



# ITLS INTERNATIONAL TEACHERS FOR TOMORROW'S SCHOOL

SYSTEM CHANGE AS AN OPPORTUNITY FOR INTERCULTURAL  
SCHOOL DEVELOPMENT AND MUTUAL LEARNING

## Materials to Improve Professional Language Skills for Teachers in the New Country: Scenarios

### Abstract:

The scenarios in this chapter will help international teachers to focus on both active and passive language skills, namely: speaking/writing and reading/listening by giving them possible scenarios which international teachers may come across in their daily teaching environments. All the documents consist of concrete materials. None of the materials provided include an evaluation or assessment, as the focus is on practicing. Furthermore, it is possible to work with the materials both face-to-face and in online situations.

The first part of the scenarios was developed by the IQ Netzwerk from Germany and afterwards summarized and translated. These summaries can be found below.

In addition, three new scenarios have been developed within the ITTS project: 'solving a conflict', 'reorientation of a student', 'preparing your future'.

### More information:

IQ Netzwerk (2014). Berufsbezogene Deutschsprachförderung: Szenarien bis 2025 [Occupation-related German language promotion: Scenarios until 2025]. [https://www.netzwerk-iq.de/fileadmin/Redaktion/Downloads/IQ\\_Publikationen/Thema\\_Sprachbildung/B\\_D\\_Szenarien\\_2014\\_web.pdf](https://www.netzwerk-iq.de/fileadmin/Redaktion/Downloads/IQ_Publikationen/Thema_Sprachbildung/B_D_Szenarien_2014_web.pdf)

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### Short description

#### Scenario 1: "This really sounds exciting" – the teacher's account in class 6c

This scenario prepares teaching staff that is currently learning German how to hold classroom discussions, convey practical contents and discuss the objectives and the contents of the lessons with other colleagues.

### Learning outcomes

Area of competence: teaching

Participants are able to

- convey precise expertise, in a flexible way and for each specific class/course level
- regulate and moderate classroom discussions catered to specific level of development and learning
- actively engage students in the discussion and motivate them to take part in it
- discuss learning theories and forms of learning
- address questions on methods and didactics
- discuss the objectives and contents of the lessons

Area of competence: education

Participants are able to

- create a positive, motivating learning environment through valuable communication
- observe the diversity of the social and personal background of the students through the negotiations and word choices

### Roles

#### PART A: MARLA MARUDA

She has been a teacher in geography and mathematics at Humboldt-Oberschule in Bremerhaven for two months. She is planning a teaching unit for class 6c, whose topic is "states and regions". She wants to start the unit with a speech on her home country.

#### PART B: MARCUS BAUMANN

He is a colleague of Marla Maruda; he teaches geography and German at Humboldt-Oberschule in Bremerhaven. He has provided help and support to his new coworker Marla Maruda. He teaches German in class 6c.

#### PART C: LAURA PETERS

She is a student of class 6c, she finds geography tremendously boring and the topic "states and regions" does not sparkle her interest at all.

#### PART D: ALPAY ÖZALAN

He is a student of class 6c. He likes geography and the new teacher as well. He is looking forward to what he can learn from the unit lesson "states and regions". He will take advantage of the lesson to ask his grandfather about Turkey, the country in which he had grown up.

#### PART E: PIA PEKINIUS

She is student of class 6c. Although she thinks geography is interesting, yesterday her pet rabbit died, so she is really sad and she does not want to go to school today.



**Context and situation**

Marla Maruda would like to introduce class 6c to the topic "living together in society and groups" and give a speech on her home country. Through her speech, she aims at giving her students further ideas for their own presentations on the topic "my country - my region - my street". Therefore, after her presentation, she wants to hold a classroom discussion to collect topics for the students' presentations. While planning the teaching unit, she was a bit uncertain. Since she has not done her teacher training in Germany and has not had much experience with the teaching itself, she does not know how to deliver a good speech according to the German format. Therefore, she asks her coworker Marcus Baumann for help. Marla Maruda gave her speech in class 6c as planned. However, there were unexpected reactions from the students' side. She nonetheless tried to involve everybody and to make the topic look as much appealing as possible. Finally, she gathers ideas for the classroom discussion in which the students will hold their own presentations. To thank Marcus Baumann for his help, she calls him and tells him how the class went.

