Teaching in English for Non-Native Speakers (Engineering Sciences)

Learning Outcomes
At the end of the workshop, the participants will:

- know and understand the basic theories of teaching and learning in English as a second (L2) or third (L3) language,
- know the importance of and be able to use discourse markers in the international classroom in order to facilitate teaching and learning in interactive classes, discussions and group work,
- know and know how to use signposting as an important structuring element in these contexts,
- understand the importance of assignment design and be able to formulate assignments adequately for different settings in the international classroom

Contents
- Challenges and benefits of teaching and learning in English in the international classroom
- The international classroom: structuring the introduction, the main part and the end of an interactive class held in English, using discourse markers and signposting in each of these three parts
- Facilitating discussions and group work in the international classroom
- Formulating adequate assignments for the international classroom
- Dealing with different types of questions and comments from students in the international classroom
- Online resources

Please note:
Attendance for this workshop requires advanced English language skills. It is not an English class.
Methods
Input, discussions, exercises (individually, groups, whole group)

Trainer:
Dr. Donna Drucker
Dr. Donna Drucker has been senior advisor for English as the Language of Instruction at Technische Universität Darmstadt since October 2016. She teaches a wide range of English writing and speaking courses for learners from the bachelor’s degree level to the professor level (various disciplines: humanities, social sciences, engineering sciences and others). She publishes in the areas of EMI pedagogy, modern history, and gender studies.