10 CLIL FOR HIGHER EDUCATION LECTURERS: A SMALL PRIVATE ONLINE COURSE

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ABSTRACT: The concept of Higher Education Institutions (HEIs) as ecosystems which thrive by offering English-taught programmes to ever-increasing numbers of international students as well as providing multilingual spaces for home students is a reality in many parts of Europe and beyond. Leask (2015) sees this as an opportunity to improve the pedagogical quality of education. This implies supporting the continued professional development of HE lecturers in bilingual education and in the CLIL approach. CLIL responds to what Valcke et al. (2022) consider quality education in a lifelong learning perspective. This presentation describes a self-study Small Private Online Course (SPOC) "CLIL for Higher Education" developed by teacher educators in Portuguese and Spanish universities. The length of the SPOC is ten hours, divided into five 2-hour modules that can be approached flexibly in any order. The course aims to support teachers to understand the benefits of using CLIL when teaching content in English, to identify the linguistic and communicative needs of students who are learning in English and to learn to use effective learning and teaching strategies. Two pilots of the SPOC will be presented, one conducted at the University of Extremadura (Spain) and another at the Polytechnic Institute of Portalegre (Portugal)

which provide examples of the flexible nature of the SPOC as a self-study resource and as part of a blended course for HE teachers. The two pilots are also analysed in terms of the advantages and limitations of the digital support from the point of view of users.

Key words: CLIL in Higher Education, SPOC, self-study resource

10.1 INTRODUCTION

The concept of Higher Education Institutions (HEIs) as ecosystems which thrive by offering English-taught programmes to ever-increasing numbers of international students as well as providing multilingual spaces for home students is a reality in many parts of Europe and beyond (Kuteeva et al., 2020; Dimova and Kling, 2020). Beelen and Jones (2015) have insightfully characterised the several types of internationalisation happening in HEIs, while other researchers have focused on concomitant practices relating to integration of content and language (Kuteeva et al., 2020) and technology available for online learning support or distance learning.

Following on from the Covid outbreak and the fairly successful experiences of Higher Education (HE) teachers with online remote teaching, HEIs continued to explore the pedagogical advantages of IT and its potential to reach wider numbers of potential users (students) at a distance. Distance technology-mediated education is growing (900% worldwide since 2000) (Muñiz, 2017 as quoted by Ruiz-Palmero et al., 2020) and in the pre-Covid years the number of free Massive Open Online Courses (MOOCs) on offer was steadily growing, reaching out not only to university students but to other global audiences.

Despite the availability of MOOCs, drop-out rates for attending such massive online courses are high, as research shows that user motivation decreases continually given its heterogeneous and massive attendance, and that there are difficulties in maintaining intrinsic motivation to follow courses online (Garcia, Fidalgo, & Sein, 2017 cited in Ruiz-Palmero et al., 2020).

However, from another perspective, IT is also increasingly being used to support professional development opportunities for teachers inside and across HEIs with materials, pedagogical training, and peer support. There are many forms of continuous professional development (CPD) of a pedagogical nature for HEI teachers, such as communities of practice that collect and share class resources online and solve problems together (Macaro, et al, 2016; Lasagabaster, 2018; Lo, 2020), networking through practice and research, and SPOCs that "allow the development of educational projects for specific communities, adjusting the contents

to their needs" (Ruiz-Palmero et al., 2020, p.19) among others. This article will focus on a SPOC that was developed for HE teachers teaching content through English to make them aware of the potential of the CLIL approach.

10.2 CLIL AS AN OPPORTUNITY FOR PEDAGOGICAL IMPROVEMENT OF HEIS

Leask (2015) sees the new HE multilingual ecosystem as an opportunity to improve the pedagogical quality of education not only in teaching through English but also through the use of Languages Other Than English (LOTE). This implies learning about how to integrate language and content in the learning context, using classroom instruction language adequately, as well as becoming pedagogically language-aware of challenges students may experience when learning through English in their home contexts and in international settings. While most HEIs are concerned about the proficiency level in English of EMI teachers, linguistic competence may not be the sole factor impacting EMI success. There are pedagogical skills and specific knowledge that needs to be acquired for EMI to be effective. One way to promote these skills is by supporting the continued professional development of HE lecturers in bilingual education and in the CLIL approach, since most HEI teachers will be using a second or foreign language to teach and students will be learning in a second, third or foreign language.

