

Intercultural teacher identities: Operationalising teacher dispositions for global competence and language engagement for life.

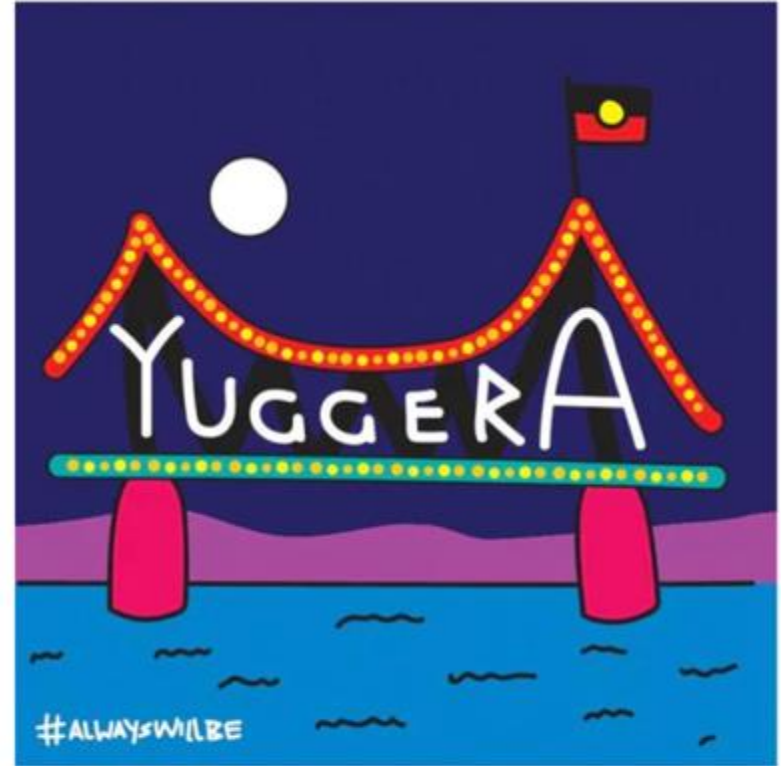
Suzanne Barry

MLTAQ Biennial Conference 2022
Innovative Practitioners, Innovative Practice

Acknowledgement of Country

I'd like to begin by acknowledging that we meet on the traditional Country of the Yugarabul, Yuggera, Jagera and Turrbal peoples.

I pay my respects to Elders past, present and emerging — of these lands and of all the Country from which participants Zoom in today.



Yuggera Country. Courtesy of NITV, 2020.

<https://www.yarn.com.au/>

PhD project overview

My project — Initial teacher education for language specialists: A phenomenological exploration of students' lived experiences of their journey of becoming a languages teacher.

This PhD is supported by the ARC Discovery Project: '*Starting young: early years languages learning in Australia*' (Morgan, Hajek, Lo Bianco and Ellis) 2019 – 2022.

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CONCEPTUAL FRAMEWORK

(Kumaravadivelu, 2012, p. 125)

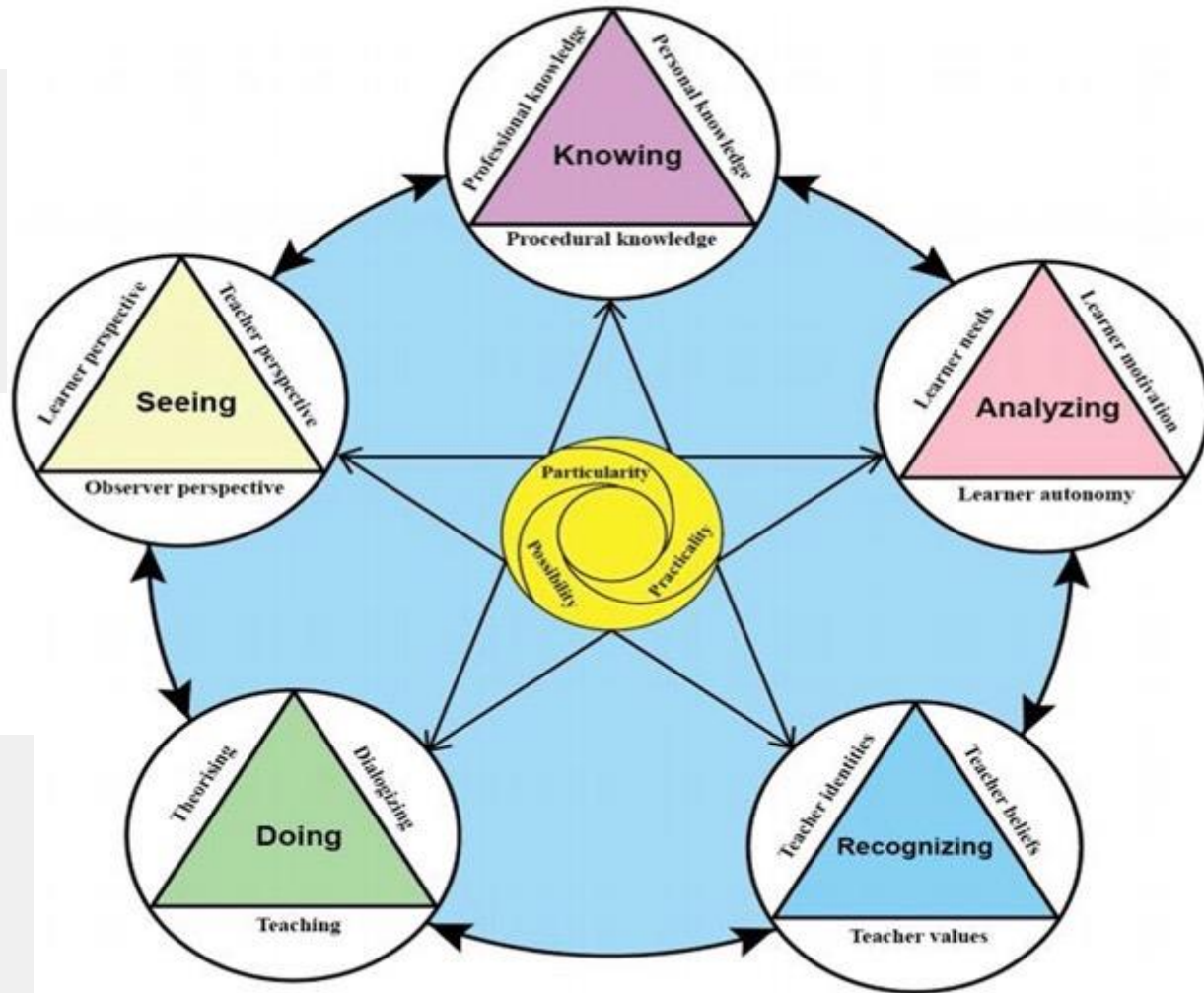
KARDS: A model of capabilities
against which languages
teacher education might be
appraised.



