

# Workshop

## The international classroom

5.1.2e

5.1.2e

@iclon.leidenuniv.nl



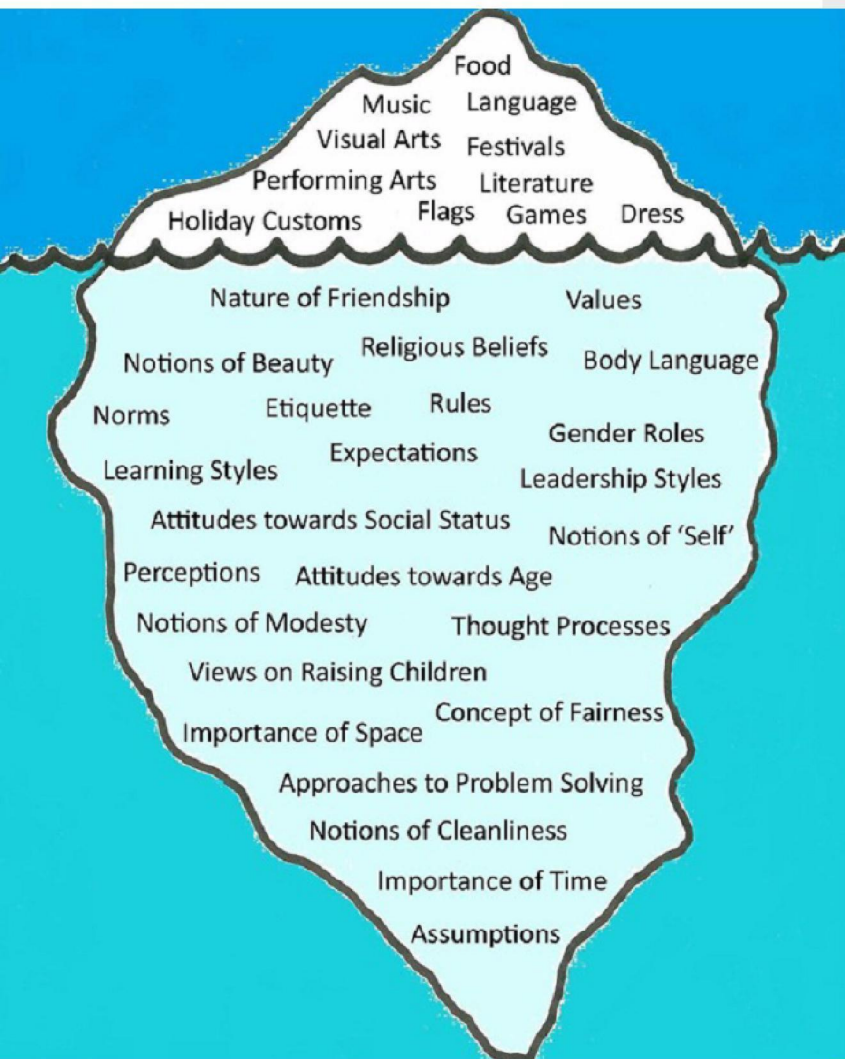
Universiteit  
Leiden  
The Netherlands

# ICLON

# Programme

- Culture?
- The international classroom?
- Managing expectations
- 10 places to be international
- Dealing with language

# Culture?



Cricket: Fielding positions for a right-handed batsman



## LEGENDS

- Mandatory fielders: Bowler and Wicket-keeper (WK)
- Traditional primary position of the region
- Variations of / additions to the primary position
- Umpire (U) and Square Leg Umpire (Sq L U)
- Batsmen - Striking (S), Non-striking (NS), Runner (R)
- Approximate regions
- 30-yard circle
- Boundary

## GLOSSARY

- Short: nearer batsman
- Silly: very near batsman
- Deep: further from batsman
- Wide: further from line of pitch
- Fine, straight: nearer line of pitch
- Square: near(er) line of batsman's crease
- Backward: behind batsman's crease
- Forward: in front of batsman's crease

# The international classroom?

- Including international/ intercultural *content*
- Including international/ intercultural *contact*
- Developing intercultural engagement and cross-cultural communication skills

Added value for the students?



“the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program of study”.

The curriculum includes the formal, informal and hidden curriculum; everything that shapes the student’s learning experience (Leask, 2015).

# Differing expectations and experiences

- Roles & relations
- Teaching methods
- Assessment methods
- Grading system
- Plagiarism

# 10 places to be international

The learning outcomes you design

The topics you cover

The case studies you use

The problems and issues you pose

The reading lists you set; resources you use

The guest speakers you invite

The places you send students for placements or fieldwork (and what you ask them to do when they arrive)

The data sets you use

The equipment you use / make students' use

The assessment tasks, the assessment criteria

# Dealing with language

- Learning in English  $\neq$  Learning English
- Simplify
- Set rules
- Shared responsibility
- Create vocabulary list
- Be careful with abrv and sayings
- Identify key words to read prior to lesson
- Check if content is understood
- Paraphrase students
- Use visual support
- Record lectures





## Lost in translation



### WHAT AN ANGLOPHONE SAYS

### WHAT AN ANGLOPHONE MEANS

### WHAT A DUTCH PERSON UNDERSTANDS

How are you?

Hello

He wants to know exactly how I am feeling and I have to give an accurate and truthful answer

Correct me if I'm wrong

I know I'm right, but

She is unsure of what she is saying

That's not bad

That's quite good to very good

That's mediocre at best

Perhaps you would like to think about...

I would really suggest you think about this

A suggestion but I can do what I like

I was a bit disappointed that

I am quite upset with you

Not really important

Please think about that some more

Bad idea, I urge you to reconsider

They like the idea!

That's interesting

I might be mildly interested

They're impressed

You must come for dinner sometime

Just being polite (not an invitation)

I will receive an invitation very soon