**Scenario proceedings**

1. Planning a teacher's speech: Planning and preparation of a teacher's speech
2. Discussion: Have a discussion with a colleague about the planned teacher's speech and the classroom discussion that will follow
3. Teacher's speech: Teacher's speech in class 6c
4. Classroom discussion: Classroom discussion in class 6c
5. Telephone call: Telephone call with a colleague about the proceedings of the lesson



### Short description

#### Scenario 2: "What you are doing is not OK!" – a conflict between students

In this scenario, a variety of communicative situations will be practiced: have a conversation with a student involved in an unpleasant episode, reflect with some colleagues upon pedagogical approaches, adequately respond to feedback as well as speaking with parents about their children's behavior. A written short report will close the episode of this scenario.

### Learning outcomes

Area of competence: education

Participants are able to

- handle conflict talks with a student
- reflect with colleagues upon the pedagogical approach for a specific class in order to be able to foster educational process
- adequately respond to feedback and criticism over the adopted pedagogical approach
- talk with the parents about the behavior of their child and come together to an arrangement in order to counter such behavior
- write a short report on the behavior of the student

### Roles

#### PART A: ANTONIA MARCELLA

She has been a teacher at the Gesamtschule in Bremen-Süd for few months. She teaches in class 8a.

#### PART B: MARCO KLEINBAUM

He is a lively 14-year-old student who denies being often at odds with his classmates when things don't go as he planned.

#### PART C: PAUL DIERKSEN

He is Antonia's colleague. He has been working at Gesamtschule in Bremen-Süd for twelve years. When conflicts among students break out, he makes sure that students themselves take care of solving their disputes, so that they learn to reflect on their own behavior.

#### PART D; LYDIA KLEINBAUM

She is Marco's mother. She is convinced that Marco is not being fairly treated by his teacher. Oftentimes he comes home and tells his mother that there were other students quarrelling with him, but that it is just him who is made responsible for the conflict.

### Context and situation

Teacher Antonia Marcella works at Gesamtschule Bremen-Süd and teaches in class 8a.

Today she is taking her students on a school trip to Hamburg. There, they will do a sightseeing game among other activities.



During the train ride to Hamburg, she notices that one of the students, Marco Kleinbaum, had a quarrel with another student, Ahmad Kilani. Apparently, the quarrel was about who will get the window seat.

When the class arrives at Hamburg's rail station, Antonia Marcella notices that Marco Kleinbaum is once more quarreling with Ahmad Kilani and this time Marco gives Ahmad a hefty shove that makes him fall to the ground. Antonia intervenes and defuses the tension. Luckily, nothing else happens. When it's time to form the groups for the sightseeing game, she makes sure the two students don't end up in the same team.

On the return trip, she sits next to Marco Kleinbaum and talks to him about the episode. However, he acts as if nothing had happened and even claims that there never was such a dispute. Unfortunately, Antonia Marcella cannot talk to Ahmad Kilani: he is not coming back with the group because he is staying in Hamburg at his uncle's.

Since it is important for Antonia Marcella to look closely at what happened and conceive pedagogical practices, she finally calls her colleague Paul Dierksen. However, he thinks she should not meddle in such situations, as he believes that students should be able to solve these problems among themselves. Antonia, though, has a different opinion; she has indeed noticed several times that Marco's behavior is very aggressive and this has affected the mood of the whole class.

As soon as Antonia Marcella arrives home, she gets a phone call from Lydia Kleinbaum, the mother of Marco's. She says that Marco has claimed that he has been unfairly treated; that he did nothing, rather it was the other students that picked on him.

Antonia Marcella describes the whole event from her perspective, trying to calm down the mother and find a solution together with her. For example, she suggests some pedagogical practices that would do him good.

Since Antonia is afraid that Marco's mother will complain to the principal, she writes down a short report on the episode that happened during the trip to Hamburg and suggests some solutions that will be beneficial both to Marco's behavior and the whole class.

#### **Scenario proceedings**

1. DISCUSSION: Have a discussion with a student that has misbehaved
2. INFORMAL INFORMATION EXCHANGE: Discuss the behavior of the student with a colleague
3. TELEPHONE CALL: Call with the student's mother
4. REPORT: Write a short report to the school principal about the behavior of the student

### Short description

#### Scenario 3 - "We have to do something as soon as possible!" - a dispute with a colleague

Conflict situations are at the core of the third scenario. The participants of the course will learn how to: react adequately to written criticism coming from colleagues, respond accordingly and sensitively to unexpected questions from students, dismiss inappropriate criticism and to conduct a class discussion on the social behavior of students.