Referencing emerging
themes against these
modules of KARDS...



A set of guiding principles for
key criteria for successful
language teacher education



A rationale for the 'post-' perspectives...

postmodern



postnational



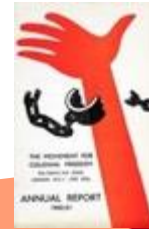
posttransmission



postmethod



postcolonial



Australia's Societal multilingualism



400 LANGUAGES

(ABS, 2016)



**1st & 2nd generation immigrant
and First Nations communities**



**'highly asymmetrical
relations of power... in
'contact zones'**

(Pennycook, 2012; Pratt, 2011, p. 33)

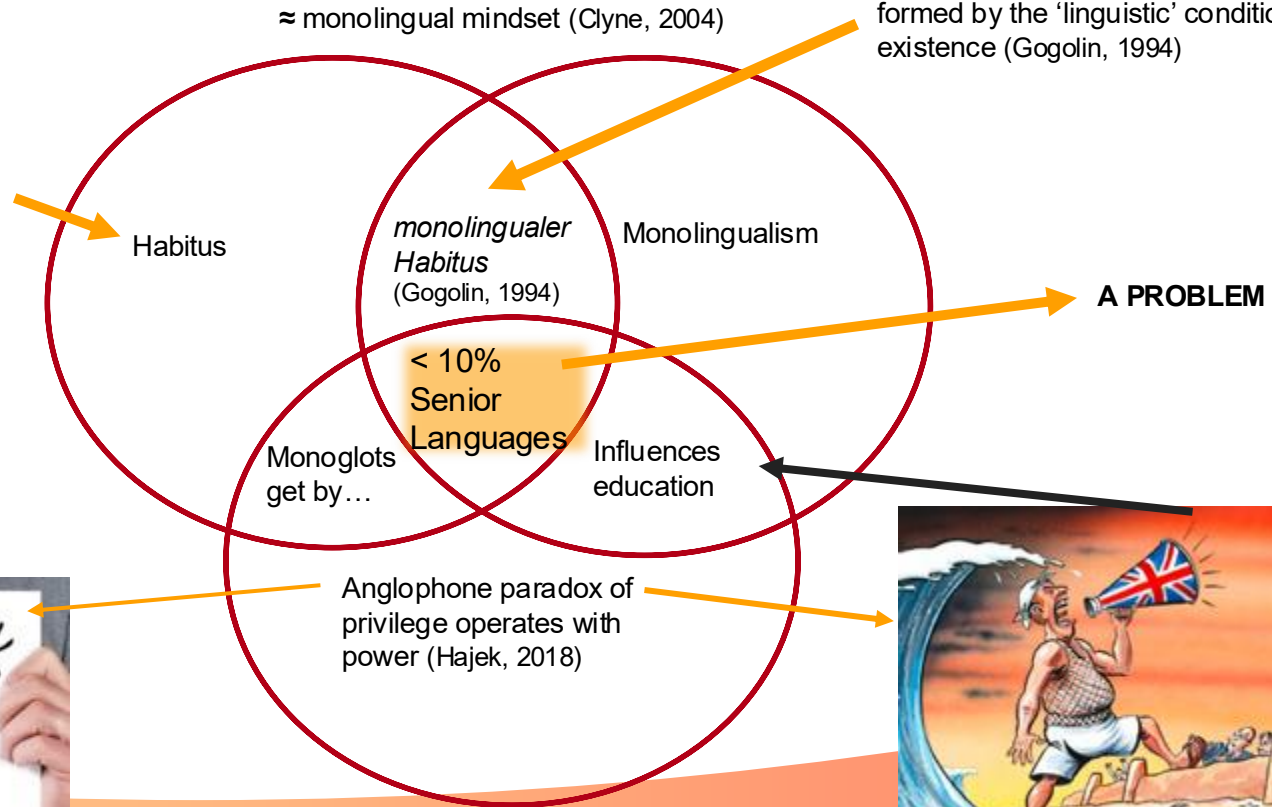
Monolingual mindset

(Clyne, 2004; Ellis, 2006; Pennycook, 1994).

