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# INTERCULTURAL TEACHING COMPETENCE OF STUDENT TEACHERS OF ENGLISH – SOME INITIAL REMARKS ON PORTFOLIO ASSESSMENT OF TEACHING SKILLS

With increased student mobility, exchange programs and migrations, language teachers are more likely to face the challenge of delivering instruction to multilingual classes, either at home or abroad. Thus, intercultural teaching competence should find its place into teacher training programs, in order to prepare a new generation of language teachers. The paper will report a questionnaire study investigating the perceived level of intercultural teaching competence.

KEYWORDS: teacher training, intercultural teaching, self-assessment, portfolio, language teaching

## INTRODUCTION

While intercultural competence and intercultural communicative competence have become an indispensable part of learner competence, well-established in policy guidelines on both the European (*Common European Framework of Reference for Languages, Recommendation on Key Competences for Lifelong Learning, European Language Portfolio* – e.g., Fenner/ Newby 2000; Little 2005) and the national level (the Core Curriculum, language teaching curricula, in-school regulations), intercultural teaching competence gets much less attention. Since, as is claimed by Kramsch (1993), cultural awareness "must then be viewed both as enabling language proficiency and as being the outcome of reflection on language proficiency" (p. 8), this, obviously, means great importance of intercultural competence of teachers, their awareness of a variety of roles that can be adopted, maintaining and developing proper attitudes towards not only L2 culture and people, but also other non-native speaker students and their cultures. According to Wysocka (2013), educating language teachers for global instruction is not only about their own intercultural competence, but also readiness to work in the contexts in which the teacher faces either a homogeneous group of students who belong to a different culture from his/hers or a multicultural group of students. Being a culturally-sensitive teacher,

among other aspects, encompasses showing tolerance, empathy and overcoming bias and prejudice against other peoples.

The purpose of the research was to investigate the perceived level of intercultural teaching competence of post-graduate student teachers of English. For that aim, the questionnaire study was conducted, with results processed statistically to draw conclusions.


## DEFINING INTERCULTURAL TEACHING COMPETENCE
### – LESSONS LEARNT FROM EPOSTL


### FROM ELF TO WORLD ENGLISHES
#### – ON THE IMPORTANCE OF INTERCULTURAL TEACHING COMPETENCE

With the traditional division of the ELT profession into ENL (English as a Native Language), EFL (English as a Foreign Language) and ESL (English as a Second Language) becoming gradually put into question with English as a Lingua Franca and English as an International Language contexts gaining ground (McKay 2002; Jenkins 2003; Kirkpatrick 2007), new ways of defining teacher competence had to be sought. At the same time, the theories of Kachru's Circles of English (Kachru 1990, 1992) and Phillipson's linguistic imperialism (Phillipson 1994) exerted great influence on redefining the notion of target language model and standard language, encouraging language teachers to become functionally native (Graddol 2006) and culturally-sensitive (Brown 1994).

As we argue elsewhere (Krajka 2010), effective teaching in multilingual and multicultural contexts encompasses a number of skills in the four major areas outlined below:

- Methodology: the way how different philosophies of learning represented by students can be actually addressed in the process of setting objectives, analyzing needs, presenting materials, organizing the classroom.
- Personality: the potential difficulties in teacher-student relations triggered by the differences between the teachers' and students' culture/s, for instance, expressed in terms of Hofstede's (1986, 1991) dichotomies of collectivism/individualism, power distance, uncertainty avoidance or masculinity/femininity or Schumann's (1976) social distance.
- Language: the concept of teacher language use in a culturally-diverse classroom, in particular, what norm to be heading for, what variety of English the coursebook is trying to promote, how to develop standards for assessing students' written and oral performance, which variety might be appreciated/valued/expected.
- Culture: the difficulties of encompassing learners from very different cultural backgrounds in mixed ethnic classes, exploiting the culture-dependent preferences

for language learning strategy use (Oxford 1990), learning philosophies, the perception of teacher's and learners' roles, the balance of power and the like.

