

From Classroom View
to
Global View

Ten Roles
for the
Global Language Teacher

From Classroom View to Global View

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CamTESOL 2008

National Institute of Education

Phnom Penh, Cambodia

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From Classroom View to Global View

Objective:

Broaden your view
of
your role as a (language) teacher
and
your students' role as (language) learners

Ten Roles for the Global Language Teacher

Entrepreneur

Strategist

Organizational Architect

Integrator

Diplomat

Change Agent

Intelligence Agent

Innovator

Expediter

Consumer Advocate

Entrepreneur

Seek and exploit internal and global resources for meeting student needs.

Organizational Architect

Create and adapt classroom structures to promote global effectiveness and responsiveness.

Innovator

Create and implement break-through ideas for re-inventing the present and inventing the future, and causing the same reaction in the student.

Intelligence Agent

Gathering, applying and transforming information and expertise that strengthens core success factors.

Strategist

Devise and apply strategies for maximizing total learning advantage, and developing and empowering students to internalize and utilize those strategies.

Integrator

Bring together appropriate parts of complex global resources to reach critical language goals of the students.

Change Agent

Take risk, and challenge established ways of thinking and doing within the classroom framework and between the classroom and the rest of the world.

Diplomat

Research cultural and other differences which affect the learning context.

Consumer Advocate

Hear, internalize and champion the needs of the stakeholders through the learning process.

Expediter

Promote fast, rich learning, and rapid development and use of self- and other-oriented activities.

From Classroom View to Global View

Conclusion:

Ten roles can inform your approach

Build a Global view for yourself and your students

From Classroom View to Global View

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From Classroom View to Global View

Ten Roles for the Global Language Teacher

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Greeting: Good afternoon

This presentation is entitled “From Classroom View to Global View” and I will present Ten Roles for the Global Language Teacher.

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Ground-rules: I will speak for about 40-45 minutes. There will be about 15-20 minutes for questions and discussion. During my presentation, you may interrupt at any time with questions.

From Classroom View to Global View

Objective:

Broaden your view
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Objective: Broaden your view of your role as a (language) teacher and help you find different ways to increase the leverage of your effectiveness with your students.

Assumptions: You are language teachers. You are motivated to do the best job you can in your classroom (and outside it) for your students. You want to find new, more effective ways to accomplish your goals.

You may be disappointed because I won't tell you what to do in the classroom. I'm not capable of doing that: I'm not omniscient.

You should listen to others to get ideas. Don't listen only to language teachers. Don't listen only to other teachers. Listen to the entire world. That's a Global View.

I want you to solve your own problems. Your solutions will work for you. Then tell others what you did, why you did it, and the results. As teachers, we have a responsibility to communicate our successes and failures to other teachers. Don't fail in this.

What is a language teacher?

Ten Roles for the Global Language Teacher

Entrepreneur
Strategist
Organizational Architect
Integrator
Diplomat
Change Agent
Intelligence Agent
Innovator
Expediter
Consumer Advocate

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Expand comments from participants to the ten roles.

I'm going to suggest 10 roles for a global language teacher. These follow roles that Global Managers assume. You'll want to look at several of these as guides for managing your classroom, not just one. I'll present some questions for you to answer about yourself, your students, your objectives, your methods and such. Your thoughts about the questions and your answers should guide you to appropriate solutions for your situation. I'll talk about some of my experiences, but remember what I said before: My solutions may not be your solutions.

Entrepreneur

Seek and exploit internal and global resources for meeting student needs.

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Entrepreneur

Seek and exploit internal and global resources for meeting student needs.

What are the present and future needs of my students?

What are my present and future needs?

What innovations are likely to emerge?

(‘innovation’ includes methods, materials, approaches, technologies)

What student resources are available now?

What teacher resources are available now?

Look at other disciplines, other institutions, other industries as sources of information and innovations.

Organizational Architect

Create and adapt classroom structures to promote global effectiveness and responsiveness.

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How can I organize/leverage current resources for more effective/productive results?

How can I drive motivation and responsibility for learning throughout the classroom?

What are the limits of my students' capabilities? How can I extend those abilities?

How do I design the classroom of the future?

Look at management books and articles for ideas to help you define and clarify.

Innovator

Create and implement break-through ideas for re-inventing the present and inventing the future, and causing the same reaction in the student.