Content and Language Integrated Learning (CLIL) responds to what Valcke et al., (2022) consider to be quality education in a lifelong learning perspective: it is a student-centered approach that can become transformative, while equipping students with the "knowledge, skills and attitudes adapted to meet the changing needs of a globalised world" (p.8).

However, for HE lecturers, CLIL and EMI are not often equated, as there are substantial differences between them in relation to curricular adaptation of existing syllabi in the home language, expected outcomes, and exposure of students to the foreign language (FL) that teachers and policy makers should be made aware of. EMI is mainly a practice in tertiary education and unlike CLIL is not focused on language or rather language is not a formalised objective (Macaro et al., 2016). EMI presupposes that both teachers and students can use English as a lingua franca for the academic purposes of sharing content and learning (Pecorari, 2020). CLIL, on the other hand, is about learning to use a foreign language for those purposes.

CLIL is about using a foreign language or a lingua franca, not a second language. Students will encounter the language of instruction mainly in the classroom, since it is not regularly used in the wider society they live in. The

dominant CLIL language is English, reflecting the fact that a command of English as an additional language is increasingly regarded as a key literacy feature worldwide (Dalton-Puffer & Smit, 2013, p.546).

These authors further highlight that "CLIL teachers are normally non-native speakers of the target language and are typically content rather than foreign language specialists" (Dalton-Puffer & Smit, 2013, p.546).

Wächter and Maiworm (2014) signalled the growth of English-taught programmes in European Higher Education, from 725 programmes in 2001, to 2,389 in 2007 and to 8,089 in 2014. This is one more reason why it appeared important to create a SPOC on CLIL in Higher Education and to conceptualise it from the perspective of the needs of an EMI teacher.

10.3 WHY A SPOC?

Small Private Online Courses (SPOCs) were developed as a reaction to the high dropout rates of Massive Open Online Courses (MOOCs) (Ruiz-Palmero et al., 2020). MOOCs combine audio and video, text, task-based learning and peer learning in a dedicated learning management system (LMS), such as Coursera, EdX and Udacity (Arau Ribeiro et al., 2015) and have a massive global reach. SPOCs were initially created as free courses to be used "locally with on-campus students" (Gielen, 2016, p. 105) to supplement classroom teaching, and thus were restricted to smaller groups of students and mediated by teachers who would control access to the SPOC and monitor student progression. They were therefore also geared toward the needs and objectives of users or participants (Carvalho Junior et.al., 2019). The highlights of any SPOC seem to be the possibility they afford users to access interactive content at their own pace at any time ("anywhere, anytime"), maximise learning materials, such as video lectures or educasts (PowerPoint with video), but also to get immediate feedback on assessment tasks (as most of these are conceived as self-assessment tasks) and have access to discussion fora where students can meet with peers and coaches, thus encouraging independent study and flexible learning paths. As SPOCs tend to be used in hybrid forms of online and face-to-face learning, their dropout rates seem to be lower than in MOOCs (Lu, 2018). The down side of most online learning, as shown by Gielen (2016) is associated with online access and ICT skills; failing motivation and commitment to keep studying on one's own since there is no real contact among participants and discussion answers are delayed in time in the fora.

Despite there not being, as yet a "proper and exact learning model" for SPOCs (Lu, 2018, p.158), the SPOC concept seemed appropriate to what we wanted to

achieve in terms of promoting CLIL to EMI teachers across several HE areas: SPOCs are open courses, with the possibility to control the number of participants through registration and thus this helps to maintain their small scale. They can be used as online self-learning, but also in hybrid learning and they can allow for selection of participants. SPOCs are expected to have high attendance and low dropout rates. They can guarantee certification, which is important for continuous professional development courses for teachers. Lastly, SPOCs perceive participants as "protagonists in the building process of the course since the quality of their experience determines the effectiveness of the educational action" (Carvalho Junior et.al., 2019, p.5), which we deemed particularly appropriate in the context of professional development.

