

Our cultural exchange program brings visitors from Korea, China, Japan and Thailand right into the classroom and is designed to enrich the lives of schools, students and staff through first hand encounters with a visitor from overseas. It provides a unique opportunity for students to learn about the wider world through the sights, sounds and flavors of another culture while raising cross-cultural awareness and friendship.



Introduction

The purpose of this guide is to assist teachers and school staff in understanding our program and provide ways in which schools and students can gain the most from classroom activities and cultural presentations.

Role of the Intern

- (1) **Language teaching assistant** – will support the teacher of their language.
- (2) **Cultural ambassador** – will share and promote their culture within the school.
- (3) **General teaching assistant** * – will support staff teaching non-Asian language/culture classes.

**This should not be the main purpose of the internship instead it should be an addition to the other roles.*

Language Teaching Assistant

The role of the teaching assistant is to support the language teacher in the classroom. During class work the intern can support students, by answering questions, explaining class activities to individual's on a one to one basis or help small groups / individuals with speaking, reading, writing and listening practice. We also encourage teachers to allow the intern to manage part of the class.

Idea! While the intern is developing their confidence they could be asked to complete vocabulary drills or give a quiz at the end of each class.

Cultural Ambassador

Sharing an Asian culture is a rewarding and exciting experience for both students and teachers. Below are examples of how the intern can introduce their culture within the classroom.

- Children's games are always a favorite.
- In a calligraphy demonstration, students can learn how to write their names.
- From traditional folktales to current affairs, the options for reading activities are endless.
- Students write letters to children in the intern's own country to share cultures.
- Students research and write a report on an aspect of the intern's country.
- Students can present their reports and ask the intern to add information or answer questions.

To gain the most benefit from this program, it is suggested to commit at least 3/4 classes per month to sharing the intern's culture. We would like to encourage all students to meet the intern and experience the their culture.

General Teaching Assistant

Teaching about the intern's country and introducing their culture is the main purpose of the internship, however we understand that the intern must also support teachers in non-Asian culture/language classes. The role of the intern as a general teaching assistant will vary depending on the age of the students and the ability and knowledge of the intern. It should be quite straightforward for an intern to help within most classes below the age of 15 years, however there may be times where an intern has limited knowledge and may be unable to provide effective support. Prior to introducing the intern to a non-Asian culture/language class, it is highly recommended to ask whether they have relevant experience, knowledge and confidence.

Common Stages of Internships

- The **introduction stage** is where the intern becomes familiar with their new environment and will mainly observe classes.
- The **participation stage** is the main purpose for the internship and is when the intern can share their culture and language and gain experience in teaching.
- The **review stage**, this is where the intern and teaching staff exchange feedback at the end of the internship.

Generally, the intern will have some knowledge of how they can support teaching staff. However, the progress and ability to do so will be very much dependant on the intern's English ability, the rate at which they can adapt to their new environment, the school's curriculum and the duration of the internship.

Introduction Stage: (1 or 2 weeks)

- At this stage the intern will focus on observing classes.
- From the beginning, assign a staff member (host teacher) to help support the intern's integration in their new environment. This may include: a tour of the premises, acting as a point of contact for support and information; and encourage conversations with other staff members.
- Normally at this stage the intern will be introduced to the host school's staff and students during a wide event, such as the weekly assembly.
- After the intern is settled, the host teacher should take some time to talk through what the school hopes to achieve from the internship and allow the intern to explain their goals.
- Discuss with the intern your class management style. In most Asian school systems are often regimented, while those from the USA, Canada, UK, Ireland, Australia and New Zealand are generally informal.

Idea! During the introduction stage some schools will rotate the intern to various classes to introduce them to different teaching styles and curriculum.

Participation Stage: (6/9 months)

During the participation stage the intern will hope to gain experience in teaching, sharing their culture with students and improve their English language skills.

The objective of most interns include the following:

- Learn class preparation strategies and curriculum development techniques.
- Gain quality teaching experience and knowledge before or during their career.
- Learn and apply different teaching styles.
- Understand classroom management.
- Take a leadership role in the class or in activities.
- Learn from teachers' knowledge and experience.

Teachers should consider the intern as their assistant and the following advice may prove valuable:

- To help the intern prepare, teachers could advise the intern on what will be taught in the next class. It would be most helpful to provide the intern with a copy of the material and encourage them to read it before the next lesson.
- It may take some time for the intern to feel confident. In these cases take a few moments at the beginning of the class to brief the intern on the level of contribution that is expected, as well as advising on who corrects errors and what to do about discipline.
- The intern will be interested to receive feedback on how the class went, please take time to discuss his or her approach on how they can further develop their skills.
- During the internship we encourage both the intern and host teachers to discuss well how the internship is progressing. A monthly informal chat between the intern and the host teacher should allow for all issues and concerns to be addressed.

Review Stage

At the end of the internship, we would be most appreciative if you could provide the intern with some formal feedback as apart of their ongoing skill development.

For example:

(1) Letter of Reference	(acknowledges the intern's contributions, attribute and transferable skills obtained during the internship for possible university accreditation for related work experience or future career opportunities.
(2) Host School Evaluation Form	<i>(issued by IIP, can be used for verbal feedback before submission)</i>
(3) Performance Appraisal:	(communication skills, participation, initiative, adaptability, flexibility, school, host family and community involvement)
(4) Teaching Evaluation	(development of expertise, lesson quality, presentation content and delivery, classroom management skills).