### Learning outcomes

Area of competence: teaching

Participants are able to

- understand emails in which the contents of the lesson are arranged, even when those contain implicit meaning
- react adequately and differently to emails in which the content of the lesson are discussed and suggest to schedule a joint meeting
- answer adequately and sensitively to unexpected questions from students about the contents of the lessons and the methods used
- dismiss inappropriate criticism upon the methodological and didactical proceedings
- respond adequately to feedback and criticism of one's own pedagogical and social conduct both in oral and written form

Area of competence: education

Participants are able to

- create a positive, motivating learning environment through valuable communication with the students
- foster social interactions among students

### Roles

PART A: MARIA MARKOWICZ

She has been a teacher of mathematics and physics at the high school in Rechts der Weser for eight months. She teaches in class 5b.

PART B: WALTER WALLNER

He has been working at high school in Rechts der Weiser for fifteen years and he is a colleague of Maria Markowicz's. He is standing-in for her class because she is away to do a further training for five days.

PART C: SOPHIE KLEIN

She is a student of class 5b. Maths and physics are her favorite subjects. Conversely, she finds German extremely boring.

PART D: CLASS 5B

In class 5b there are 25 students. The group is very heterogeneous. The students usually work together in a constructive and valuable way.



**Context and situation**

Maria Markowicz has been working as a mathematics and physics teacher at the high school in Rechts der Weser for eight months now. In the past few days, she has undertaken a further training programme and her colleague Walter Wallner has been standing-in for her in class 5b. The day before Maria Markowicz comes back to teaching in class 5b, she receives an email from Walter Wallner in which he directly criticizes the learning improvement of the class as well as the behavior of the students.

**Scenario proceedings**

- 1.EMAIL: Respond to an email from a colleague on the behavior of the class
- 2.INFORMAL CONVERSATION: Conversation with a student about the lesson
- 3.DISCUSSION: Discussion with a colleague about his experience in the class
- 4.CLASSROOM DISCUSSION: Discussion with the class about their behavior and their willingness to learn



### Short description

#### Scenario 4 - "That turned out to work very well!" - Lesson planning and attendance at school

Formulation of a specific lesson plan and exchange of information: the participants practice how to draft learning goals as well as design clear, specific tasks. Participants can describe and reflect upon their own methodological approach in a debriefing. They can exercise written self-reflection about the lessons and the teacher behavior.

### Learning outcomes

Area of competence: teaching

Participants are able to

- give clear and specific operating instructions
- introduce and explain different teaching methods, homework formats as well as homework configuration
- illustrate learning objectives and methodological-didactical steps suitable for the specific class/course level
- answer adequately and sensitively to unexpected questions about the contents of the lessons and the teaching methods
- draw up a lesson plan compare notes on the lesson plan as well as on the lesson planning format
- address methodological and didactical questions
- summarize and document the content of the lessons as well as the development of the lesson

area of competence: innovation

Participants are able to

- reflect upon their personal and professional development

### Roles

PART A: AHMAD GHAZAL

He is a trainee teacher for XXX, he originally comes from Syria and has been living in Germany for four years now. In Syria, he worked as XXX teacher in a middle school. He has been doing his traineeship at the comprehensive school in Bremen-Nord.

PART B: RITA BRUCH

Teacher of XXX, mentor of Ahmad Ghazal at comprehensive school in Bremen-Nord, she has been teaching XXX at comprehensive school in Bremen-Nord for ten years. She has also been working as a trainee supervisor for six years. At the moment, she supervises Ahmad and is enthusiastic about his high professional skills and his learning aptitude. However, she has noticed that he still has to work on his language skills as well as on the lesson planning in order to successfully complete his traineeship. She tries to oversee him and his work as much as she can.

PART C: NIKLAS MEHNERT UND SYBILLE PAULSEN





They are students of class 7b. For Niklas and Sybille, to thoroughly understand an assignment before they set to work is very important. Therefore, during the lesson held by teacher Ghazal, they ask several times what they should do exactly. Moreover, they find teacher Ghazal's lessons a bit boring because he engages in long explanations instead of letting the students do things by themselves. But in this particular lesson, they are quite surprised because the assignments he has given them are really interesting, and also the exercises he designed for this class are fun.

### **Context and situation**

Ahmad Ghazal has been a trainee at a comprehensive school in Bremen-Nord for six months.

