, as will be detailed further on.
  - **Chapter 1. Rationale and justification of TE-Con3 Framework**
  - **Chapter 2. Outlining model foundations**
  - **Chapter 3. Theoretical underpinnings of the TE-Con3 Framework**
  - **Chapter 4. Pool of TE-Con3 activities**

# TE-CON3 FRAMEWORK STRUCTURE - CHAPTER 1

- It contains **introductory issues** related to the TE-Con3 project as a whole and to the TE-Con3 Framework.
- As such, it consists of a short project description and of an overview of the results of the previous output which led to a justification of the innovative model this project proposes.



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TE-Con3 FRAMEWORK

GUIDELINES FOR TEACHING ENGLISH AS MODULAR CONTENT

Chapter 1. Rationale and justification of TE-Con3 Framework

#### Executive summary

In broad lines, the first chapter is meant to lay a solid foundation of the TE-Con 3 Framework and describe the basic premises that led to it, with four main objectives: 1. to provide general information on the TE-Con 3 project as and its aim of teaching through diversified academic subjects; 2. to present what has been achieved so far in terms of Intellectual Outputs (a comprehensive transnational overview of the current situation of the EHE professionals working in faculties or language centres from the participating countries); 3. to justify the necessity of the TE-Con3 Framework as a high-quality foreign language teaching model, based on the findings from the previous output, and 4. to render a brief outline of the framework by chapters.

#### 1.1. About the TE-Con3 Project

In the current global village, tertiary education has to provide for top-quality language acquisition (knowledge and skills), with the purpose of offering the students the ability to contribute to the implementation of the social ideals promoted by the European Union. Aspects such as students' constant mobility, competitiveness of the global job markets, shaping and promoting of a pan-European economy and strengthening of geo-political cohesion demand that the graduates' chances of mastering a shared communication tool, a contemporary lingua franca, be increased. In order for English to remain a universal communicative and informative system, the teaching goals, techniques and didactic resources need to be submitted to a methodological review.

# TE-CON3 FRAMEWORK STRUCTURE - CHAPTER 2

- ❑ The desk and field research conducted for the previous intellectual output of the project reveals there is no other unified model of teaching English at the tertiary level.
- ❑ In this context, **Chapter 2** contains a comprehensive presentation of the **TE-Con3 Model of teaching English** and designing language teaching materials for students of higher education institutions.



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## Chapter 2

### Outlining model foundations

#### Executive summary

The following paragraphs describe in extension the foundations of the TE-Con3 model of language teaching at the tertiary level. This summary addresses four basic questions:

#### WHO? Who is TE-Con3 for?

*It is a model of teaching English and designing language teaching materials for students of higher education institutions (HEI, e.g., universities, colleges, etc.). It underlines the academic nature of language materials, responds to the demands of future job markets, both global – in terms of skills it is supposed to strengthen – and local – in terms of materials it is to include. The term “glocal” is used here to reflect this dual focus.*

#### WHY? Why is TE-Con3 needed?

*The aim of the TE-Con3 partnership is to develop a model of teaching academic English, dedicated to all college/university students across Europe, irrespective of their career choices and professed academic disciplines. As indicated by the preliminary TE-Con3 research carried out in partner countries, later confirmed by the TE-Con3 EHE teacher survey, there is no unified model of teaching English at the tertiary level. Such a model, intended for all European countries, should be flexible enough to allow for local flavour and varied academic interests but stable enough to incorporate common goals, objectives, methodologies and syllabus designs. As such, it should support local and global citizenship, promote active participation in local social life as well as a better understanding of the processes guiding social interactions and the place of language in building individual, national and supranational identities.*

## TE-CON3 FRAMEWORK STRUCTURE - CHAPTER 2

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- ❑ This chapter explains how this **original** and **innovative** model is meant to cover the shortage of comprehensive resources for teaching English at the tertiary level.
  
- ❑ There are nine specific features this model proposes:
  - **multidisciplinary**
  - **content-driven**
  - **language sensitive**
  - **culture-oriented**
  - **glocal**
  - **academic**
  - **task-based**
  - **modular**
  - **performative and interactive.**

# TE-CON 3 FRAMEWORK PREMISES

□ The premises are structured in accordance with Punya Mishra's domains to be addressed in 21<sup>st</sup>-century learning (Fig. 1 on the right):

- humanistic knowledge (associated with values, **to value**)
- foundational knowledge (associated with content, **to know**)
- meta knowledge (associated with cognitive and social skills, **to act**)

■ Fig. 2 presents the way in which we organised the TE-CON3 Framework premises according to Mishra's typology

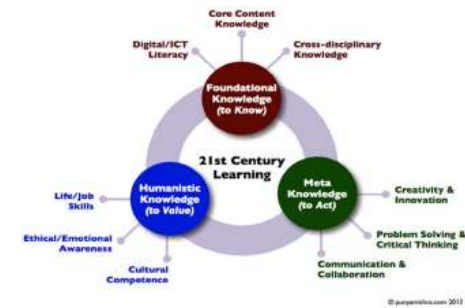


Figure 1. Typology of domains

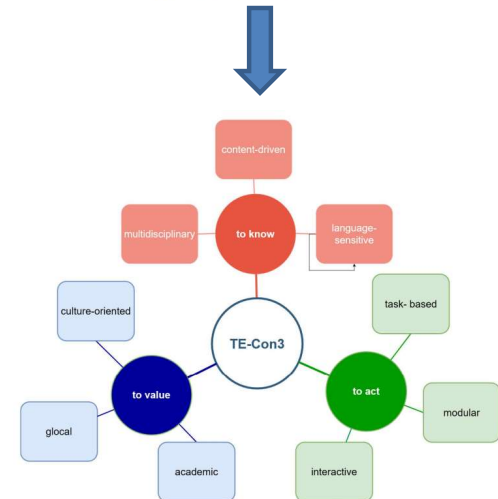


Figure 2. TE-Con3 premises

# TE-CON3 FRAMEWORK STRUCTURE – CHAPTER 3

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- ❑ **Chapter 3** includes the results of desk research concerning the **theoretical underpinnings** of the TE-Con3 Model, including its points of contact with other methodologies.
- ❑ All these methodologies are presented in such a manner that their relation to the specific features of the TE-Con3 Model is adequately highlighted and justified.