- 'a system of lasting dispositions acquired through past experiences'
- determined by 'material conditions' (Bourdieu, 1977; Glaesser & Cooper, 2014, p. 465)

≈ monolingual mindset (Clyne, 2004)

formed by the 'linguistic' conditions of existence (Gogolin, 1994)





PERSONALISED OUTPUT

Monolingually-orientated Australia

Intense intellectual work
(Salter, 2018)

Developing as a
reflexive
practitioner

GENERAL
TEACHER
EDUCATION

'becoming'



Constructing
teacher
identity

Teacher agency
(principle of
practicality)

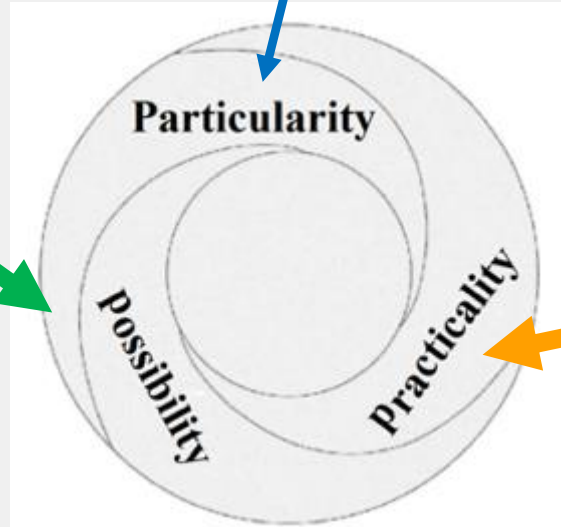
Transformative -
intercultural stance
(Cochran-Smith & Lytle,
1998; Scarino et al., 2019)

Teaching methods vs developing principles

The particulars of the situation: context
(plurilingual country, colonised by English)

**Critical Cultural
Awareness
(Byram, 2021)**

Postmethod principles



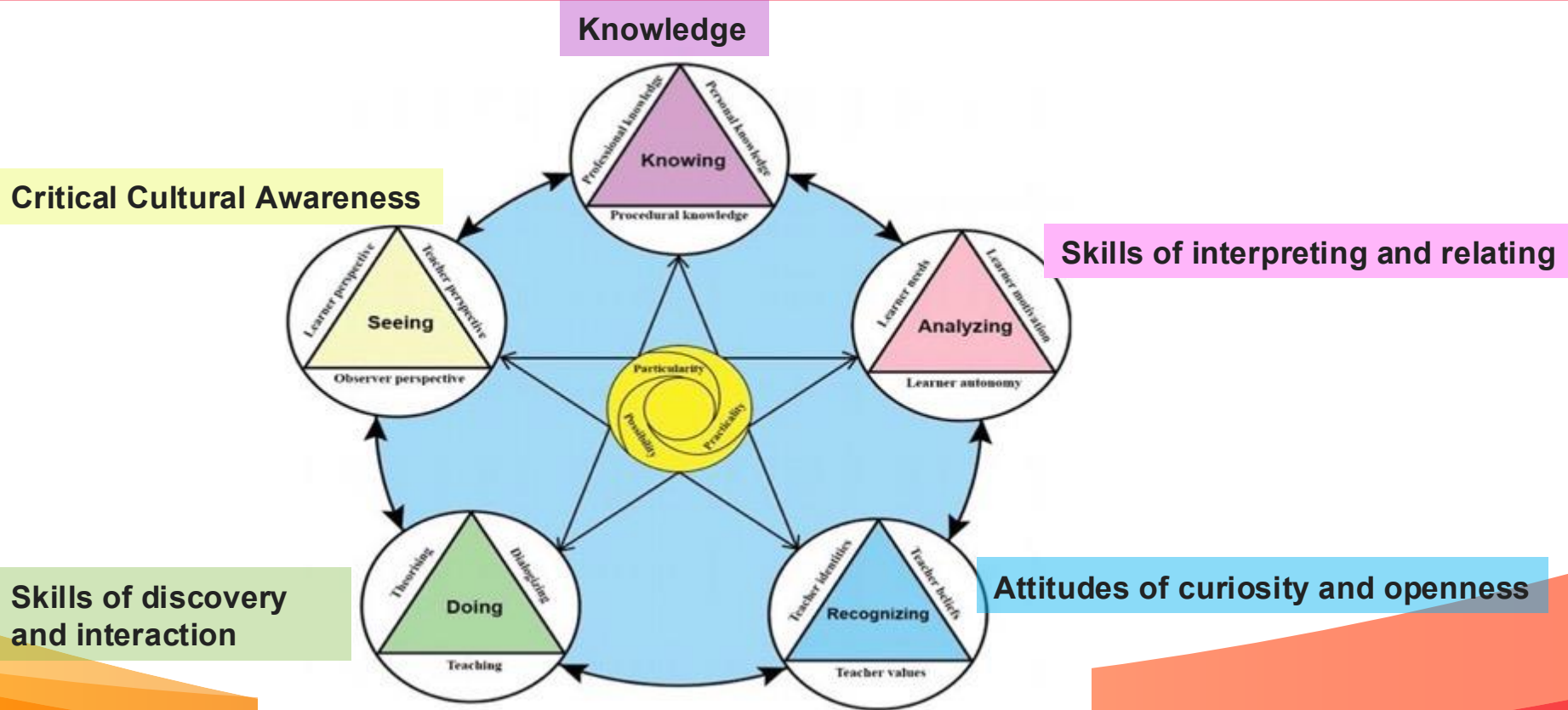
- **Teacher agency in education** (Biesta, 2015; Kumaravadivelu, 2012; Pennycook, 1989; Prabhu, 1990).
- **'inquiry as stance'** (Cochran-Smith & Lytle, 1998).

