

## **EMI Professional Development Programme for Fudan University**

Sessions 2, 4, 6, 8  
Seminar and Discussion

### **Session 2 Listening in EMI lectures**

1. Do you think the listening problems are also experienced by your students? How do you solve them?
2. Do you think the listening strategies are also used by your students? How can you facilitate their use of strategies?
3. Apart from listening strategies, what do you think you can do to facilitate students to turn the teacher input into intake (knowledge) and therefore output (performance in assessment)?

### **Session 4 Promoting interaction**

1. To what extent do you think your lectures are “interactive”? How much do you talk and how much do your students talk?
2. Which strategies or instructional activities do you think are suitable for your lectures? How would you employ them in your future teaching?
3. How would you revisit your lesson design and instructional activities to make your lectures more interactive and student-centred?

## Session 6 Intercultural communication

1. Can you talk about some examples of your interpretation of students' behaviour? Do the others agree with your interpretation? Do you think the students may have different underlying intentions in their behaviour?
2. To what extent do you think you understand the cultural backgrounds of your students? Is there something you have learnt from your interaction with them?
3. What would you **change** and what would you **not change** in your teaching and learning (e.g., classroom interaction, lesson materials, and assessment practices) so that it fosters intercultural communication? (Note: Mutual understanding of different cultures, **not only** following others' cultures)

## Session 8 EMI assessment

1. Reflect on your assessment design and practices. What assessment strategies do you use most often? Do these strategies align with your course learning outcomes?
2. Have you noticed language barriers that students may encounter when doing the assessment tasks in English? How did/would you help them?
3. How would you interpret assessment data to inform teaching and provide feedback for students?