What is more, Fenner and Newby (2000) argue that teaching English in international contexts, which is termed here 'intercultural teaching competence', requires highlighting the international character of English and focusing on various cultures when choosing the teaching material, while avoiding focusing on the cultures of native speakers only. Secondly, Fenner and Newby (2000) state that it is crucial for learners to know their own culture, which can be a basis for developing cultural awareness and is indispensable for understanding the cultures of others. Finally, as DeCapua and Wintergerst (2004) claim, the teacher should try to cater for the needs of all the students by understanding them and using as a collaborative standard for assessment, conduct, presentation, practice, and many others. It is evident, thus, that teacher's intercultural competence, affective factors such as understanding, tolerance and empathy, as well as pedagogical skills of evaluating materials, adapting instruction and individualising language assessment add up to the construct of intercultural teaching competence.

## PORTFOLIO ASSESSMENT IN TEACHER TRAINING

Traditionally, the concept of portfolio meant a collection of student's work prepared, gathered and collected in a special folder, or, in more specific terms, "a purposive collection of student writing that shows the stages in the writing process a text has gone through and the stages of the writer's growth" (Coombe/ Barlow 2004). This purposeful collection of student's work that demonstrates their efforts, progress, and achievements in given areas used to contain such materials as essays, project outlines, reports, journals, diaries, personal reflections, poetry or creative prose, drawings, photos, video and audio tapes, copies of tests and many other materials (Brown 2004).

Interestingly enough, it is not only students' output that provides data for the portfolio. As Sewell, Marczak and Horn (2005) claim, the sources of information can also encompass parents, teachers and other members of the community who know the participants or the program, as well as the self-reflections of the participants themselves (Sewell et al. 2005). To improve students' reflection upon their work a teacher should make them responsible for the selection of contents of a portfolio, and the same principle applies to teacher training. Student teachers, thus, should feel involved in justifying the choices of materials and the criteria of assessment which are to be adopted for that choice (Lopriore 2005).

In general, the aims of portfolio use in language education are as follows (Little 2005):
• to foster intrinsic motivation, responsibility and ownership;
• to promote student-teacher interaction with the teacher as a facilitator;

- to individualize learning and to understand how to treat each student as unique;
- to facilitate critical thinking, self-assessment and revision processes;
- to offer opportunities for collaborative work.

When dealing specifically with the European Language Portfolio within the regulations of the European language policy, the ELP stresses that all competence should be valued, regardless whether gained inside or outside of formal education, is the property of the student teacher, is linked to the *Common European Framework of Reference for Languages* and is comparable across Member States (see Little 2005, for a fuller discussion of how CEFR is manifested in the ELP).

Together with a growing interest in learner autonomy, the idea of portfolio use in teaching and teacher training has become more prominent with the publication of the *European Portfolio for Student Teachers of Languages* (Newby et al. 2007). Similarly to the ELP, which the EPOSTL clearly refers to, the tool serves both the documenting function (to make sure that a dossier of student teacher work arises that makes it possible to document their teaching experiences) and the pedagogic function, ensuring individual reflection through a self-assessment section. In more specific terms, the components of the EPOSTL are as follows:

- a personal statement section to help one, at the beginning of teacher education, to reflect on general questions related to teaching;
- a self-assessment section, consisting of 'can-do' descriptors, to facilitate reflection and self-assessment;
- a dossier, in which one can make the outcome of self-assessment transparent, to provide evidence of progress and to record examples of work relevant to teaching;
- a glossary of the most important terms relating to language learning and teaching used in the EPOSTL;
- an index of terms used in the descriptors;
- a users' guide which gives detailed information about the EPOSTL.