Byram's (1997; 2021) Model for Intercultural Competence

There are 5 **essential 'objectives'** relating to Intercultural Competence as discussed in Byram's (1997; 2021) model:

- **Knowledge** of social groups and their products and practices in own country and in those with whom they are interacting
- **Skills of interpreting and relating:** Ability to interpret a document or event from another culture, to explain it and relate it to documents or events in their own
- **Skills of discovery and interaction:** ability to acquire new knowledge of a culture and its practices and the ability to operate knowledge, attitudes and skills under the constraints of real time communication when interacting
- **Attitudes of curiosity and openness:** readiness to suspend judgment, disbelief about other cultures AND beliefs about their own
- **Critical Cultural Awareness:** an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in their own and other cultures and countries.

KARDS and Byram's (1997; 2021) Model for Intercultural Competence



The Intercultural Learning Cycle.

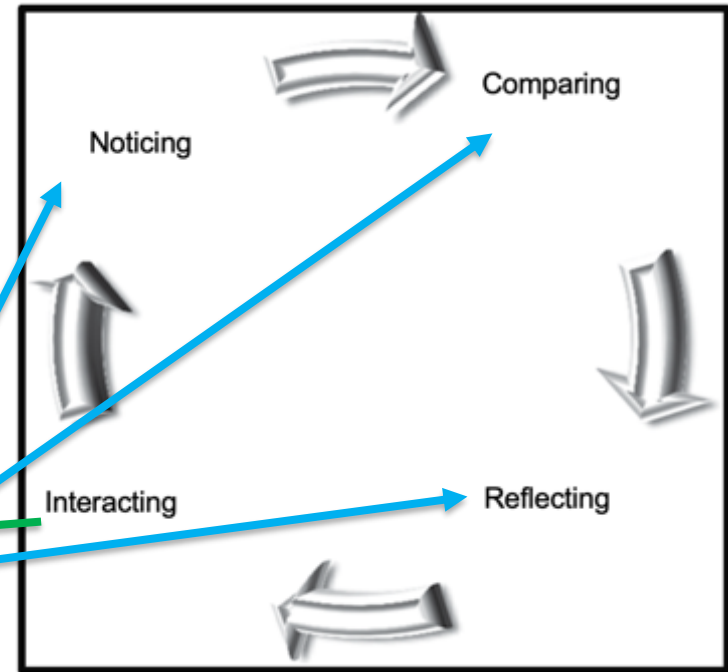
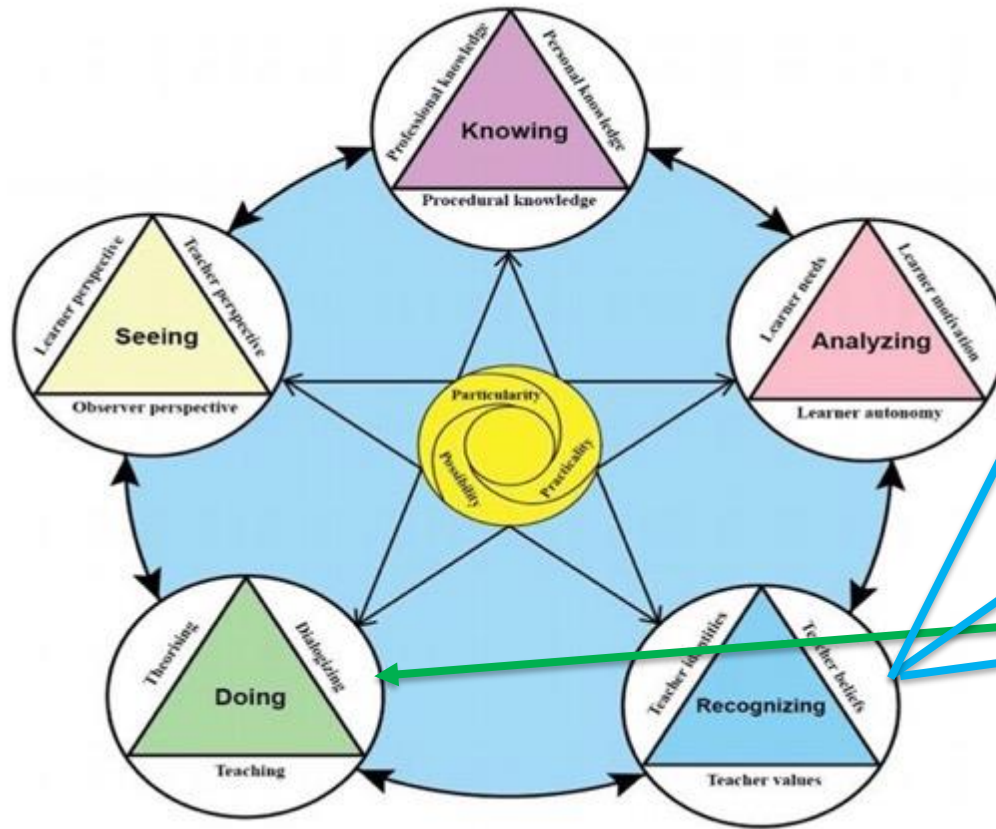


Figure 4.1 Interacting processes of intercultural learning. Source: Scarino, A. and Liddicoat, A. J. (2009) *Language Teaching and Learning: A Guide*, Melbourne, Curriculum Corporation.

- emerged in its current form out of the Intercultural Language Teaching and Learning in Practice (ILTLP) project (Scarino et al., 2008)

INTERCULTURAL EDUCATION

The learner (and teacher)

Activation of 'subjective knowledge that is the turning inward of cultural information through self-reflection leading to enhanced

understanding of the role of culture/language

in the construct of worldviews (one's own and

others) and allowing for conscious positioning

of self when confronting difference' (Crozet, 2007,

p. 6).