1. **Pluriliteracies**
2. **Bloom's (revised) Taxonomy**
3. **the Lexical Approach**
4. **CLIL**
5. **Systemic Functional Grammar and Multiliteracies**
6. **Byram's Intercultural Competence**
7. **Task-based Language Learning**
8. **Patrick Moran's Cultural Learning Model**
9. **Kumaravadivelu's Postmethod Pedagogy.**

# TE-CON3 FRAMEWORK STRUCTURE – CHAPTER 3

□ The theoretical underpinnings of the model are also presented with reference to Mishra’s typology, as indicated in table below:

TO KNOW	TO VALUE	TO ACT
Multiliteracies & Pluriliteracies (Revised) Bloom’s Taxonomy Systemic Functional Linguistics	Intercultural Communication Patrick Moran’s Language for Culture Michael Byram’s Intercultural Citizenship Model	Lexical Approach Post-method Approach Task-based Learning



# TE-CON3 FRAMEWORK STRUCTURE – CHAPTER 4

- ❑ **Chapter 4** aims at suggesting ways of translating the theory into cognitively and linguistically engaging learning material at the tertiary level.
- ❑ It demonstrates the **practical utility** of the model the project consortium has envisaged in the academic domains proposed in the project application
- ❑ In this respect, it includes a pool of **sample activities** designed according to the TE-Con3 Model, drawn from a large range of academic domains which the present project covers:
  - **Architecture (PL team)**
  - **Art and media (ET team)**
  - **Automotive engineering (RO team)**
  - **Biomedical sciences and health communication (PT team)**
  - **Geography (DE team).**

Chapter 4. Pool of TE-Con3 activities

**Executive summary**  
The fourth chapter of the TE-Con3 Framework represents a collection of task samples meant to illustrate in practice the innovative features of the model proposed by the project consortium. With cross-references to TE-Con3 premises, as well as to the theoretical underpinnings from the previous chapters, these fragments of TE-Con3 lesson scenarios intend to provide instances of actual usage of this tool in the practice of foreign language teaching.

The fourth chapter of the TE-Con3 Framework represents a collection of task samples meant to illustrate in practice the innovative features of the model (*multidisciplinary, content-driven, language-sensitive, culture-oriented, global, academic, task-based, modular, interactive and performative*), as detailed in Chapter 2.

This last chapter is directed at demonstrating the practical utility of the model the project consortium has envisaged in the academic domains proposed in the project application. The sample activities were designed in such a manner as to cover all the stages of a lesson – warming up, setting the scene, analysing the problem, applying the knowledge – and will be arranged as such. Each sample is accompanied by further considerations on the activity and its connection to one or several features of the TE-Con3 model.

Sample Activity 1 – warming up

Academic Domain – Architecture.

# TE-CON3 FRAMEWORK STRUCTURE – CHAPTER 4

- ❑ The sample activities cover all the stages of a lesson – **warming up, setting the scene, analysing the problem, applying the knowledge.**
- ❑ Each sample is accompanied by further considerations on the activity and its connection to one or several features of the TE-Con3 model.

**Academic domain:** Biomedical Sciences and Health Communication

**Lesson stage:** Warming-up

**Lesson topic:** Ethics and childhood vaccination

**Level:** B2

**Activity:** Warming-up/Brainstorming

**Activity focus:** increase student participation, motivation, language production, vocabulary development, stimulate discussion, reinforce cultural respect for others' ideas and perspectives, promote ethics in the language classroom

**Preparation:**

**Time:** 5-10 minutes

**Activity description:**

**Procedure:**

1. Teacher asks the class, "When you think of *ethics and childhood vaccination*, what comes to mind?"
2. In groups of four, students brainstorm words, phrases or ideas related to the question asked.
3. Individual members of each group will be assigned a task:
  - a) Student A annotates all the contributions.
  - b) Student B shares the contributions.
  - c) Student C guides the discussion.
  - d) Student D reviews, prioritizes and organizes ideas.
4. Each group shares and contributes to the follow-up discussion.

**Worksheet(s):** Warming-up Activity Worksheet

## TE-CON3 FRAMEWORK STRUCTURE IN A NUTSHELL

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- 1 - the rationale for the model,
- 2- outline of the foundations,
- 3 - theoretical underpinnings
- 4 - sample activities.

## SUMMARY/CONCLUSION

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- The **TE-CON3 framework** is a high-quality foreign language teaching model which, in our opinion, represents a starting point for building/developing activities, teaching units, modules involving various academic domains at the tertiary level.
- Due to all its complex features, the TE-Con3 Framework aims to become a resourceful material to be used in everyday practice by teachers in European Higher education institutions.
- Moreover, it could inspire teachers and trainers to use the Te-Con3 model in an adapted form for secondary level.



**Thank you for your attention!**

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