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How can I and my students think and act creatively?

How can I and my students promote and reward creativity?

How (and how well) can I and my students capitalize on innovation?

There are many books on creativity and innovation which can help you in this search. Take your time and use your own knowledge to help you find things that will help you.

Intelligence Agent

Gathering, applying and transforming information and expertise that strengthens core success factors.

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What is my competition doing to distract my students?

What information resources are available to my students?

What are my and my students' capabilities for gathering and interpreting information?

What do I need to know concerning my personal development and the needs of my field?

Think about being a detective.

Think about what attracts your students. Do they like playing computer games? Going to parties? How can you overcome that? Or, better yet, connect it into your classroom activities.

Strategist

Devise and apply strategies for maximizing total learning advantage, and developing and empowering students to internalize and utilize those strategies.

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What existing conditions impact my students' learning?
What competes with my classroom for my students' attention?
What are the advantages of that competition?
What strategies can I apply to produce long and short-term results?
Do I (and will I) have resources in place to take advantage of special circumstances?
What research must I do?
What is happening in the real world that impacts my class/my students?
Where do I get the information that I need?

Have you studied military and business strategy? Can you adapt some of it to your own situation?

Integrator

Bring together appropriate parts of complex global resources to reach critical language goals of the students.

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What kinds of outside alliances will increase effectiveness?

What grammar, vocabulary, function or other information needs to be communicated?

What's the best way to facilitate the communication of this information?

How do my students need to integrate with each other, i.e. 'project teams,' not 'groups'?

Have you thought about sister classes connected through the internet? E-pals?

Are you sure of each of the above questions? Are you SURE of your answers?

Change Agent

Take risk, and challenge established ways of thinking and doing within the classroom framework and between the classroom and the rest of the world.

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What are my and my students' flexibilities, e.g. study methods, materials, willingness to try something new?

How much risk am I willing to tolerate?

How much risk are my students willing to tolerate?

What interpersonal and technical skills do I need to serve as a change agent?

Do you dare to be different?

One of the things I was able to accomplish at my university was to break the traditional 90 minute class into 2 45-minute classes meeting twice a week for the first year students. They weren't able to concentrate for a full 90 minute period. At the end of the first term, 95% of the students responded highly favorable of the shorter classes. Now the university is considering changing the schedule for all classes.

Diplomat

Research cultural and other differences which affect the learning context.

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What are the differences in mindsets that can help or hinder our progress and effectiveness (as teachers and as students)?

How do I connect students with different goals, needs, approaches, abilities?

An additional question here is: Are my students' goals and my goals the same?

Consumer Advocate

Hear, internalize and champion the needs of the stakeholders through the learning process.

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Who are the stakeholders in the learning environment?

How do I react to stakeholder needs now?

How should I react to stakeholder needs in the future?

How do I listen to the stakeholders?

How important do I think the stakeholders are?

How do I know if I am meeting stakeholder needs/requirements?

What can I do to increase my (and my organization's) consciousness of stakeholder needs/requirements?

Think of your class as a product. Your customers (stakeholders) are: students only? How about their parents (they pay for the product), other teachers, your students' future employers.

I visited many companies that hire graduates from our university to ask them what needs they wanted in newly hired employees. I used this information to help inform my development of a new curriculum.

Expediter

Promote fast, rich learning, and rapid development and use of self- and other-oriented activities.

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What is my development delivery cycle time for information/activities/technologies?

How can/must it be improved?

Is there a sense of urgency in my classroom?

What systems and attitudes promote continuous improvement in the learning process and learning goals?

How can you work with your students to develop a sense of urgency about language study?

From Classroom View to Global View

Conclusion:

Ten roles can inform your approach

Build a Global view for yourself and your students

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Perhaps none of these ten roles suit you. But don't dismiss them outright. Use these ideas to inform your view of your own work.

Remember, one of your primary objectives is to do the best job in your power for your students. You owe them nothing less.

Don't stop after the first try. Constant improvement requires constant effort.

The long term goal is to build a global view in your classroom for yourself and for your students.

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As you proceed along the path toward a global view in your classroom, you may have questions and comments. I would like to hear about your successes and failures. Contact me through one or the other of the addresses below.

This presentation, its handouts and notes will be available on my homepage within a few days after I return to Japan.

Don't stop here!