THE ROLE OF CULTURE IN THE EPOSTL

Since the perspective adopted in the present paper is that of developing student teachers' intercultural awareness and teaching skills, the first part of the analysis had to be careful scrutiny of the EPOSTL components and descriptor sets to see the extent to which intercultural competence, intercultural communicative competence, cultural awareness, culture teaching and similar concepts are covered. As evidenced in Figure 1 below, culture is secondary to such concepts of the teacher's toolkit as methodology on the one hand and assessment on the other.
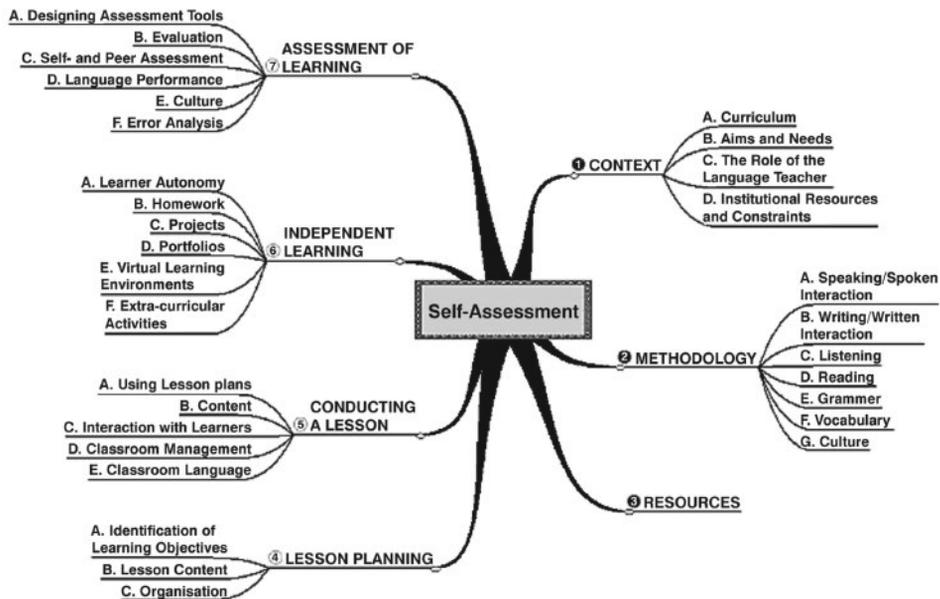
Figure 1. Categorisation of descriptors (Newby et al. 2007: 6)

The existing EPOSTL descriptors deal to a much greater extent with developing learners' intercultural communicative competence, designing instruction to sensitise learners to the differences between the cultures and encompassing the cultural dimension in assessment (see Table 1 for the very descriptors).

Table 1. The EPOSTL descriptors related to culture

| Methodology | Assessment of learning |
|---|---|
| • I can evaluate and select a variety of texts, source materials and activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the other language culture (cultural facts, events, attitudes and identity etc.).<br>• I can create opportunities for learners to explore the culture of target language communities out of class (Internet, emails etc).<br>• I can evaluate and select a variety of texts, source materials and activities which make learners aware of similarities and differences in sociocultural 'norms of behaviour'.<br>• I can evaluate and select activities (role plays, simulated situations etc.) which help learners to develop their socio-cultural competence. | • I can assess the learners' knowledge of cultural facts, events etc. of the target language communities.<br>• I can assess the learners' ability to make comparisons between their own and the culture of target language communities.<br>• I can assess the learner's ability to respond and act appropriately in encounters with the target language culture. |

Table 1. (cont.)

| Methodology | Assessment of learning |
|---|---|
| • I can evaluate and select activities which enhance the learners' intercultural awareness.<br>• I can evaluate and select a variety of texts and activities to make learners aware of the interrelationship between culture and language. | |

However, in view of the challenges of teaching multilingual and multicultural classes that are gradually getting more and more current for language teachers, it seems a more comprehensive description of the teacher's role in adapting instruction to different cultural and social settings is needed to make an adequate statement of necessary teacher skills.

To achieve that purpose, in a previous study (Krajka 2015) it was decided to take the *European Portfolio for Student Teachers of Languages* as a starting point and a source of inspiration and come up with a set of similarly worded descriptors, which, however, will comprehensively define intercultural teaching (rather than learning) skills. First, the *EPOSTL* was scanned for relevant areas of teacher development. Next, based on multiple sources a common set of can-do statements describing different aspects of teaching English in international contexts and to international students was proposed. The preliminary tool was piloted with a sample of prospective participants, who were asked to read the descriptors, mark whether they are clear, relevant, familiar and pedagogically useful. In case a particular descriptor was not adequate or comprehensible, the participants had the option of leaving it out. This very procedure is adopted during validation activities for the *Common European Framework of Reference*. Finally, they were supposed to mark whether a particular descriptor refers to Values and Cultures (VaC), Standards and Diversity (SaD) or Global Teaching Skills (GTS) and Materials and Resources (MaR). The initial development procedure was undertaken in one of the previous studies (Krajka 2015).

Eventually, out of 60 statements, a set of 40 descriptors, subdivided into four groups, was arrived at. These were placed in a close-ended questionnaire with Likert-scale answers indicating levels of confidence while doing specific operations involved in providing culture-rich instruction (see Appendix for a complete set of descriptors).

