



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: scenario 'solving a classroom conflict'

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.

In addition, three new scenarios have been developed within the ITTS project: 'solving a classroom conflict', 'reorientation of a student', 'preparing your future as a teacher'. The scenario on 'solving a classroom conflict' can be found below.

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Scenario: solving a classroom conflict





Short description

In this scenario the international teacher tries to solve a conflict with a student. The student is making harsh comments to the other students in class, which from time to time distracts the other students and disrupts the classroom harmony. This behaviour challenges the teacher's authority.

Learning outcomes

READING SKILLS

You can read the school regulations.

You can do some other readings to learn more about classroom management skills to overcome this problem.

LISTENING SKILLS

You can listen and understand the student and then all the people involved: the other colleagues and the family.

SPEAKING SKILLS

- You can talk to the student to understand the situation better and see the student perspective.
- You can talk to other colleagues and ask for their opinions.
- You can talk to the school administration to learn about school regulations before he takes an action.

WRITING SKILLS

You can email to the family, summarizing the situation and inviting them to school for a parent talk.

CONVERSATION SKILLS

During the family conference the teacher is supposed to put the situation forward without offending the student and the family which requires good conversational skills. The teacher is expected to:

Listen actively to the family members

Look for nonverbal cues

Pay attention to details

Talk slowly

Use the right words

Make adjustments in how s/he communicates in order to avoid conflict with the family.



Roles

A. **AYŞE ÇİÇEK** is the instructor of an introductory class teaching social sciences. She is 49 and have about 25 years of teaching experience. This is Ayşe's first year at a state secondary school in İzmir, Turkiye. It is a normal size classroom with 25 students and she has managed to create a good rapport with her students so far. She has good relations with other colleagues and the school administration.



B. **DEMİR YILMAZ** is a student in an introductory class. He believes strongly in the issues he discusses, and he does not believe students should get away with saying inaccurate or ill-informed things in the class– therefore, it is his job to point out stupid comments. He also does not believe the teacher has been adequately addressing some of the comments made in class.



C. **FATMA YILMAZ** is the mother of the student (Demir Yılmaz). She is aware that her son is a strong character and this is how she has raised him. When the teacher invites her to school to talk she does not seem to understand what is wrong with that. A child making comments in the classroom is his right according to the mother.





Context and situation

One of your students is very confrontational toward the other students in class and, despite repeated requests, has not changed his/her interactional style. Although the student often makes worthwhile comments in the class, their style is off-putting to the other students and has led to a few complaints. However, this new situation has started to bother both you and your students. You are looking for ways to solve this problem and have different ideas in mind like talking to the student, other colleagues, school principal, and the family. Meanwhile, you do not want to seem desperate since you think this may harm your reputation as a teacher.

Tasks (speaking and writing)

1. Writing: Write an email to the family and invite them to school.
2. Speaking: Have a meeting with the family. Put the situation forward and try to negotiate with the family member about the situation. Try to understand their point of view so that you can come up with solutions all together.
3. Writing: Write a report for the student file/records explaining/summarizing the meeting.
4. Speaking: Have an informal conversation with a colleague.