10.4 OBJECTIVE

This article describes a ten-hour self-study small private online course (SPOC): "CLIL for Higher Education", developed by teacher educators from Portuguese and Spanish universities and targeted at EMI teachers anywhere. Our aim is to present the SPOC to a wider audience, while simultaneously critically examining its foundations as well as user reactions over two implementations.

10.5 THE SPOC "CLIL IN HIGHER EDUCATION"

The SPOC "CLIL in Higher Education" would currently fall under the definition of a NOOC (nano open online courses) with less than 20 hours (Ruiz-Palmero et al., 2020). It is not focused on any subject/disciplinary area, as it was designed for HE teachers that know little or nothing about bilingual education, CLIL or learning through a FL or a second language, but nonetheless are using English to teach to an international and home audience of students. Research shows that content lecturers do not see language as their main concern (Pavón Vázquez et al., 2020; Pérez Cañado, 2016; Piquer-Píriz & Castellano-Risco, 2021), so course developers explained every CLIL content-specific and pedagogical concept as clearly and thoroughly as possible.

Although open to anybody through institutional websites for any teacher audience, the number of participants of the SPOC is not expected to be massive as participants are those lecturers currently teaching through English (or planning to do so in the future) for the course to be useful for them. Nevertheless, a heterogeneous HE teacher audience in contrast to a student audience, poses specific concerns related to depth of content presented, the preferred modes of learning and teaching, expected levels of interactivity and preparedness for online communication. Added to this is the time available to dedicate to a course on CLIL in a context of English-taught programmes, as well as the individual position every teacher participant may have concerning the role of online learning.

The SPOC was developed by the Working CLIL research group (https://www.cetaps.com/clil/) in collaboration with colleagues from two Spanish universities (the University of Extremadura (Uex) and the University of Córdoba (UCO) based on common research interests and expertise in training HE teachers in CLIL. The first version of the SPOC was created in 2022 on a Moodle platform, given that this is the Learning Management System (LMS) most used across universities and with which most HE teachers are familiar. The main advantage of using Moodle was the absence of cost of LMS; the disadvantages were the

limitations of official Moodle platforms and the lack of technical support in developing content for the SPOC, besides the time spent by course developers. None of the creators was an expert in online teaching although they had taken some courses in the area, had experienced it and had conducted research into online learning. They had also experimented with Moodle plug-ins and other online learning tools before and during the Covid period, and through funded research projects. They were all language and CLIL experts teaching at Portuguese and Spanish HEIs and experienced in developing continuous development training programmes for peers at their own universities and internationally.

Several continuous professional development courses for HE teachers on CLIL were reviewed in order to develop the present SPOC. Developers also relied on their experience with previous involvement with continuous professional development initiatives for HE teachers and their needs in relation to English-taught programmes and CLIL. Some of the lecturers that designed the SPOC were also involved in two projects at the time (EU-funded INCOLLAB and ICLUEx, funded by the regional government of Extremadura) that were directly linked to the needs of university students learning subject contents in an L2 and in which teaching modules were created to promote their academic skills.

The SPOC aims to support teachers' understanding of the benefits of using CLIL when teaching content in English, to help them identify the linguistic and communicative needs of students who are learning in English and to coach them into learning to use effective learning and teaching strategies that support students in learning English and content in English. It also supports participants' development of learning resources for English-taught programmes, as well as encourages them to reflect on self- and peer-assessment tasks that can be introduced in more active learning-oriented classes. Thus, the central concern was pedagogic.

The length of the SPOC is ten hours, divided into five 2-hour modules that can be approached flexibly in any order. These modules can be studied randomly or sequentially. Each self-study module focuses on specific self-contained content, as described in Table 1.