The teacher

Intercultural pedagogical

'stance' requires the teacher to

develop and practise the same

intercultural disposition they

hope to develop in students

(Liddicoat & Scarino, 2013; Scarino et al., 2009).

The critical turn?



Expected outcomes of the intercultural approach include a 'repositioning' – this positioning can be negotiated, along with new and different positioning, or perspective – to adapt to, and then 'transform' into a changed lens through which to view the world. (Diaz & Dasli, 2018; Lo Bianco,

2009; Morgan et al., 2018).

Arguably person-centred and focussed on **identity negotiating practices.**



Research question

'How are language teacher programs preparing teachers for the 'intense intellectual work' of intercultural education in a globalised environment?'

Double hermeneutic phenomenology

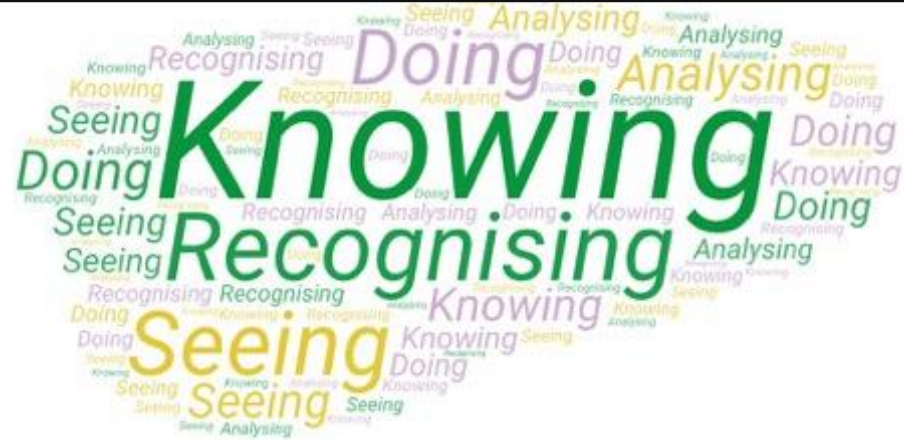
- ‘All description a form of interpretation’ — a process of ‘essence-identification’, mediated through language
- They are ‘making sense’ of their experience while we are talking
- I am making (my) sense of what they say, based on research
- ‘Situated subjectivity’ means my perspective is always there.



WHAT ARE THEY THINKING ABOUT?

