

TEACHING PRACTICE RESOURCE PACK FOR INTERNATIONALISATION



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The Teaching Practice Resource Pack for Internationalisation contains a set of Tasks that were designed by the O3 output team following the production and internal publication of the TEFE Framework.

Each Task listed below corresponds to one of three competences: Intercultural Communicative Competence (ICC), Professional Teacher Competence for Internationalisation (PTCI), or Global Civic competence (GCC). It should be noted that there are crossovers between and among these competences.

Each Task is suitable for self-evaluation. Some of the Tasks refer to either group interaction or group reflection, or both. It is recommended that where possible, group work should be adopted, particularly in teacher education programmes.



INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC)

ICC Task 1: Cultural Awareness

"I noticed that the teacher gave orders rather than asking questions and I wondered if it is a cultural norm because I found it rather authoritative."

(observation of a student teacher of English after classroom observation abroad)

Part A

Individual reflection

Think back to either a class you observed or a class you taught. Identify something that happened during one of these classes that was culturally unexpected or inappropriate for you. Then answer the following questions:

1. What happened?
2. Why was it culturally unexpected or inappropriate for you?
3. How did you or the teacher you observed deal with the behaviour or the situation?
4. How did you feel when it happened? Why?
5. Is there anything else that could have been done in the situation? If so, what difference would it have made?
6. What did you learn about yourself from the experience?
7. Will you change [Have you changed] your teaching practice because of this experience? If so, how?

You can use the following questions to conduct self-evaluation of your responses in addition to the Candidate self-assessment in the TEF Framework:

Is there any evidence of reasoning in my responses?

Am I able to consider alternatives and the implications these might have on future classroom interaction?

Have I made any connection between what I experienced and classroom practice in general?

Have I supported any of my explanation with evidence from scholarship?

Part B

Group reflection

1. In your transnational groups discuss the responses you each gave in Part A. Compare and contrast your views.
2. What will you individually take away from the discussion in your group?



ICC Task 2: Language awareness

Which of the following would you consider the most serious errors and why?

1. An international student stops a woman on the street and asks,
Tell me where is the library.
2. Two learners are talking about their last holiday.
 - A. For my holiday I have gone to Spain.
 - B. Where to did you go?
 - A. To Barcelona.
 - B. Did you like?
 - A. Yes it was greatly interesting.
3. A student sends an email to his teacher about homework. This is how it starts:
Hiya dude
4. Two students are chatting after class:
 - A. *I will going to library now. Will you coming?*
 - B. *No I going shopping.*

Reflection

- a) What was your initial reaction to the learners' utterances?
- b) How would you categorize the errors?
- c) Did the task help you to consider your own approach to teaching speaking?
- d) Do you prioritize accuracy, fluency, or appropriacy?
- e) Can you suggest activities to help students avoid what you identified as the most serious errors?



ICC Task 3: ELF (English as a Lingua Franca)

ELF (English as a Lingua Franca) is now widely recognized as a variety of English, used in communicative contexts by speakers who have different first languages. Speakers exploit and adapt the English language in different ways to suit communicative needs, and this often leads to the use of non-standard forms. Understandably, this Task also relates to PTCL.

Jenkins (2009) lists some commonly used ELF lexis and grammar features in an online resource (http://www.jacet.org/2008convention/JACET2008_keynote_jenkins.pdf). A few of these are shown below, together with some questions for you to consider – from the perspectives of both English user and teacher of English.

- A shift towards common meanings of false friends, e.g., “actually” (meaning “in fact” in BrE) being used to mean “currently” in ELF
- Novel use of morphemes, e.g., “angriness,” “touristic,” “importancy,” “smoothfully”
- The use of invariant question tags, e.g., “isn’t it?” at the end of a sentence to confirm or emphasise what is being said
- A shift in preposition use, e.g., “discuss about” instead of the standard without a preposition
- The transformation of uncountable nouns to countable, e.g., “informations,” “advices,” “staffs,” etc.

Individual reflection

1. Do you recognize any of these features in your own use of English?
2. Would you consider these features errors or skilful use of linguistic resources?
3. Which, if any, would you correct, if used by your learners?



PROFESSIONAL TEACHER COMPETENCE FOR INTERNATIONALISATION (PTCI)

PTCI Task 1: Vocabulary Explanations

"What are pigeons?"

(learner's question observed during a classroom observation)

Both as teachers and general communicators in international contexts, we are likely to be asked to provide spontaneous vocabulary explanations, and this can prove tricky for both international teachers of English and for non-teaching English native speakers.

Here are some answers from native English speakers to the above question:

1. They're eh big birds.
2. They're disgusting.
3. They're rats with wings.
4. I'd find a picture on my mobile and show them.
5. They're small, grey birds. You find them in London.