His last lesson did not go so well. Rita Bruch, the supervisor, has indeed pointed up that Ahmad Ghazal has improved a lot and that he has prepared the lesson very well, but there are still some aspects that he needs to work on. For example, supervisor Rita Bruch underlines that the assignment was neither clear nor precise enough and that the lesson was too teacher-centered than it should have been.

Ahmad Ghazal worked very hard to prepare the lesson and therefore was very disappointed once he discovered his lesson did not meet the expectations.

Now he is preparing for the next lesson. He is assisted by his supervisor Rita Bruch. She gives him advice on how to prepare the lesson and attends another of his classes, during which he makes sure the assignments are all very clear and precise.

During this lesson in class 7b, Ahmad Ghazal talks to Niklas and Sybille, two students of class 7b; he gives them work assignments, answers their questions, and illustrates the tasks once again.

Finally, he has a meeting with his supervisor Rita Bruch about the class that has just ended. After their meeting, he writes down some notes both to reflect upon his own learning process and document his learning progress. He also notes down the next steps he needs to plan.

### **Scenario proceedings**

1. DISCUSSION: Preliminary talk about the lesson and exchange of ideas with the supervisor

2. LESSON PLANNING/ WRITE DOWN A LESSON DRAFT: Lesson planning with an emphasis on formulating tasks clearly and concisely

3. LESSON SUPERVISION/ LESSON IN CLASS 7B: Introduction to the topic and guidance for partner work

4. DISCUSSION AFTER THE SUPERVISED LESSON: Debriefing with the supervisor

5. NOTES: Written reflection of one's own learning progress

### Short description

#### Scenario 5 - "classroom check up" – social learning and team work with colleagues

This scenario is aimed at fostering the linguistic-communicative competencies of the teachers in the area of teamwork/arrangement with colleagues. Moreover, the agreements reached in the team are presented and protocolled to both the school principal and the teaching staff.

### Learning outcomes

Area of competence: teaching

Participants are able to

- reflect together upon the pedagogical approach for each specific class/ learning group in order to facilitate the learning process of all students
- take part in meeting and professional debates

area of competence: innovation

Participants are able to

- actively take part in discussion about the lesson development and justify one's position
- take a clear position on question asked by superiors about the lesson development and advance one's own view
- write official records of what has been said in the meeting about lesson development

### Roles

#### PART A: BIRTE ESTIFANOS

She has been the form teacher of class 7a at a comprehensive school in Bremen-Nord where she teaches English and German. Together with her colleague Theo Bauer, she is planning a project called "Social Learning in the 7th grade".

#### PART B: THEO BAUER

He is the form teacher of class 7b and he has a lot of experience in that. He teaches social studies and German. Together with Birte Estifanos, he has conceived a project about "Social Learning" for 7th graders.

#### PART C: CARLA BRULINGSEN

Carla is the principal of Bremen-Nord comprehensive school. She is always open to new projects and ideas.

#### PART D: PETER MAZURSKI

He is the form teacher of class 7c and teaches mathematics and PE. Because of his PE and mathematics classes, he is acquainted with students of classes 7a and 7c.

#### PART E: MARION DRÜLLER



She teaches geography and English in 7th grade classes.

PART F:AJDA CELIK

She teaches biology in 7th grade classes.

### **Context and situation**

Recently, some problems have arisen in a comprehensive school in Bremen-Nord within 7th-grade classes: students, but students of class 7a in particular, are said to be very agitated and undisciplined. Teachers have noticed that the learning environment is not much favorable or constructive; for example, some students are not integrated within the classroom and some mobbing episodes have even been registered. Therefore, the grade-level team has decided to carry out a several-week project on the topic "Class check up - Social Learning" at the beginning of the new school year. The project should aim at envisaging binding rules regulating cooperation in all classes. Birte Estifanos, the form teacher of class 7a, and Theo Baumer, the form teacher of class 7b, have already agreed to work on the project, present it to the principal, and discuss it with the grade-level team.

### **Scenario proceedings**

1. TELEPHONE CALL: Exchange ideas about a project over the phone
2. TEAM MEETING: Discuss with the team about the objectives, the contents and the execution of the project
3. MEETING WITH THE PRINCIPAL: Voting of the project ideas
4. GRADE-LEVEL TEAM MEETING: Presentation of the project and agreements over their execution
5. RECORD: Written official records of the grade-level team meeting