L1 SPEAKER, PRE-SERVICE TEACHER

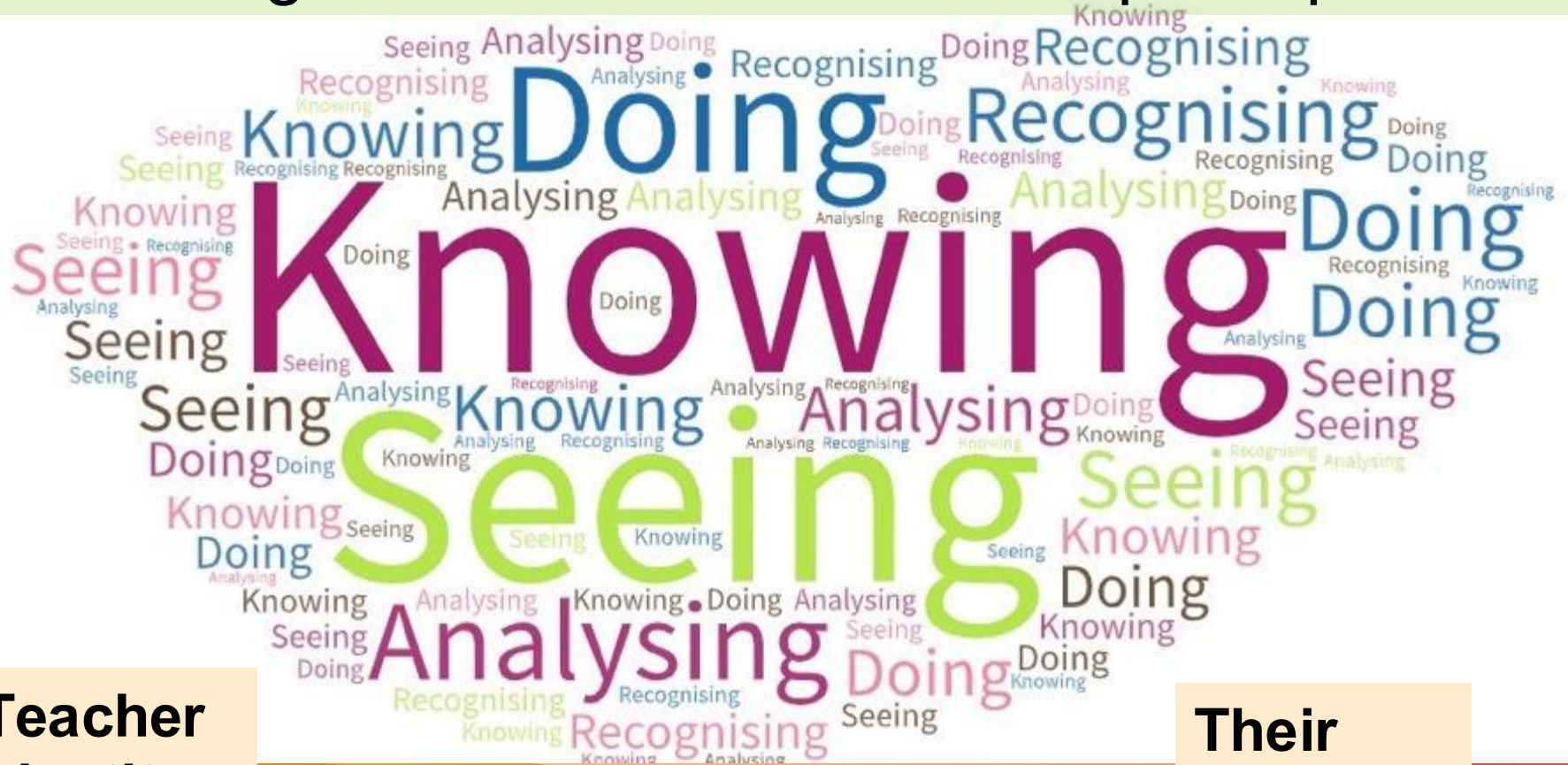
ESL TRAINED, FORMER SCHOOL TEACHER OF FRENCH



ANGLO-AUSTRALIAN L2 IN-SERVICE TEACHERS



The higher level codes across all participants



**Teacher
Identity**

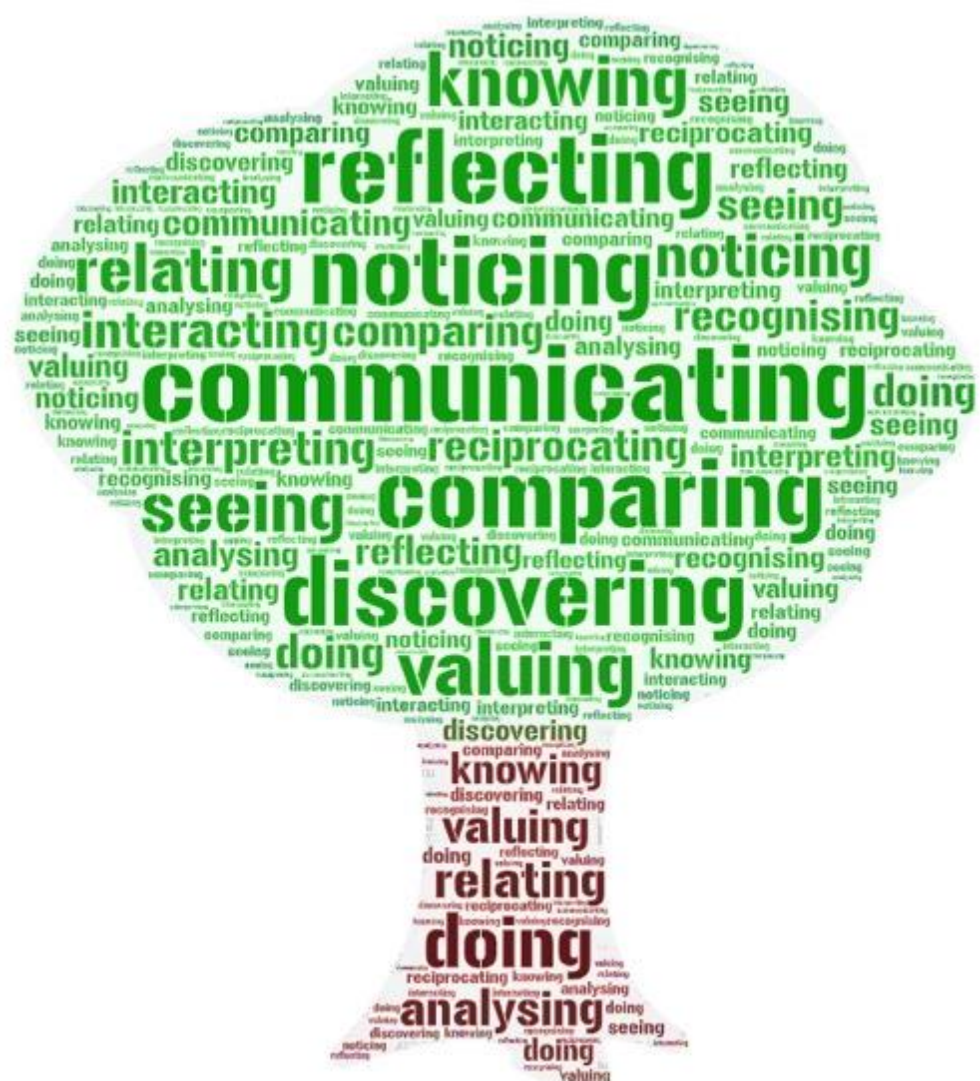
**Their
purpose**

WHAT IS EDUCATION FOR? (GERT BIESTA)

(GERT BIESTA)

Are the learning objectives of a languages course actually just ways of

'GROWING AND BEING'



Introducing *Emilie

- Australian city, citizen Au
- Partner from Colombia
- French and Polish background
- Cared for by Polish grandparents
- Qualified French/literature teacher in France
- Learnt English grammar at school.
- learnt to **speak** English as Au pair in New Zealand,
- Learning Spanish now.
- Wants to inspire young people to enjoy intercultural adventures like her & expand intercultural understanding.



What motivates Emilie?



“I wanted to do something multicultural about sports because this was a Year 9 project. I took them to Algeria, to Quebec, to Tahiti and so on. And we worked on traditional sports that were practised there — not only talking about Tour de France and this type of thing. No, **we need to break some stereotypes** and when I see monuments in Paris personally, I find it boring as well.

Because if you've never been there, it's boring. For me, it's also boring talking about typical French stuff, but for maybe rich people who want to holiday, it's fine, but not teenagers.