## THE STUDY

### THE AIM OF THE RESEARCH

Drawing upon the contents of the *European Portfolio for Student Teachers of Languages*, the present study aimed at using the can-do statements describing intercultural teaching competence to investigate student teachers' perceptions of this competence upon completion of teacher training at the M.A. level. In particular, the study aimed at accomplishing the following objectives:

- to investigate student teachers' perceived level of intercultural teaching competence;
- to check the effect of age, sex, specialisation, year of studies on the components of perceived intercultural teaching competence;
- to check the interdependence of particular areas of intercultural teaching competence;
- to verify validity and reliability of the descriptors used in the tool;
- to find areas of further research.

Out of the abovementioned objectives, it was of particular interest to see how student teachers perceive their intercultural teaching skills, given the fact that they all took the basic EFL training at the B.A. level, which should comprise issues connected with development of intercultural competence, teaching culture, adapting language instruction to diverse students and encompassing learners with different individual and cognitive variables in mixed-ability teaching.

### PARTICIPANTS

The participants of the current study were 196 post-graduate student teachers of English studies departments at four different universities in Poland, two in Warsaw (University of Warsaw, 26.5%; University of Social Sciences and Humanities, 18.9%) and two in Lublin (Maria Curie-Skłodowska University, 32.1%, John Paul II Catholic University of Lublin, 22.4%). It was hoped that similar quota can be reached for all the four institutions selected for the study, since no particular differentiation was to be made among them due to the fact that they all followed the teacher training curriculum specified by the Ministry of National Education as for the number of hours and topics. The resultant sample that was achieved contained a slight overrepresentation of MCSU at the expense of USWPS, with the remaining two universities of a similar share of the sample.

In terms of sex, female respondents amounted to 78.1%, male ones, to 21.9%. As regards age, quite unsurprisingly, an overwhelming majority of participants were between 20 and 25 years old (84.2%), 11.2% were aged 26–30, 3.1% aged

31–35 while only 1.5% of participants were above 35 years of age. With respect to age, the sample might have been slightly skewed due to the fact that at public universities (MCSU, UW and KUL) students generally take day studies right after graduation from secondary school, while weekend post-graduate TEFL studies at privately-owned USWPS contains a greater amount of older student teachers, usually already working at schools while studying. In this respect, the sample joined both pre-experienced student teachers and job-experienced ones, studying and working at the same time.

As regards the year of studies, two-thirds of the participants (66.3%) were in the first year of the M.A. programme, while 33.7% were finishing their second year. While the year of studies was also to be considered as a possible differentiating factor in the quantitative analyses, the difference in the teaching competence was not expected to be substantial enough to have an effect on the perceived level of intercultural teaching competence.

The sample was quite heterogenous only in one aspect, namely, the specialisations followed by participants. Obviously, they all followed the TEFL module at the post-graduate level, however, apart from that, they might have studied an additional specialisation.

Table 2. Specialisations followed by study participants

| Specialisation | | | | | |
|---|---|---|---|---|---|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | teaching | 64 | 32.7 | 32.7 | 32.7 |
| | translation | 31 | 15.8 | 15.8 | 48.5 |
| | culture studies | 25 | 12.8 | 12.8 | 61.2 |
| | literary studies | 29 | 14.8 | 14.8 | 76.0 |
| | linguistics | 47 | 24.0 | 24.0 | 100.0 |
| | Total | 196 | 100.0 | 100.0 | |

As evidenced in Table 2 above, the sole TEFL specialisation was studied by only 32.7%, while similar numbers for the remaining profiles could be recorded, with a slightly greater amount of students of linguistics. Actually, it might be the case that general linguistics is the basis for applied linguistics and teacher preparation, hence bigger numbers for these specialisations. All in all, it was predicted that the diversity of specialisations reported by students (and, consequently, of the courses taken and competences acquired) should have a significant effect on the perception of intercultural teaching skills.

## DESIGN AND PROCEDURE

The major phase of the research comprised a close-ended questionnaire conducted among 196 English language student teachers (2 universities in Warsaw and 2 in Lublin) in May 2015. The revised intercultural teaching descriptor set was put into practice in a close-ended Likert-scale questionnaire, where the respondents were supposed to self-assess their skills using the labels as below:
1. I feel completely unprepared to do that.
2. I don't feel ready to do that.
3. I don't know.
4. I feel quite confident about it.
5. I feel very confident about it.

