**CATT Hybrid Program (100 hour)**

**Program and course descriptions, Goals, Objectives and Outcomes**

**Program description***:*

The 100-hour CATT course is designed to assist current content area teachers (trainees in this program) from a variety of disciplinary backgrounds in the process of transition to English Medium Instruction (EMI) in their content area.

It includes classes on English Medium Instruction: Theory and Practice (to use past EMI cases and research to create a “Best Practices in EMI” manual for trainees’ own use), Teacher Reflection (with specific treatment of being a Non-Native English Speaking Teacher in English, Observations (to learn about purposes, goals and protocols of class observation), Materials Modification and Development (to allow teachers to scaffold possibly difficult materials, likely designed for native speakers of English), Assessment (for a clear understanding of general assessment practices, as well as the difference between content and language assessments), SLA Theory (to allow participants to have a realistic understanding of their and their students’ language acquisition) and a Practicum (to expose trainees to teaching methods relevant to EMI, as well as allow them to apply knowledge of these methods to their future teaching).

This program seeks to ease the transition to EMI, as well as to facilitate effective future EMI instruction. Trainees who complete online class activities, attend face-to-face classes, complete in- and out-of-class activities, and submit a portfolio with a final self-reflection will receive 100-hour CATT certificates.

**Program Goals**

To ease the transition from content area teaching in Portuguese to English Medium Instruction (EMI) and facilitate learning how to effectively teach content in English.

**Program Objectives**

* To address pedagogical needs of trainees (with classes on EMI theory and practice, reflective pedagogy, assessment, observations, and a practicum)
* To address methods of scaffolding English materials written and designed for native speakers (with a class on materials modification and development, as well as examples in our materials throughout all modules)
* To address linguistic needs of trainees as L2 English users themselves and as teachers of L2 users of English (through information about second language acquisition, and L1 Portuguese L2 English specific language issues)

**Learning Outcomes**

At the end of the CATT course, trainees will be able to:

* Apply information from EMI cases and research to their own circumstances to create a “Best Practices in EMI” manual for their situation
* Modify and develop materials to help their students manage English-language content
* Use observations and other tools to reflect on their teaching practice, create lesson plans and demonstrate effective EMI lessons
* Create effective assessments and rubrics
* Understand basic theories of second language acquisition, and apply them in their context to create realistic language expectations for themselves and their students