



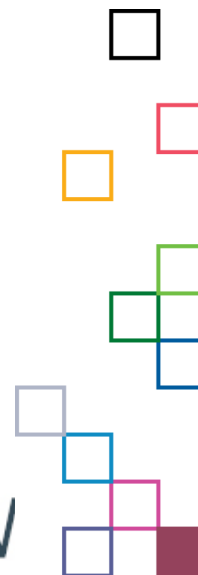
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WYDZIAŁ HUMANISTYCZNY

Mentoring at a distance – using telecollaboration to provide support to student teachers during practicum

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MODELS OF TEACHER SKILLS (GABRIELATOS, 2005)

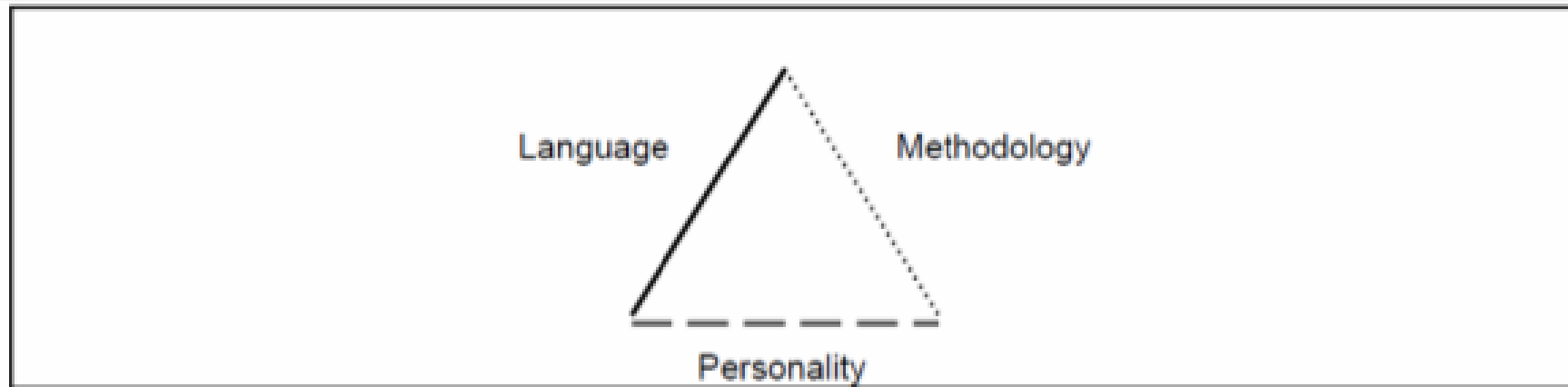


Figure 7.1. Perfect teacher skills

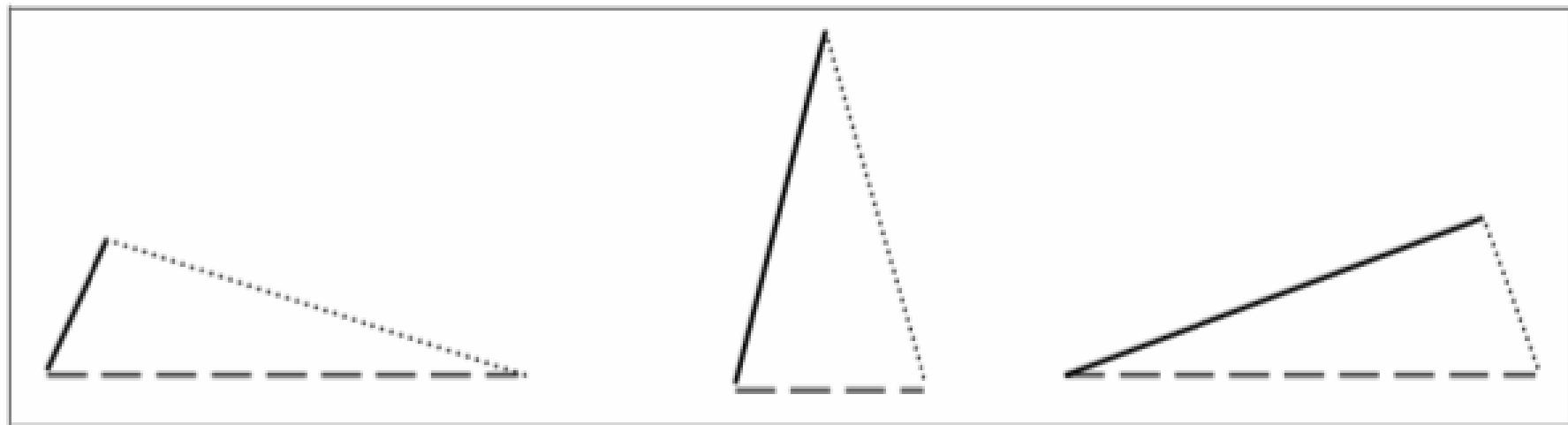


Figure 7.2. More realistic models of teacher skills, with one of the areas much better developed than other(s).

COMPONENTS OF TEACHER SKILLS

Interactive skills

Pedagogical skills

Linguistic skills

Didactic skills

What is missing?

Interculturality –

intercultural skills

multilingual language awareness

pedagogical cultural sensitivity

MULTILINGUAL LANGUAGE AWARENESS (GARCIA, 2008)

MLA should be at the core of all teacher-education programs, integrated throughout the entire training curriculum.

Hélot (2010, 2013) advocates even short introductory efforts to help teachers to make a difference to transform their classrooms into spaces where a plethora of languages and cultures can coexist together.

MLA is crucial for teachers to ensure a more natural and normalised multilingual language use in the classrooms

INTERCULTURAL COMMUNICATIVE COMPETENCE VS. INTERCULTURAL TEACHING COMPETENCE

Byram's (1997) model of knowledge, competence and skills

Little's (1997, 2002) model of learner autonomy vs. Wilczyńska's (1999) idea of teacher autonomy

Kramsch's (2003) idea of third place

Bandura's (2007) concept of teacher as a cultural mediator

Brown's (2000) culturally-sensitive teaching

PROBLEMS FACED BY EIL/EIC TEACHERS (KRAJKA, 2010)

- **methodology related issues**, which are connected with the different philosophies of learning represented by students,
 - What objectives to set? How to present materials?
- **personality-related issues**, including the possibility of difficult teacher-student relations,
 - How to organise classroom work? What kind of response to expect of different Ss?