The sampling method adopted was cluster sampling, which, even though is of non-probability type, tries to ensure a certain amount of randomness of subject selection. First, key contacts in selected universities (clusters) were identified and their support was secured. Afterwards, paper questionnaires were sent to be distributed in person by key contacts and collected after anonymous completion. Paper questionnaires conducted in class are by far the most effective method of gaining higher response rates.

After questionnaires were completed, their results were introduced to SPSS 22 package and processed both for descriptive statistics (total scores for specific parts of the tool) as well as inferential statistics: assessing normal distribution (Kolmogorov-Smirnov, Shapiro-Wilk), verifying scale reliability (Cronbach's $\alpha$) and testing relationships (Pearson's product-moment test, Mann-Whitney U test, Kruskal-Wallis test).

## RESULTS AND FINDINGS

The first step in the analysis of the questionnaires was assessment of instrument reliability, which was supposed to indicate how reliable the measurement of particular subscales (Values and Cultures, Standards and Diversity, Global Teaching Skills and Materials and Resources) is. The point is to assess the degree of internal consistency of the questionnaire, with the prediction that the four components of intercultural teaching competence as conceptualized in the questionnaire are closely related. Inadequate level of consistency or different results of inter-item correlations (positive or negative) might indicate the need to focus on the instrument, to reconceptualise the construct tested or to verify the wording of specific descriptor items.

As is evidenced in Table 3 below, the analysis yielded very high Cronbach's $\alpha$ for total scores of particular strategy scales (ranging between .841 and .891, which is a very high figure on a scale from 0 to 1). Similar values were recorded if items were deleted and all inter-item correlations were positive, which shows good internal consistency of Intercultural teaching descriptor set.

Table 3. Reliability statistics

|  | Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|---|
| Appreciating values and cultures | .891 | .891 | 13 |
| Seeking standards and promoting diversity | .889 | .890 | 10 |
| Global teaching skills | .887 | .888 | 10 |
| Selecting resources and adapting materials | .841 | .842 | 7 |

The next step in the analysis was to come up with descriptive statistics, in order to find out the perceived level of intercultural teaching skills of student teachers of English. The Likert scale answers were recoded into numerical values, with 1 (I feel completely unprepared to do that) assigned the value of -2, 2 (I don't feel ready to do that) – the value of -1, 3 (I don't know) – 0, 4 (I feel quite confident about it) – 1 and 5 (I feel very confident about it) – 2. In this way, it has become possible to compute mean scores and standard deviation for particular components of the construct.

Interestingly, the results show that the means for particular subscales were proportionally the highest for seeking standards and promoting diversity (8.97 with the maximum of 20), however, with relatively high SD of 6.76. The scores for other parts of the scale amounted to 9.15 out of 24 for Appreciating values and cultures (SD 8.50), 5.70 out of 20 for Global teaching skills (SD 6.49) and 4.32 out of 13 for Selecting resources and adapting materials (SD 4.78). In particular, much lower ranks for the two final parts of the scale, which concern much more the practical level of implementation of methodology in the classroom, encompassing activities, techniques and procedures, call for increasing the amount of teacher training instruction devoted to culture-sensitive teaching in the practical courses of TEFL modules (e.g., such courses as Language assessment, Lesson observation, ELT materials evaluation, Methods and techniques of TEFL and the like).

When investigating inter-scale correlations with Pearson product-moment correlation, it turned out that there are high positive correlations between particular sections of the scale, all statistically significant at the 0.01 level, ranging from .668 for Standards and diversity in relation to Global teaching skills up to .802 for Values and cultures in relation to Standards and diversity. It can be claimed that slightly closer relationships can be found between the first two sections of the scale as well as between the second two, with a more abstract level and more practical level isolated in this way (see Table 4 for details).

Finally, it was interesting to find out what factors might actually account for the differences in perception of intercultural teaching skills. For that purpose, the Mann-Whitney U Test and Kruskal Wallis test were used to investigate differences between

independent groups on a continuous measure, as the non-parametric alternatives to the t-test for independent samples. The purpose was to evaluate whether the ranks for the groups differ significantly, with groups isolated by age, year of studies, university of origin and specialisations studied by student teachers.

