



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 'reorientation of a student'

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 conflict', 'reorientation of a student', 'preparing your future'. The scenario on 'reorientation of a student' can be found below.

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Scenario: reorientation of a student



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Scenario: reorientation of a student





Short description

This scenario is about bringing bad news to a student and the parents at the end of the school year. You need to inform the student and his/her parents that the student did not pass and needs to take the year again or can reorientate to another study field.

learning outcomes

READING SKILLS

You can read information on suggested study fields in order to inform the students and the parents.

LISTENING SKILLS

You can listen and understand the student and the parents.

SPEAKING SKILLS

- You can talk to the parents and inform them on the bad news.
- You can express the teacher council's advice.

WRITING SKILLS

You can write a short summary of the conversation with the parents in the student's file.

CONVERSATION SKILLS

During the parent talk you are supposed to put the situation forward without offending the student and the family which requires good conversational skills.

- You can listen actively to the family members
- You can look for nonverbal cues
- You can pay attention to details
- You can talk slowly
- You can use the right words
- You can make adjustments in how you communicate, based on the situations



Roles

A. **LARISSA KOVALENKO** is an English teacher at the Realschule Alkuin in Aachen, Germany. She has been working at this school for 3 years. Since this school year, she is responsible class teacher for one group in the fourth year. This also means she is the first contact for parents. This role is new for her and she is a little bit nervous for the upcoming parent talks.



B. **EMMA TALIRZ** is a student in the fourth year at the Realschule Alkuin in Aachen, Germany. Although she has been working hard over the past year, schoolwork has been a struggle and some subjects are really hard. She doesn't feel well at school and would rather change school and study field next year



C. **THOMAS TALIRZ** is the father of student Emma. He finds education very important and is determined to keep his daughter at the school and in the same study field she is in right now.





Context and situation

At the end of the school year, the teacher council has a meeting to discuss the final results and progression of each individual student. All teachers from a class give advice. For student Emma Talirz the council advises to change school and choose a different study field. She performs very well in STEM-subjects and struggles with languages. The teachers have noticed that Emma is not happy in school. Class teacher Larissa Kovalenko has had several conversations with Emma to discuss her wellbeing at school. Now that the final grades are known, she invites Emma's father to a parent talk at school to inform him on the advice of the teacher council.

During the conversation, Emma's father gets really upset. At first, he does not want to accept the decision of the teacher council. After a while, the father calms down and he realizes that his daughter is unhappy at school.

After the parent talk, Larissa reflects on the conversation with her colleague.

Tasks (speaking and writing)

1. Writing: preparation of the conversation: summary of the teacher council's advice
2. Writing: inviting Emma's father to school
3. Speaking: parent talk with Emma's father
4. Speaking: informal conversation with colleague