Table 1. Overview of topics in the SPOC

Module	Content	
0- Introduction	-What is CLIL	- EMI and CLIL
	- of CLIL	- Emerging terms
	-Learning skills	- Practical examples
1- Using English to teach	- Internationalisation of HEIs	- Students on EMI
	- Internationalisation at Home (IaH)	- Linguistic competence
	- International students	in English
	- Using English to teach	- CEFR descriptors
	- Teachers on EMI	- Learning in English
		- Ready for CLIL?
2-What is CLIL?	- What is CLIL?	- EMI and CLIL
	- Faces of CLIL	- Emerging terms
	- Learning skills	- Practical example
3 - Teaching to support English and content learning	- Principles and practice of CLIL	- Adapting teaching and learning strategies for interacting
	- Language *of, for* and *through* learning	- Task and materials design
	- The role of language in learning	- Multimodality
	- Academic language	- Collaboration with colleagues
	- Becoming language-aware	- Peer observation
	- Planning and teaching CLIL lessons	- Advantages and challenges of CLIL
4 - Scaffolding	- Principles of scaffolding	- Selecting and adapting content knowledge
	- What is scaffolding?	
	- Scaffolding in CLIL	
	- Definition of scaffolding	- Prior knowledge
	-Characterising scaffolding strategies	- Breaking materials into chunks
	- Key features of different	- Defining, displaying and

	scaffolding strategies	reviewing content and
	- Scaffolding strategies	language objectives
	- Scaffolding vs. help	- Verbal scaffolding; Text
	- Learning process, content and	scaffolding; Scaffolding
	verbal scaffolding strategies	videos; Scaffolding reading
		and writing
5 -Assessment in CLIL	- First thoughts	- Assessment of CLIL in HE
	- The purpose of assessment	- Assessment strategies
	- Assessment types	- *What, when* and *how*
	- CLIL assessment	- Assessment tools
	- Difficulties & principles	- Rubrics
	- Challenges of assessment in CLIL	- Assessing content

Source: own elaboration

The SPOC is regularly open through the involved HEIs websites (i.e. https://cursos-breves.ipcb.pt/) and advertised through local communication channels, although theoretically any teacher from anywhere in the world is able to access the course upon registration, free of charge, during those periods.

The SPOC uses the HTML5 Package (H5P) plug-in of Moodle to develop interactive content, integrating presentations, texts, video and other multimedia, questions, quizzes with automatic correction, and games.

The self-study format allows participants to engage with the content at their own pace online anywhere. The SPOC adopts a 'learn by doing' approach to CLIL in Higher Education and provides comprehensive materials that focus on the teachers' needs, their learning methods and teaching practices while modelling the use of H5P resources in a Moodle platform so that teachers could transfer this knowledge into their own uses of Moodle with students.

The SPOC is founded on the principle of active learning through the interactivity of learning resources. This interactivity is not based on peer communication but rather on self-correcting Q&A, questionnaires and games on presented content that presuppose that learners prefer to learn independently. Interactivity is also based on multimedia resources and gaming principles as a way to encourage SPOC participants to consider how their own students would react to such resources. The many links to Internet resources support the idea of the participant as an

independent researcher who will follow those links they consider worth exploring for a deeper understanding.

10.6 IMPLEMENTATION OF THE SPOC

Two pilots of the SPOC are presented: the first conducted at the UEx (Spain) in May 2022 as a pilot launch; and the second at the Polytechnic Institute of Portalegre (Portugal) after several technical adjustments were made upon recommendations from the previous implementation.

These two pilots provide examples of the flexible nature of the SPOC both as a self-study resource and as part of a blended course for HE teachers. These pilots were advertised through the university community of HE teachers locally, although at the current time they are being advertised throughout the entire university community from the websites of Instituto Politécnico de Castelo Branco (PCB), Instituto Politécnico de Portalegre (IPP), University of Porto (UPORTO), and Centre for Translation and Anglo-Portuguese Studies (CETAPS).

