

## Teaching International Classes in English

### MODULE ONE

*The module takes place over two half days - 3 hours per half day.*

#### **Session 1/4: The International Classroom and English-Medium Education I**

*Keywords: domestic and international, challenges and opportunities, culture, student-centred approach*

- This workshop positions English-Medium Education (EME) at Università Cattolica within the overall process of internationalisation of the university.
- Participants reflect on their own practice and experience and identify specific challenges and opportunities that the international classroom provides.
- Participants also focus on how EME teachers can leverage what international students bring to the classroom to ensure that the learning experience of both domestic and international students is enriched.

At the end of this session you will be more aware of:

- what constitutes an effective international teaching and learning environment;
- how to engage students in such a way as to create a positive and active learning context.

#### **Session 2/4: Exploring Classroom Strategies**

*Keywords: signposting, scaffolding, eliciting, glossaries, pace of delivery, focus on form, multimodality, functional language*

One of the challenges for the EME teacher is being able to communicate knowledge in another language without missing out important content. This may involve making changes to the way we teach.

- This session identifies strategies for delivering content effectively in English.

- It looks at signposting and scaffolding; the importance of glossaries; the role of visual aids, multi-modality and technology in EME presentations.
- It guides participants in the use of functional language for class management and assessment.
- It also introduces the criteria that will be used to give feedback about the micro-teaching in the next session.

At the end of this session you will be able to:

- draw on practical strategies for more effective EME practice;
- identify appropriate language to facilitate intercultural communication in English.

### **Session 3/4: Micro-teaching**

Participants arrive at the session having prepared a 10-minute mini-lesson on a subject of their choice.

- Participants try out approaches, skills and techniques acquired during the module.
- Using input from the previous workshops and taking the observation criteria into account, participants deliver their 10-minute mini-lesson.
- Informal peer-based feedback will provide the basis for discussion.
- The session leader will provide criteria-based feedback.

This session will give you the opportunity to:

- put into practice alternative ways of delivering lessons suitable for international classes;
- develop reflective practices by considering colleagues' different approaches;
- gain confidence in EME from being part of a supportive peer environment.

### **Session 4/4: The International Classroom and English-Medium Education II**

This final session of Module One brings together the knowledge and experience that participants have gained during the first three sessions and applies it in the context of participants own disciplines or subject areas.

At the end of Module One (this session), participants will:

- be aware of the Good Practice Principles which inform many of the strategies and techniques adopted in international university teaching;
- be able to reflect on and develop their own EME teaching practice;
- understand how to engage students as active learners in an international teaching and learning environment;
- be able to facilitate intercultural awareness and intercultural communication in the classroom.