Maybe if you've been there and you could enjoy the view, okay, but why would you talk about a monument to teenagers? **It's a dead thing.”**

Introducing *Maria

- 40s
- Anglo-Australian
- Was married to Spanish speaker
- Early career teacher
- Learnt Spanish at university (2nd teaching area)
- Son lives with hearing impairment, also uses some Auslan
- Light social connections to Spanish-speaking community, such as dancing and other cultural activities
- Works in a well-resourced independent school
- Wants to reconnect with 'Spanish speaking self' (motivation)





What motivates Maria?

"I'm teaching the students to try and immerse themselves in language and to immerse themselves in culture, even though they're not living in it."

[At uni] we were taught classrooms strategies, but I think when you're talking language acquisition, it needs to move out of the classroom.

One kid in year 11 who's doing really well... I said to him, what do you do? How to expose yourself? And he said, oh, I watch three hours of football in Spanish every weekend."

Introducing *Jane

- Teacher-librarian,
- Rural Catholic school
- In-service conversion degree
- No post-compulsory school L2
- Last overseas travel = backpacking in gap year
- High Anglo population – monolingual mindset prevalent
- Learning target language (Spanish) on Duolingo (about to start language units at uni when we last spoke).
- Chose the language based on her interests
- Plans to travel to Spain after her children grown (*her* motivation)
- Wants the same sorts of adventures for the students (+ build ICC).





What motivates Jane?

“They [my students] are like, if, if everyone else speaks English around the world, why do we have to learn? So, it's getting them **not to be close minded** in thinking about language like that.

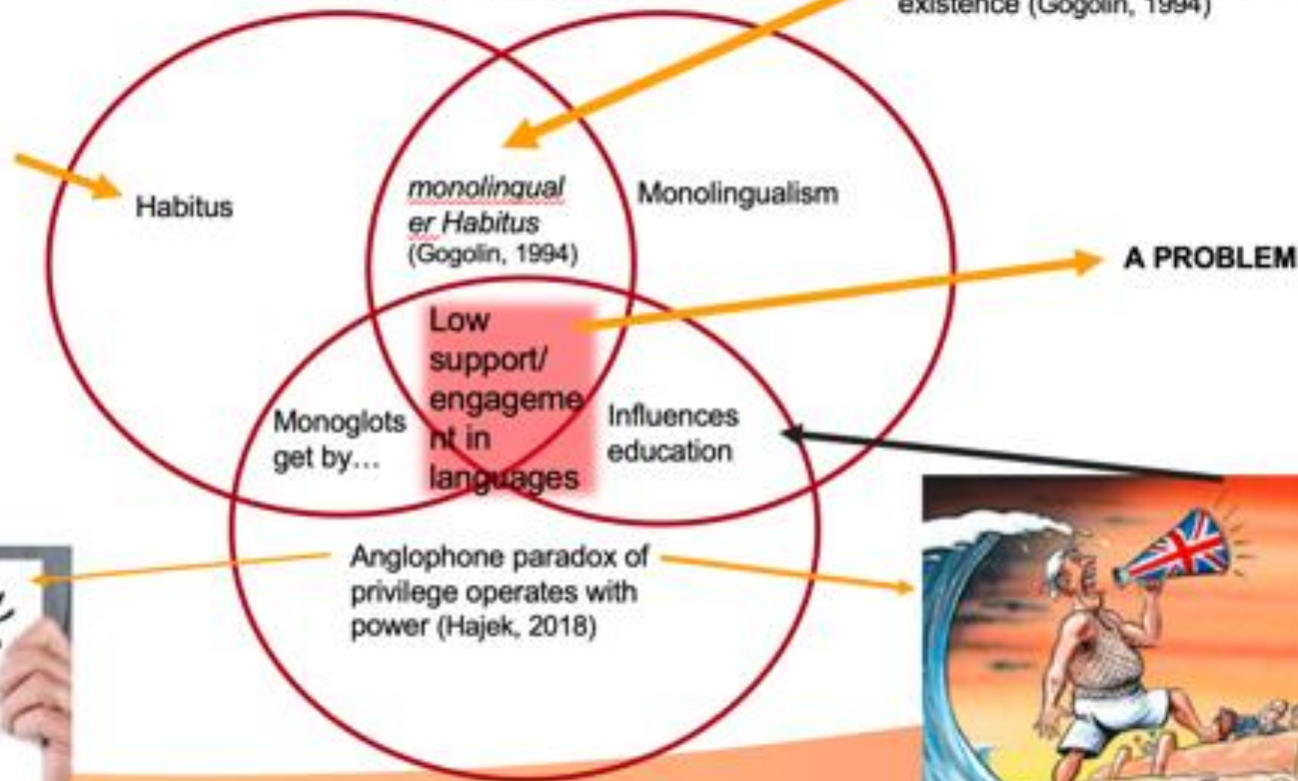
The scenarios where you actually are in those different countries, ordering food or like doing everyday practices. I think that helps for them **to think, oh I might need these skills.** Or whether it's even in Spanish, it doesn't matter, but it might be a similar sort of situation they find themselves in, and they have **[developed the skills] to work stuff out.”**

ALL-EMCOMPASSING THEME: RECOGNISING - TEACHER IDENTITY

- 'a system of lasting dispositions acquired through past experiences'
- determined by 'material conditions' (Bourdieu, 1977; Glaeser & Cooper, 2014, p. 465)

≡ monolingual mindset (Clyne, 2004)

formed by the 'linguistic' conditions of existence (Gogolin, 1994)



Maria &
Jane



NATIVE SPEAKER
PROFICIENCY
AUTHENTICITY

IMPOSTER SYNDROME



PROVOCATION: WHAT DOES IT MEAN TO BE A TEACHER?