Given the limited expertise in developing online learning through a SPOC for HE lecturers, the SPOC developers were interested in obtaining feedback from participants. Hence at the end of the SPOC, there was a section on Feedback with three open-ended questions: What is your general feedback on the course? (Q1); which module was more useful? Why? (Q2); Please suggest how you would improve the SPOC (Q3). Thus, during the pilots that will be described below, participants were invited to give their opinion and offer comments on the online course itself and on its content which we hoped would be useful to their immediate teaching context.

In blended learning contexts, additional questionnaires, described in section 4.3., are taken into consideration, as is personal communication with trainers.

10.7 METHOD OF ANALYSIS

The method we used for data analysis was thematic analysis (Brown & Clarke, 2006) to find what the participants considered most useful and what may have constituted constraints to their learning online or about the topic. The thematic analysis is anchored on the following categories for analysis deduced from what Carvalho Junior et al (2019) consider to be essential tenets of any MOOC course and from the questions asked in the Feedback section of the SPOC: satisfaction; usability (in the sense of how

the learning adapts to the needs of users); and user experience (including accessibility). Course setting 1 (UEx)

Context: The SPOC training course "Training for CLIL in Higher Education", as originally designed by the Portuguese and Spanish team of experts, was included in the annual offer of UEx ('Training Plan for the Teaching and Research Staff of the University of Extremadura 2022) as part of its Guidance and Teaching Support Unit (*Servicio de Orientación y Formación Docente* (SOFD) https://www.unex.es/organizacion/servicios-universitarios/servicios/sofd) of continuous professional development for teachers. It was the first pilot of the SPOC before its launch. It was a fully online, self-study course in which the participants received instructions before the start of the course and had a month to work on the modules at their own pace in the Moodle platform in which the SPOC was hosted at the Instituto Politécnico de Castelo Branco. Participants could request technical support for the course at all times via Moodle or email, and ask questions related to SPOC content.

Participants: Fifteen lecturers at UEx (from several faculties, 5 male and 6 female) signed up for the course but four of them could not complete it. These training courses are done on a voluntary basis and teachers usually enrol in all their selected courses at the beginning of the year, when the full training plan is advertised, and sometimes have unexpected commitments that prevent them from following them.

Dates: 3rd - 31st May 2022

Data collected: 11 Feedback questionnaire answers (voluntary)

10.8 COURSE SETTING 2 (IP PORTALEGRE)

Context: The 21-hour SPOC training course "Teaching in English in Higher Education adopting a CLIL approach" was delivered at the Polytechnic Institute of Portalegre (https://www.ipportalegre.pt/pt/2022/11/08/formacao-pedagogica-para-docentes-do-politecnico-de-portalegre/) in a blended learning format organised into 5 in-person sessions (11 hours) and 5 self-paced online modules (10 hours), as detailed in the course structure table below. The F2F sessions were structured to complement the online modules, offering participants opportunities for practical application and deeper discussions with trainers and peers. Complementary English language support workshops (2 hours each) were also provided to participants. Besides the self-assessment exercises/tasks included in the online sessions, lecturers were asked to plan a CLIL module/lesson in their area of work as a final practical application task. The main goal of the activity was to set the ground for creating a CLIL teachers' community of learning, through the fostering of a closer working relationship between content and language teachers. The process was developed through support in individual meetings or small group sessions (depending on the teachers' availability). The module(s)/lesson(s) have undergone several improvements. Given the nature of the task, the deadline to complete it was flexible.

Participants: Seventeen teachers signed up for the course, but only eight attended both the F2F sessions and finished the online modules. The eleven lecturers who did not attend the F2F sessions and/or did not complete those online justified their absence with unexpected professional commitments or overlapping academic schedules. However, they stated their interest in attending the entire training course in a future edition, as they believed it would be more enriching for them to complete both the SPOC and the in-person sessions.