- a) Which of these answers would be most or least helpful for learners and why?
- b) Which answer(s) do you think was given by a teacher and why?
- c) What would your answer be?

Now list at least 4 different ways in which you could explain this vocabulary item.

Choose which strategy you would prefer to use and state your reasons.

Individual reflection

What did you learn from doing this task?

Did it raise your awareness of the range of vocabulary teaching approaches?

How confident do you feel about being able to provide spontaneous vocabulary explanations?

Transnational group reflection

1. Share and discuss your responses to the task.
2. Share any experiences you have had of giving spontaneous vocabulary explanations.



PTCI Task 2: Classroom Interaction Patterns

The IRF pattern of interaction, as seen below, is extremely common in language classrooms, with the teacher **Initiating**, the students **Responding**, and the teacher giving **Feedback**.

Below is how one course book presents an activity to talk about experiences. Read it and then read the classroom interaction that might arise while using this activity. T stands for the teacher; S stands for student.

Experiences

You can use the present perfect to talk about people's experiences. Work in pairs or in a small group. Ask each other some questions. You can answer:

No, I haven't Yes, I have

and say when. (Be careful! Use the Past simple.) For example:

Have you ever eaten snake meat? – Yes, I have. I ate it yesterday.

Have you ever been to America? – Yes, I have. I went last year.

(From: *Explorer* (1992) Burlington Publications Limassol Cyprus)

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|----|---|--|
| 1 | T | Now I'm going to ask you some sentences ok. I want you to give me |
| 2 | | some answers |
| 3 | | Have you ever seen a ghost? Anna? |
| 4 | S | No |
| 5 | T | <u>No I haven't</u> |
| 6 | | Have you ever walked 50 kilometres? Mick? |
| 7 | S | Eh yes |
| 8 | T | <u>Yes what?</u> |
| 9 | S | Yes I have |
| 10 | T | <u>Yes I have. Have you ever broken an arm or a leg? Jenny?</u> |
| 11 | S | No I haven't |
| 12 | T | <u>No I haven't – and I hope you'll never do that. Have you ever</u> |
| 13 | | <u>baked a cake? Linda?</u> |
| 14 | S | No I haven't |
| 15 | T | <u>No I haven't</u> |

(@Morris-Adams)

- Can you identify the IRF pattern here? Put **I**, **R** or **F** by the respective lines.
- What are the role and effects of the teacher's feedback in the underlined parts of the extract?
- What do you see as the positives and negatives of this classroom interaction?
- If you were to use this activity, what, if anything, would you change?
- If possible, record yourself and explain how you would employ this interaction pattern.



PTCI Task 3: Use of L1 and L2 in the Language Classroom

The extract below comes from a Japanese class in which one of the authors was one of the learners, and the exchange was noted down as it happened. The focus is on the practice of the present perfect, and students take turns asking each other a question, with the teacher nominating both the student who has to ask the question, and the student who has to give the answer. The learners had already been drilled on acceptable answers in Japanese: *Yes I have* and *No I haven't*. The first (Japanese) sentence translates to *Have you ever knitted a sweater?* T stands for the teacher; Ss stands for students.

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|----|------|--|
| 1 | Mary | <i>Seta o anda koto ga arimasu ka?</i> |
| 2 | T | Joe? |
| 3 | Joe | Can I say I've knitted a <u>square</u> ? |
| 4 | Ss | (Laughter) |
| 5 | Joe | It took me ages |
| 6 | Sam | What was it for? A scarf for your doll? |
| 7 | Ss | (Laughter) |
| 8 | Ann | I remember at school we had to knit a scarf; I could never get it right, and my brother had to finish it for me. |
| 9 | T | (Explains <i>square</i> in Japanese, writes sentence on board) |
| 10 | Joe | I think I'll just say <i>No I haven't</i> |

(@Morris-Adams)

Reflection

- a) What is the effect of Joe's utterance in line 3?
- b) What is your view of the teacher's response in line 10?
- c) How would you interpret Joe's final comment in line 11?
- d) When, in your opinion, is it OK for students to use L1 during classroom activities?

PTCI Task 4: When Students Are Asked to Read Out Loud

- a) What is your reaction to the comment below?

"I noticed that the teacher made students read out loud and answer questions concerning what was read and I thought that I would never do this because reading out loud is only for pronunciation. Students are often not focused so they have no idea what they are reading. The rest of the class had nothing to do." (student teacher's reflections following a class observation in a school in Europe)

- b) Have you been in a language classroom where you were a student and were asked to read out loud a piece of text? Please reflect on your experience, e.g., How did you feel at the time? Why did you feel that way?
- c) Have you been in a language classroom where your classmates were asked to read a piece of text out loud? Reflect on your experience, e.g., What did you do when they were reading the text out loud? How useful did you find it?
- d) In your opinion, why do some teachers ask students to read a text out loud?



