Teaching and learning through foreign languages: benefits, challenges and misconceptions OeAD Bologna Tag, 20 March 2024 Karen M. Lauridsen, Aarhus (DK) Affiliated faculty, Centre for Higher Education Internationalisation, Milan (IT)

Agenda
 Points of departure: Internationalisation of Higher Education & Internationalisation of the Curriculum at Home
 Internationalised learning opportunity for all students
 Teaching and learning through foreign languages – what are the implications in Austria?

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Points of departure

[Internationalisation of Higher Education is] the intentional process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.

(De Wit et al. 2015:29)

Internationalisation of the Curriculum At Home

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A misconception loHE does not only comprise programmes taught in English (EMI); any language may be the language of instruction. Any HE programme may be internationalised, irrespective of the language of instruction.

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An internationalised learning opportunity for all students

[is] an opportunity for all students, irrespective of their provenance, to learn in an HE setting together with their peers. The alignment of the content to be learned, the teaching and learning activities, and the assessment forms applied will allow all students in the cohort (i) to meet internationalized intended learning outcomes and (ii) to develop international and intercultural graduate attributes as discipline-specific or generic competences and skills. With these key factors in place, an internationalized learning opportunity may develop into a learning experience for all students, not only those who are mobile.

(Lauridsen, 2020:209)

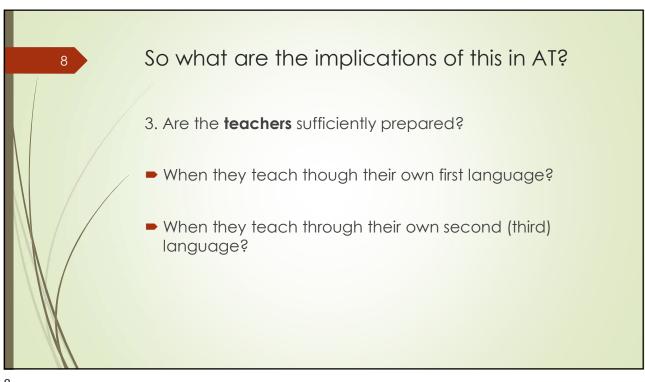
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So what are the implications of this in AT?

- 1. All students learn through English or German.
 - The language of instruction may be their first or second language.
 - The benefit: All students have the opportunity to (further) develop their language and intercultural communication skills during their studies.
 - The challenges: All students need to have the sufficient and necessary language skills to successfully complete the programme OR provisions should be made for them to develop these skills.
 - The work load may be severe if the language enhancement activities are added to a full ECTS scheme.

So what are the implications of this in AT? 2. Are the **provisions in place** so that the students are given the opportunity to develop their language skills? Integrated into the curriculum? In separate (discipline spedific) language courses? Languages for Specific Purposes? Through collaboration between disciplinary content teachers and language teachers (two teachers in the same module)?



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So what are the implications of this in AT?

4. Are the **teachers** aware of how they may help their students learn though a foreign language?

E.g.

- Do they speak in a pace that students are able to follow? Use clear signposting?
- Do they provide sufficient visual support when they speak?
- Do they consider their students language needs in their didactic choices? Organise adequate learning activities?
 - Study groups; develop discipline specific glossaries; etc.

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So what are the implications of this in AT?

- 5. Do the **teachers** themselves have the sufficient and necessary language skills to teach through their second (third) language?
- If not, does the HEI provide language support?
- Does the HEI provide pedagogical support / continuing professional development?
 - ■See e.g www. EQUiiP.eu



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