Dates: from November 2022 to January 2023

Data collected: A satisfaction questionnaire, using Google Forms, was sent to all the lecturers who attended the course. The questionnaire aimed at collecting their perceptions about various aspects of the course, including format, content, teaching materials, and the trainers. Participant responses made clear both the key strengths and areas of improvement for this training course. The questionnaire was divided into two broad sections. Section 1 focused on the training course format. Lecturers were asked to rate the overall format using a scale ranging from "Very Good" to "Poor", and to provide feedback on the adopted blended approach, and on the advantages and disadvantages they perceived in this type of format. Section 2 was divided into three parts. Part 1 inquired about the content of the training course

(SPOC and F2F sessions). Participants were asked to rate the relevance of the content of the SPOC and F2F sessions to their individual teaching contexts and needs. In Part 2, questions focused on assessing the effectiveness of the course teaching materials in achieving the Intended Learning Objectives (ILOs) of the training programme, namely its adequacy, diversity, adaptability, and ease of use. Finally, in Part 3, lecturers were invited to evaluate the trainers' performance across several dimensions, including organisation, enthusiasm, ability to inspire interest, use of teaching strategies, clarity of explanations, responsiveness to questions, and willingness to provide support. Lecturers were also encouraged to share their aspirations for using the knowledge and skills acquired through the training in their future teaching practices.

10.9 RESULTS OF IMPLEMENTATION

The results of the two implementations are described in the table below.

Table 3. Satisfaction, usability, and user experience (including accessibility) in the two implementations.

Satisfaction	Usability	User experience (accessibility)
Course 1 (no. of answers: 11 in SPOC open-ended questions (Spain)		
Heterogeneous audience with mixed reactions in terms of the satisfaction they got from the SPOC: from very positive and enjoyable, clearly organised and well-structured to 'arid', not practical enough and not clear for one or two participants, although positive for the majority. **Communication with the target audience**: The academic language used was considered by one participant to be too field-specific and not adapted to communicating to a heterogeneous audience; while one participant deemed it of high scientific quality. Organisation of content: One participant claimed that some practical tasks seem unconnected to the theoretical explanation; and another participant complained about his/her inability to understand the fundamentals what s/he should learn about CLIL in higher education. Other participants stressed how they could find useful tips for their practice and how some modules are conducive to reflecting on their own experiences (i.e. 3 and 5). One participant claims that content could be expanded. **Pedagogical-technical**	**Topic "CLIL in Higher Education"**: The topic is considered of interest and pertinent, even relevant for future studies at university. **Resources & materials:** The materials (videos) are considered usable, although one participant claims that a pdf with the whole content of the course (a manual) would be useful. **Pedagogical insight:** One participant claims that the SPOC is useful from the pedagogical perspective, while another complains that some modules are of interest only for pedagogues. **Content usefulness:** For some participants all modules are useful, while for others specific modules are more useful. Examples: modules O and 2 are useful to understand what CLIL is or because they are more generalist and introductory; module 3 is useful to promote language awareness and to understand the multiple diverse ways of integrating content and language; module 4 is useful for learning practically about scaffolding; and module 5 is useful for the practical examples which enable participants to transfer knowledge about assessment across disciplines. Some modules are seen as more useful because there is a self-identified need in the topic addressed	**Navigation problems (user-friendliness):** Not possible to enlarge fonts; Not easy to use in terms of moving back and forward; Some measure of frustration in clicking. No progress record; no memory of tasks done from one session to the other. **Unfamiliarity with digital learning environment**: difficulty in finding results to quizzes. **Interactivity**: the SPOC was criticised for the lack of feedback from a trainer and interactivity with peers. **Technical problems**: These problems may be due to the platform configurations, or the digital resources used by participants (i.e.pop up display did not work adequately)