PTCI Task 5: “A Boring Lesson”

a) What is your reaction to the comment below?:

“I noticed that the teacher said ‘today we will do grammar; it is gonna be boring’. I will never do this because even my mood dropped.” (student teacher’s reflections following a class observation in a school in Europe)

b) Why do you think the teacher may have made this comment at the start of the lesson? Is it useful in any way? Please give your reasons.



PTCI Task 6: Teacher Roles

What does the comment below highlight in terms of teacher roles? Do you agree with the author?

"I noticed that the teacher maintained some boundaries/some space from the pupils and I will take away how the teacher managed it because I think the teacher should be pupils' friend but also the authority." (student teacher's reflections following a class observation in a school in Europe)



PTCI Task 7: Good Vibes in the Classroom

Here are some comments from two student teachers following classroom observations:

"The most exciting experience for me has been to see how one teacher was really appreciative of their students because it spreads a good vibe and provokes a supportive and pleasant learning atmosphere."

"I noticed the atmosphere was open and friendly and I will take away that good relationships and safety are key to develop confidence and skills quickly. They enable the pupils to have fun and express their opinions freely."

- a) What are some ways in which a teacher can show their learners that they appreciate them?
- b) What are some key considerations to ensure a positive learning experience in a language classroom?
- c) In what ways does a positive learning experience contribute to learner confidence?



PTCI Task 8: Trespassing Boundaries or Talking with the Teacher Like a Friend?

- a) Look at this reflective comment from a student teacher following a classroom observation:

"I noticed that the teacher was like a partner to the students, and I wondered how they would solve a conflict because sometimes it felt that students tried to trespass/ invade?/ test the teacher's boundaries."

What advice would you give a teacher who finds themselves in a situation where the learners trespass boundaries?

- b) Here is a reflective comment from another student teacher who focuses on the teacher being a guide and an equal rather than a strict authority:

"I noticed students talking with the teacher like a friend and I thought they might have a more positive learning experience because they see the teacher as a guide/ an equal rather than a strict authority."

What qualities or attributes is the teacher described in this reflective comment likely to have?



PTCI Task 9: Error Correction

a) How do you decide what errors to correct in the classroom?

b) Here are some reflections from a student teacher following classroom observations:

"I noticed that the teacher did not correct every mistake that the students made and I wondered whether she did that on purpose because I think that the students should know what mistakes they make in order to correct themselves and improve their English."

How would you respond to these reflections? Should all errors be corrected?

c) What are some effective ways of correcting errors? Make a list.



PTCI Task 10: Advancing One's Own CPD

- a) What kind of local and national opportunities do you seek out to grow personally and professionally in areas where you feel you may be weak? Please list them.

- b) What kind of international opportunities do you seek out to grow personally and professionally in areas where you feel you may be weak? Please list them.



PTCI Task 11: Collaborating in an International Context

- a) Have you ever worked in an intercultural team? If so, what skills did you develop to work collaboratively?
- b) What challenges, if any, did you experience?
- c) How did you address these challenges?
- d) What would be your contribution in a multicultural team?



GLOBAL CIVIC COMPETENCE (GCC)

GCC Task 1: Reflecting on Principles and Values of GCC

- a) Do you apply the principles and values of GCC (e.g., democracy, justice, fairness, inclusion, equality and the rule of law) to your teaching?
- b) If so, what does this entail? In other words, how do you actively engage in awareness raising of principles and values of GCC in your teaching?
- c) How do you or would you deal with any unexpected behaviour from students or staff who may violate such principles and values?
- d) Have you encountered any such behaviour? What did you do?



GCC Task 2: Ground Rules

"I noticed that the students had the courage to remind the teacher of the ground rules established at the beginning when she broke them and I wondered how the teacher really felt about it because she seemed a bit taken off guard."
(a student teacher's reflections following a class observation in a school in Europe)

- a) What role do ground rules have in the classroom context?
- b) What are some potential rules that could be included in ground rules?
- c) Have you set any ground rules for your learners? If so, what were they? How would you react if a student were to break any of the ground rules?
- d) Do you yourself keep to the ground rules you set?
- e) How would you have reacted in class if you were the teacher referred to in the reflections above?



GCC Task 3 (also relevant to PTCI): Classroom Equality

Some student observers were shocked and annoyed by gender differentiation during one lesson they observed in which only the boys were talking and called on by the teacher, while the girls only spoke once or not at all.

Reflection

1. How would you feel if you were to observe such a pattern of participation?
2. What strategies could you use to ensure that all students have equal opportunities to participate in the learning process?