- **language-related issues**, where students might pretend that they do not understand the teacher
 - How to choose a language norm for the class? Against what to assess Ss?
- **culture-related issues**
 - How to encompass learners from very different cultural backgrounds in mixed ethnic classes?
 - sets of 40 can-do descriptors referring to four areas of teaching English in multicultural contexts:



CONTEMPORARY CHALLENGES FOR LANGUAGE TEACHERS

- increased student mobility and exchange programs
- migrations
- job openings abroad
- the question of standards (McKay, 2003) – monolithic vs. pluricentric model of English
- inequality of access in English learning (Phillipson 1992)
- conflicting attitudes towards English (Pennycook 2003)
- mcDonaldisation of language methodology (*How to Teach* phenomenon)

OBJECTIVES OF INTERCULTURAL LANGUAGE TEACHING (LIDDICOAT, 2011)

„foreign language teaching should involve preparing the learner ‘to fulfill the role of cultural intermediary between one’s own culture and the foreign culture and to deal effectively with intercultural misunderstanding and conflict situations’” (CEFR, 2001)

LANGUAGE TEACHERS AS INTERCULTURAL SPECIALISTS

- Intercultural Communicative Competence as essential for language users to act as **intercultural speakers** (Byram & Fleming 1998), **intercultural diplomats** (Corbett, 2003), **intercultural mediators** (Irishkanova, Röcklinsberg, Ozolina, & Zaharia, 2004), or **intercultural intermediaries** (CoE, 2008)
- **cultural and intercultural awareness** “(...) guarantees **communicative effectiveness** and **confidence in professional performance** which would respect the linguistic, cultural and cognitive characteristics of participants the communicative act of translation” (Małgorzewicz, 2014, p. 6)
- **intercultural mediation** the ability to “(..) understand, explain, comment, interpret, and negotiate various phenomena in the target language culture (...) [which results in] (...) **a shared understanding by people of different cultural backgrounds and identities**” (Irishkanova et al., 2004, p. 101).