organisation: participants failed to understand some implicit strategies, such as videos that narrated text, creating visual and aural supports, as they thought them superfluous rather than an example of a scaffolding strategy.	in the module. **Outside links:** These were mentioned by one participant as particularly useful. **Expectations**: some participants are clear about their expectations for the SPOC and claim that it should be explanatory and practical. **Recommendations on implementation:** One participant suggested the SPOC should be used as part of a blended learning experience (due to the 'technical language', to get feedback from a trainer; to get feedback from peers")	
Course 2 (no. of answers: 5 in Google questionnaire with closed answers + communication with trainer (Portugal)		
Good to excellent satisfaction rate: Users rate the FTF sessions higher than the online sessions (which range from excellent to good) **Independent work**: Users foreground the possibility of independent work.	**Pedagogical insight**: Users consider they have improved teaching skills. All modules were considered relevant, especially modules 3, 4 and 5. There is a clear devaluation of introductory modules that explain the context of the course and its relevance for users and that present the differences between CLIL and other practices to teach through English. **Resources & teaching materials** are considered adapted to own teaching practice. **Linguistic difficulties:** Some users claim to have experienced difficulties in the English language	**Navigation (user-friendliness):** One challenge mentioned is the user-friendliness of the SPOC.

Source: own elaboration

10.10 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

There are three points that deserve highlighting from the data gathered. The main one is that technical accessibility posed more problems when the SPOC was implemented fully online as a self-study course. This may also be due to it being a pre-trial of the SPOC. Many of the technical problems were corrected (navigation backwards and forwards, progress record, among other navigation features). Although answers to questionnaires are not comparable, the second implementation in the context of blended learning appears to be smoother from the perspective of accessibility. Hui (2021) claims that using a MOOC (or a SPOC) as blended learning combines the advantages of face-to-face education with online learning in a complementary way. Comments gathered on unfamiliarity with digital game-based learning and hard-to-follow subject-specific language point to several problems teachers may encounter if they just access the SPOC as a self-study module on their own as independent learners. Thus, it is recommended that when opening the SPOC, a trainer is available for feedback and that these issues are communicated to users. The monitoring of the SPOC by a trainer in a blended environment may yield higher satisfaction in participants, which is in line with results found by Carvalho Junior et.al. (2019). It is also clear that problems in usability affect the perception of effectiveness of the SPOC (Carvalho Junior et.al., 2019) and the satisfaction of participants. However, Shabani et al. (2020) show that the order in which the SPOC is introduced in blended learning may also affect satisfaction and perceived learning effectiveness. Thus, using the SPOC and then face-to-face learning seems to be the most effective due to the mixture of pedagogies. This may be taken into consideration for future implementations.

The second point is that the Moodle platform and 5HP plug-in used were not familiar to participants and may not have met their expectations for online learning. Multimedia files with sound, text, pictures and video images may not be enough for expected interactivity with trainers and peers. It is true that the latter were developed during the FTF course, but participants might also have expected them in the SPOC as they may subscribe to a constructivist notion of teaching and learning as a social construct. There were plenty of opportunities to practise in the SPOC, but none for social participation and discussion. The SPOC activities were task-based and involved problems-solving, but they did not include collaboration. Interaction and collaboration with peers and trainers in the SPOC might have raised satisfaction levels, eased some frustrations and solved technical problems encountered.

The third point concerns communication with target users and the oscillation between considering the SPOC's academic language either too specific or adequate to the needs of EMI lecturers. Designing a CLIL course for peers in HE is complex

and involves a wide range of variables, such as the audience's linguistic competence, pedagogical background, context, and expectations concerning the role of language in content-based teaching and EMI settings. Another variable concerns CLIL itself as a concept that can be used with "myriad variations" and integrates language, content and the process of learning (Marsh, 2002, p.59). Furthermore, when requiring HE teachers to develop interdisciplinary understanding or an awareness of the role of language across the curriculum, CLIL renders the classroom itself a subject of enquiry (Van Lier, 1996), which many HE teachers may be unwilling to accept. As it is about CLIL, the SPOC makes pedagogy transparent (Coyle, 2007) and it requires participants to construct their own educational theory of practice, to explore their own linguistic, socio-cultural particularities, which can only be done by using pedagogical terms and concepts, and examples from situated practice.

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