International, but how?
Considering L2 Teaching and Learning from the Perspective of the Internationalizing Teaching and Learning Framework
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What does international, intercultural, or global 
learning mean...  
... in the field of SLA?  
... in your College?  
... in your department?

Internationalized Teaching 
and Learning (ITL): an 
intentional approach to 
maximizing students’ international, global, and/or 
intercultural learning
(ITL, 2007)

Do our own practices reflect the standards to which we hold our students in terms of international, global and/or intercultural learning? Do we seek to understand different perspectives that challenge our own worldview?

Is international, global, and/or intercultural learning deeply articulated and well understood via a visible course goal? Or is it more like an assumed approach in the course?

How do we self-reflect on our own personal and cultural values - and how do they affect how we approach second language teaching and learning?

ITL + L2 Teaching & Learning = 
A framework for systematically 
exploring global linguistic 
realities

examples
contextualize “de-centered (Spanish, French, German, etc.)”

[del Valle, 2014]
create a ‘broader frame’ for communication to address issues of rationalization and technologicalization of discourse

[Block, 2002]
problematize “shared youth culture” and assumptions about understanding of the local via global exchange

[Francovich & Thorne, 2002]
case study: Using the ITL framework to unpack globalization in the Intermediate Spanish Classroom

In spring 2017, students in two sections of SPAN 1004 at the University of Minnesota engaged with chapter content on diverse perspectives of globalization via an ITL-designed plan.

The plan addressed “traditional” linguistic goals previously established for the chapter (e.g. continued support for acquisition of the preterite and imperfect), along with ITL-specific goals and instructional practices taken from the University of Minnesota’s ITL framework based on Fein’s (2002) model for designing courses for significant learning. Using a hybrid of CTS and multiliteracies-based approaches, learners explored definitions of globalization and analyzed an audio-based “globalization story” from various perspectives before forming their own evaluation.

Future directions / Next steps

Next steps: Where to begin?
Make goals clear if you’re in the position to shape course goals. Be intentional about including ITL-based goals in your syllabus. Support your faculty to develop competencies in this area.

If you aren’t in a position to clarify course goals, you can build ITL-inspired activities into your daily class. Quick, easy examples on the pointing chart in class discussion.

For everyone: No matter your role - tenured or non-tenure faculty, graduate student, staff, administrator - you can self-evaluate your own practice in terms of what Sanderson (2008) calls “The Internationalized Academic Self.”

Future directions
Reassessing / reimagining the five Cs according to the ITL framework (it’s hardly modern; see also Kraush, 2014)
I skew the importance of the Academic Self with the staffing decisions of second language learning & teaching in the US context

Squaring the importance of the Academic Self with the staffing realities of second language learning & teaching in the US context - you can self-evaluate your own practice in terms of what Sanderson (2008) calls “The Internationalized Academic Self.”