CULTURAL RELEVANCE OF APPROACHES AND METHODS (JIN & CORTAZZI, 2011)

- the teaching and learning of central or “major” languages has adopted developments much more quickly than that of “minor” languages
- traditional approaches have persisted longer in most developing areas of the world than in more economically developed ones
- there may be different perceptions of “traditional” methodology for different languages
- L2 learning involves the challenge for learners to go beyond a comfort zone not only into new languages and cultures with new levels of proficiency but also into new ways of learning
- „cultures of learning” - taken-for-granted expectations, attitudes, values and beliefs about successful learning and teaching, about learning/using different language skills, forms of interaction



TELECOLLABORATION PROJECTS IN TEACHER TRAINING

(HELM, GUTH, O'DOWD, 2012, LAMY, 2015)

- Linguistic competence (more expert conversation partners)
 - Cultural awareness (intercultural communicative competence)
 - Digital literacy and techno-pedagogical skills
 - Knowledge co-construal
 - Tandem learning (asymmetrical relationship)
-
- the applicability of telecollaborative projects in teacher education (Guichon and Hauck, 2011; Helm, Guth, O'Dowd, 2012; Dooly and Sadler, 2013; Krajka, Marczak, Tatar, & Yildiz, 2013);
-
- Knowledge co-construal in teacher awareness raising (Bueno-Alastuev. 2014)



TELECOLLABORATION IN TEACHER TRAINING 1 – TANDEM LEARNING (KRAJKA ET AL., 2013)

- project groups consisted of teacher trainees from two partner institutions collaborating online in synchronous and asynchronous modes
- the aim of the study was the exploration of collaborative environments in extending practical training beyond the confines of the classroom
- It was interesting to investigate whether post-practicum reflection of teacher trainees gets added value through the use of intercultural teacher tandems

TELECOLLABORATION IN TEACHER TRAINING 2 – ASYNCHRONOUS EXCHANGE (KRAJKA, 2014A)

- A 3-month study
- Tandems of students from SWPS, Warsaw, and Slovenian ESP teachers
- Ss got divided into 3-4 person groups and selected their own ESP domains (e.g., English for journalists, English for international communication)
- Student groups created their own Moodle courses, teachers were invited to give feedback, evaluate courses and make suggestions
- Partners commented on Moodle forums and wrote individual diary entries

TELECOLLABORATION IN TEACHER TRAINING 3

– ELECTRONIC APPEARANCES IN DEVELOPING ITC

1. Electronic appearances activities appreciated for authenticity, interest, asynchronous communication, real-life touch
2. ECs were criticised for being mainly one-way communication – experts did not have as much time to engage in regular communication
3. STs expected more interaction in ECs, but at the same time complained about overall course workload
4. Competence gap between STs and novice teachers is not too wide, yet fostering interaction
5. Differing expectations of both collaboration parties make it difficult to ensure full success

TELECOLLABORATION IN TEACHER TRAINING 4

LEARNING TESTING IN A TANDEM

- A two-semester study, October 2016-May 2017
- Tandems of students from USWPS, Warsaw (n25) and Mehmet Akif Ersoy University, Burdur, Turkey (n52)
- Both classes participating in a specialised teacher training course of a similar focus – Language testing
- Ss got divided into 3-4 person groups mixed from both classes
- Ss created their own tests (on a specific topic – vocabulary/grammar, receptive skills, productive skills)
- Partners gave feedback on student-made mock exams on how to adapt them to their local contexts
- Moodle forums and journals were used to stimulate in-group and individual reflection



VARIABLES OF TELECOLLABORATIVE PROJECTS

- **project duration** (short-term, mid-term, long-term projects),
- **design** (pre-project, post-project stage, follow-up stages),
- **teacher presence** (varied degree of teacher intervention),
- **learner autonomy** (role assignment, selection of tools),
- **reflection modes** (diaries, journals, TAPs, corpus-based)
- **assessment modes** (self-, peer-, teacher-assessment).