Table 4. Pearson product-moment correlations for subscales

| Correlations | | Appreciating values and cultures score | Seeking standards and promoting diversity total score | Selecting resources and adapting materials total score | Global teaching skills total score |
|---|---|---|---|---|---|
| Appreciating values and cultures score | Pearson Correlation | 1 | .802* | .745* | .708* |
| | Sig. (2-tailed) | | .000 | .000 | .000 |
| | N | 196 | 196 | 196 | 196 |
| Seeking standards and promoting diversity total score | Pearson Correlation | .802* | 1 | .737* | .668* |
| | Sig. (2-tailed) | .000 | | .000 | .000 |
| | N | 196 | 196 | 196 | 196 |
| Selecting resources and adapting materials total score | Pearson Correlation | .745* | .737* | 1 | .688* |
| | Sig. (2-tailed) | .000 | .000 | | .000 |
| | N | 196 | 196 | 196 | 196 |
| Global teaching skills total score | Pearson Correlation | .708* | .668* | .688* | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | |
| | N | 196 | 196 | 196 | 196 |

* Correlation is significant at the 0.01 level (2-tailed).

As a result of Mann-Whitney U Test and Kruskal Wallis Test, no statistically significant differences were found for age, sex, specialisation and year of studies. Age proved to be statistically significant for Selecting resources and adapting materials, not statistically significant for other components of intercultural teaching competence. On the other hand, statistically significant differences were found as for university of origin, which might indicate the fact that even though specializations had fairly familiar labels of linguistics, translation studies, culture studies, and even though the very teaching specialization is fairly clearly specified

in the teacher education standards issued by the Ministry of National Education, there must be substantial differences inside those curricula which cause varying amount of perception of intercultural teaching skills. At the same time, just as predicted, the year of studies did not prove to have a statistically significant effect on the perception of intercultural teaching skills in any of the four subscales, since the difference in teacher awareness and competence between 1st and 2nd year students is not that great.

Table 5. Kruskal Wallis test for variable "university"

| Test Statistics[a,b] | | | | |
|---|---|---|---|---|
| | Appreciating values and cultures score | Seeking standards and promoting diversity total score | Global teaching skills total score | Selecting resources and adapting materials total score |
| Chi-Square | 19.183 | 10.439 | 11.631 | 12.167 |
| df | 3 | 3 | 3 | 3 |
| Asymp. Sig. | .000 | .015 | .009 | .007 |

[a] Kruskal Wallis Test.
[b] Grouping Variable: University.

## CONCLUSION

As it appeared from the study, intercultural teaching competence is a relatively new construct, still in need of conceptualization. When reflecting on areas of teacher competence in the *European Portfolio for Student Teachers of Languages*, it seems useful to isolate a separate set of abilities and attitudes pertaining to sensitivity to student cultures and adaptability of language instruction. The present study was just another small step in the investigation of how to deliver culture-rich language teaching and how to make the classroom inclusive for students coming from different cultural, social, ethnic, economic backgrounds. It was possible to define the construct, subdivide it into more specific subject areas and describe in terms of can-do statements.

The empirical study proved some disparities in the perception of intercultural teaching competence, with significant differences among the subgroups of issues that it comprises. It was quite interesting to see that the university of origin, rather than specialisation studied, had a significant effect on the perception of intercultural teaching skills. This means further research would need to be conducted to see what particular courses or modules, or, in a more general sense, what particular profile

of the English studies curriculum might be responsible for the varying amount of confidence in intercultural teaching.

The study had certain limitations and outlined possible ways of improvement in the future investigations of culture-rich language instruction. Most importantly, the wording of the descriptors would need to be verified, if possible, simplified and shortened, to make the can-do statements more accessible to participants. Some of the original descriptors proved to be too ambiguous, too long, using the conceptual framework familiar to the researcher but not necessarily equally familiar to student teachers.

At the same time, there arises a need to reflect on how to construct a similar tool for the B.A. level, thus, "lower-level" descriptor sets would have to be devised and piloted. It will be very interesting to see how beginning student teachers, trained especially for primary school teaching, view their skills and attitudes towards culture-sensitive language teaching. It is to be hoped that future research of this kind will enable the creation of a system of teaching skills assessment at both lower and higher level (B.A. and M.A., or primary and secondary, respectively).