“It's probably that I've only cemented this confidence in the last maybe four or five weeks - it's been growing, and I still felt a bit of that you know how you said 'strive for that Spanishness'. That's what I was trying to do as a, as a learner. I've been thinking about it since we spoke last.

Now I think... because as language speakers, we're always learners. I was striving for that Spanishness of being perfect. I realized, well, I'm not. I'm not going to get there in this environment.

I had a really good conversation with *Max, the language support guy, and he said: “But you're the teacher, you give them the teachings. I can give them the language, but they know that you're there to support them in their learning.” And we had this great conversation in Spanish, which was cool.”



PROVOCATION: WHAT DOES IT MEAN TO BE A TEACHER?

“The kids I have now don’t know I used to be a PE teacher or anything...but when I first started, I had taught those kids PE as well. So even now when they say, oh, can you speak Spanish Miss? I’m like, no, I’m just learning.

So I think they feel that, oh, well, if you're learning it as well, you know, there's not that pressure to be really great at it, either sort of thing, whether they say the words incorrectly... because I often do, and things like that.”



PROVOCATION: WHAT DOES IT MEAN TO BE A TEACHER?

And, uh, and the, even the lecturers, when they say something about French language and stuff, and it's like, and honestly they would be at a A2/B1 one level, which is like, wow, like, I mean, good on you.

And, uh, it's good to, you know, it's, it's actually hard to learn another language, but then teach it and with your level?

Is it okay to teach it when actually you make a mistake, like every time you speak? Like there's not one single, um, sentence without a mistake.

To me, it means this person is still a student and not actually a teacher.

So I'm actually wondering, when are we going to all have our proficiency, uh, you know, tested in a way?

Emilie



TEACHER IDENTITY
FOCUSSED YES...
BUT MORE ABOUT **DOING**



IMPOSTER SYNDROME



PROVOCATION: WHAT DOES 'TEACHING LOOK LIKE'?

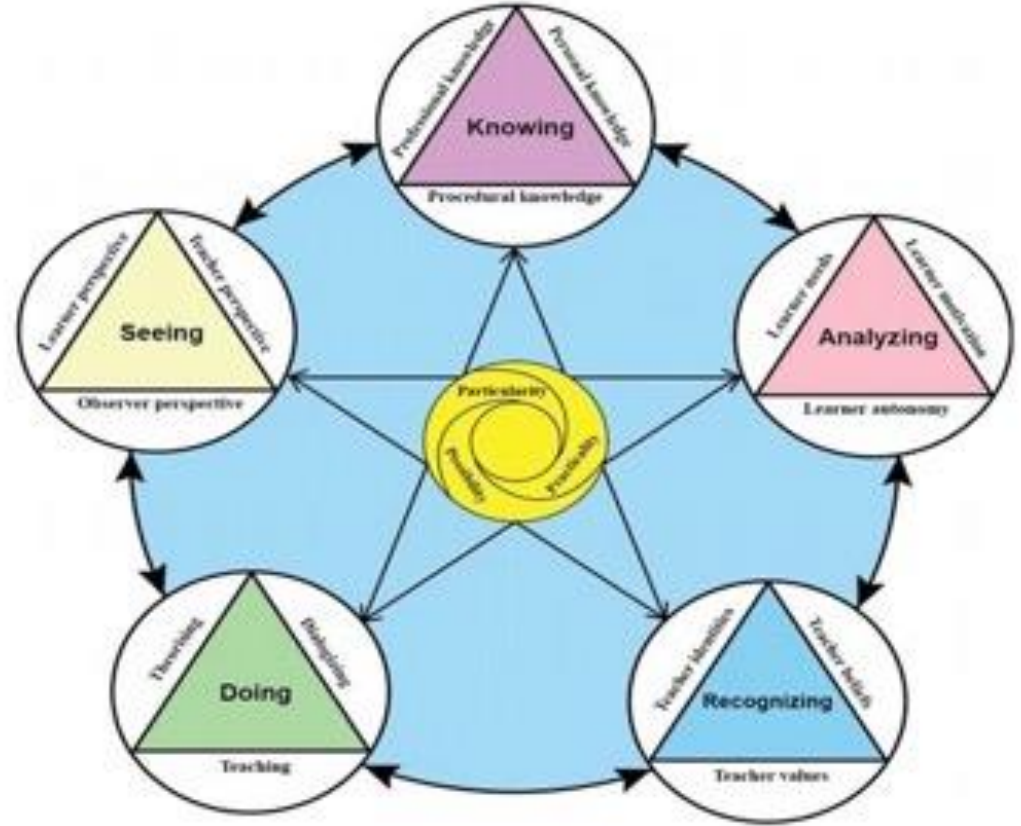
“

Uh, all of my mentor teacher's classes... every time he didn't teach anything... kids were on their laptops, translating things about Paris and stuff... an assignment that lasted forever.

I had never seen that before...in a way, it was interesting, but I didn't see the value or maybe language, or any communicating aims or even re-use of the language... And I didn't see him teaching content...

I got closer to the French teacher, from France actually. And I said, can I please observe your class? And it took me two hours to watch another project. I want to see someone teaching content because this is why I'm here. Honestly, I wanted to see how — because I didn't have the experience with high school students.

How to
prepare
them?
How to map
their
journey?



Introducing the KARDS referenced reflection framework for Australia-based language teachers.

Developed with reference to *Language Teacher Education for a Global Society – A modular model for knowing, analysing, recognising, doing, and seeing*. B. Kumaravadivelu, 2012.

Click the links below for:

1. [The stimulus story](#)
2. [The reflection framework](#)