LIMITATIONS OF PREVIOUS STUDIES

- small class size, qualitative data to be processed (a massive corpus collected)
- adding a telecollaborative component to the teacher training module can be an interesting opportunity for knowledge co-construal by partners from different countries,
- however, plenty of obstacles and drawbacks make its large-scale application rather tentative
- for online exchanges to be effective, proper care needs to be put into designing, running and evaluating such activities
- balancing assessment of f2f and TC component might be the greatest challenge

QUALITY PEDAGOGICAL DESIGNS (INTENT - O'DOWD ET AL., 2012-2014)

- chain stories
- photo sharing
- synchronous and asynchronous debates
- culture autobiographies
- information exchanges
- producing travel brochures
- audio postcards
- news reviews
- collaborative brainstorming
- creating a group identity
- collaborative biography writing
- jigsaw reading and speaking
- ethnographic interviews online

MENTORING AT A DISTANCE – AIMS

- Validate the EVALUATE task sequence 1 (exchange information+compare&contrast+collaborate&co-construe knowledge)
- Evaluate the applicability of telecollaborative mentoring in practicum organisation in teacher development
- Find out students' attitudes to common classroom problems from a different national context
- Measure the effect of telecollaborative mentoring on Intercultural Teaching Competence

MENTORING AT A DISTANCE – STUDY OUTLINE

- A 3-month study
- Tandems of students from MCSU, Lublin (Materials Development in ELT), and Mehmet Akif Ersoy University, Burdur, Turkey (School Experience 1)
- Polish Ss got divided into 3-4 person groups and were assigned to 1 Turkish student serving their practicum
- Polish students more numerous and more experienced in FLT methodology
- Partners communicated via their personal channels (no Moodle forums!) and wrote individual diary entries
- Participation voluntary, counting towards the credits for the methodology class, certificates issued upon completion

PROJECT SCHEDULE

- | | |
|--------------------|--|
| 1 March – 30 March | Stage 1 – Information exchange (major theme: Teacher and learners in the language classroom – Reflecting and observing) |
| <hr/> | |
| 1 April – 30 April | Stage 2 – Online mentoring – weekly challenge (a TR teaching problem which PL partners create lesson plans/materials/tasks to improve) – 4 such challenges, one for each week |
| <hr/> | |
| 1 May – 30 May | Stage 3 – Developing materials Lesson plans for both Polish and Turkish schools, with necessary adaptations/suggestions – made only by the Polish groups |

STAGE 1 – INFORMATION EXCHANGE

Task 1 – participants ask each other questions and get to know their partners

questions about students – what is your university like, what is your department like, why are you studying your curriculum, who do you hope to be once you graduate, how is learning English structured in secondary schools,

questions about how their partners view the job of English language teacher in Poland/Turkey – what are the duties, how are coursebooks selected, what is the parents' involvement, what are the best ways of motivating learners, what are the greatest challenges and problems when teaching at this level, what are the best and worst features of coursebooks for that level

how similar/different Polish/Turkish classroom is in terms of teacher role, learner role, ways of students' interaction, using coursebooks or additional materials or authentic materials

STAGE 2 – COMPARE AND CONTRAST (VOCABULARY/ GRAMMAR FOCUS)

Task 1 – weekly challenge – each Turkish student describes 2 problems each week and sends those problems to all the groups of Polish students, Polish students in groups propose solutions (lesson plans/materials/activities), Turkish students apply them next week, they give feedback to Polish partners on how effective their proposed materials/activities/lesson plans were

Task 2 – The partners write a report based on the results of the observations on how similar or different teaching specific aspects is in Turkey and Poland