The final observation refers to the principles of using portfolio as an alternative assessment tool in the teacher training context. If we adopt the principles behind the *European Language Portfolio* and transfer these to the teacher training curriculum, it is evident that it is not only the perceived level of teaching skills as elicited through can-do statements that should be the assessment measure. Apart from self-assessment, also the dossier part should be systematically compiled by student teachers, e.g., containing selected materials produced during teaching practice, individually-made lesson scenarios or tests. Through reflection upon these materials, student teachers can become more aware of their own implementation of culture-sensitive teaching and observe their growing professional competence.

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## APPENDIX. INTERCULTURAL TEACHING COMPETENCE DESCRIPTORS

1.  **Appreciating values and cultures**
    1. I can identify the expected variety of English in the institution where I teach.
    2. I can recognise the value and belief systems that are a part of the culture of my students.
    3. I can use techniques that do not permeate stereotypes of any culture, including the culture of my students.
    4. I can suit the expected level of participation of my students in a task to the characteristics of their culture.
    5. I can avoid bias or discrimination in my expression on the perceived roles of males and females in the culture of my students.
    6. I can use techniques which connect specific language features (e.g., grammatical categories, lexis, discourse) to cultural ways of feeling, thinking and acting.
    7. I can notice and appreciate my students' experiences in their own culture and in other cultures.
    8. I can draw on my students' cultural experiences by giving them an opportunity to express these in oral or written tasks.
    9. I can withdraw from imposing a values system of either English or my own on my students.
    10. I can identify and make good use of historical/economical/technological factors influencing the relationship between English and the language of my students.
    11. I can promote students' understanding of how pragmatic norms can differ cross-culturally.
    12. I can identify my students' motivations, beliefs and practice opportunities outside class.
    13. I can do research prior to class to investigate target students' learning characteristics.

2.  **Seeking standards and promoting diversity**
    14. I can use my own English in writing and speaking consistently according to one adopted standard (e.g., RP, American English).
    15. I can evaluate my students' oral and written performance according to the standard expected in my institution.
    16. I can appreciate my students' attempts to find diverse listening and reading opportunities in English.
    17. I can explain to my students major differences between key varieties of English (e.g., between British English and American English).
    18. I can recognise the value of linguistic diversity of language input in receptive skills instruction.
    19. I can reconcile the need for diversity with the need for establishing a standard for my students.
    20. I can tell the difference between standard and non-standard examples of usage.

21. I can select appropriate examples of usage for grammar/vocabulary presentation.
22. I can give recognition to other languages spoken by English speakers.
23. I can exemplify and appreciate English-language interactions of non-native speakers.

**3. Global teaching skills**

24. I can set objectives that are equally achievable for students in a multi-cultural class.
25. I can diagnose and analyse the needs of students in a multi-cultural class.
26. I can present lexical or grammatical items in such a way so as to reach students coming from different cultures.
27. I can use organisational forms of work in relevance to the learning habits and preferences of students coming from different cultures.
28. I can see the gap between my own culture and the culture(s) of my students and predict its potential positive/negative consequence on my teaching.
29. I can group international students in a way that assures effective learning.
30. I can level out possible disparities between different cultures of my students.
31. I can adapt my language instruction to respect the local culture of learning.
32. I can identify my strengths and weaknesses as a native/non-native teacher of English.
33. I can establish effective communication code with my students, also at lower levels (simplified L2, students' L1).

**4. Selecting resources and adapting materials**

34. I can make use of specimens of both high and low English culture in a way relevant to students coming from different cultures.
35. I can introduce interesting people and their views and opinions from different ethnic groups (e.g. novels, articles, news reports) as well as from British or American points of view.
36. I can offer opportunities for language/cultural/critical awareness that helps learners to reflect on their own use of language as well as those of others.
37. I can provide materials that expose my students to different varieties of language (e.g. social, ethnic, gender, age).
38. I can provide materials that offer opportunities to consider effective ways of communication with people of various backgrounds and value systems.
39. I can evaluate and select New Englishes texts and recordings in accordance to my students' needs.
40. I can design reading comprehension and listening comprehension tasks in such a way so as to make tasks based on New Englishes texts achievable for my students.