STAGE 3 – COLLABORATE AND CO-CONSTRUE KNOWLEDGE

Task

groups take materials from stage 2 weekly challenges, put them into the form of properly developed lesson plans+classroom worksheets for learners, submit as a full portfolio (4 challenges times 2 lesson plans, one for a Turkish school, the other for a Polish school)

only for Polish students, Turkish students are already over with the course

VALIDATION OF EVALUATE TASK SEQUENCE 1

- more successful exchange than previous ones due to clearer progression in cognitive complexity: from pure information exchange through compare and contrast to co-construal of knowledge
- previous exchanges proved to be too overloaded with tasks, with teacher control of deadlines, bi-weekly Moodle topics
- the task sequence proved to enable greater autonomy to participants, with them applying their own timing, though there was necessary periodicity of workload (weekly teaching challenge to be advised upon)
- stage 1 provided ample opportunities for ice-breaking, culture-based inquiry, while stage 2 enabled reflection and introspection
- stage 3 was accomplished without Turkish partners (the semester was over in Turkey) – need for a different planning

STUDY FINDINGS - THE PRICE TO PAY FOR VE IN UNI TT

- **Small-scale of the study** - the group of participants went down from 22 to 16 (informed consent and additional work – despite big certificate) to make 4 groups of 4 (to match 4 Ss on the Turkish part)
- **Power distance at Polish universities** – only summative data available in the form of final reflection portfolios
- **Moodle data not available** - teacher autonomy promoted rather than close guidance
- **Asymmetrical exchange** - partner data available in a different form with a different aim
- **Avoidance of over-emphasis on technology** – technology selection up to groups (change from emails to FB groups of their own initiative)

STUDY FINDINGS - TEACHING PROBLEMS FROM A TURKISH CLASS

1. Some students deal with meaningless things during class time.
2. Students refuse to participate in communicative tasks.
3. Shy students need to be engaged in group speaking activities.
4. Cell phones distract the students from their work.
5. Maintaining discipline in class
6. All students need to be activated in lessons with too big classes
7. Students' low proficiency level results in difficulties with understanding the language and avoidance of L2 in an FLT class
8. Ts find it difficult to find attractive yet understandable materials
9. Ss' pronunciation problems blocking instruction in other areas
10. Ts can't get out of the socially-accepted GTM paradigm

STUDY FINDINGS - POLISH STUDENTS' OUTPUT

Authoring observation worksheets

Descriptions of classroom activities

Ready-made teaching packs with photocopiable learner worksheets

Innovative lesson plans

To be analysed and confronted with non-VE students' ones –
interesting findings expected

STUDENT PERCEPTIONS ON APPLICABILITY OF TELECOLLABORATIVE MENTORING

1. We have become more aware of the differences in teaching English in Poland and in other countries, in particular in Turkey. We share our experience with our colleague from Turkey and she also described us teaching English in Turkey. Moreover, we noticed some difference as well as similarities in being a teacher in Poland and Turkey. Additionally, we helped our Turkish partner to establish and maintain discipline in her classroom in the long run.
2. We need to admit that we were impressed with the way the Turkish partner conducted the lessons. We've learnt a lot ourselves while observing him. That was a nice experience and definitely a building one.
3. The differences between teaching specific aspects in Poland and in Turkey are not radical ones and it's really good for us to observe them. We've learnt a lot from the Turkish partner and we can apply his ideas for the lessons in the future.
4. Now we are aware of the fact that Turkish students have problems in learning English due to the differences between Turkish and English grammar.

PEDAGOGICAL RECOMMENDATIONS FOR INTEGRATING TC IN THE CURRICULUM

1. Include a virtual exchange component in the main class syllabus
2. Use F2F class time for stimulating reflection and providing support
3. Adapt to local teacher training culture in the degree of guidance, support and control
4. Analyse timetables and set realistic deadlines
5. Design carefully assessment schemes choosing out of a whole range of techniques
6. Allow different forms and degrees of involvement for the partners, if necessary



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Thank you for your kind
attention!!!

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GREAT THANKS TO

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