A review of literature: what is an ideal internationalised school?

Sherene Hattingh

Faculty of Education, Business and Science, Avondale College of Higher Education, Cooranbong, Australia

P O Box 19, Cooranbong, NSW, 2265, Australia.

Tel. +61249802193

Mob. +61413574120

sherry.hattingh@avondale.edu.au

A review of literature: what is an ideal internationalised school?

This article presents the findings of a literature review conducted from 2005 to 2013 on the elements involved when a school internationalises. In the past there has been predominant focus on the teachers or the international students at schools with little emphasis on a whole school approach to internationalisation. This review considers the body of literature on internationalisation and synthesises the findings using a stage play metaphor to construct the ideal performance of a school-wide approach to internationalising. The first act by the school leadership is that of organising and managing the school, the second act involves the international student and their experience, and the third and final act is that of the teachers and their pedagogy. This literature review presents all the elements through the acts, key roles and essential scenes for the best performance of a school for internationalisation.

Keywords: internationalisation, international students, English (Second Language), best practice, effective teaching, school culture

Introduction:

Internationalisation has been a topic of research for many years at the tertiary level with only recent attention being given to the secondary school level (Tudball, 2005; Yemini, 2014). Secondary schools across the Anglophone countries of the US, UK, Canada and Australia (OECD, 2013) have actively been enrolling international students. These enrolled international secondary student numbers, the United States enrolled 73 019, the United Kingdom 25 912, Canada 23 757 and Australia 16 693, are significant to the international education for and by these countries (Farrugia, 2014). Internationalising refers, in part, to enrolling international students where active recruitment and monetary gain are prominent factors; however, the term is not limited to money and the number of enrolments (Carroll & Ryan, 2005). Internationalisation also includes mutual adjustment and adaptation including: development of the curriculum; potential employment of international teachers or of teachers with

appropriate intercultural proficiency; rethinking the school identity; providing equality, equity and access for all students; reviewing the identity representations of students; and improving pedagogy, orientation and intention in regards to student diversity (Aulakh, Brady, Dunwoodie, Perry, Roff & Stewart, 1997).

The secondary schools across Australia, Canada, the United States and the United Kingdom enrolling international students are required to register with the necessary government department and immigration service providing study visas for the international student. The study visa is issued for the student to study only at that registered school, if the student is no longer enrolled at that school the study visa will to be terminated (Education Services for Overseas Students Act, 2000; The National Archives, 2015; U.S. Code, 2013). Many of these secondary schools enrolling one or more international student are private schools (Ortloff, Shah, Lou & Hamilton, 2012).

Purpose of this literature review:

There is a continual growth in the body of studies investigating internationalisation from the international student viewpoint or from the teacher viewpoint. Few studies focus on the role of the administrative leaders of an institution in this process or how the management of a school has addressed the health, personal development and well-being issues related to their enrolled international students (Pawlas & Oliva, 2008; Brigaman, 2002; Harklau, 1999). There does not appear to be any synthesis of scholarship on the international student understanding and experience; the teacher understanding and experience; and the administrative leaders' understanding and experience for internationalisation. As a result of this lack of synthesis the field relies on individual studies in each domain of student, teacher and administrative leaders to provide an understanding of the elements of internationalisation. In this

review of the literature on internationalisation I aim to provide a considered collection of findings to build a picture of the practice of internationalisation within a mainstream school. The research question guiding this examination of relevant literature is:

What contributes to an ideal internationalised school?

Methodology

The overall aim in reviewing the literature was to find all research on the elements involved in enrolling international students on a school campus to ensure their academic success. Literature on internationalisation was gathered from 2005 to 2013 using three databases (EBSCOHost, Proquest and PRIMO) and three search engines (Google/GoogleScholar, Educational Resource Information Centre – ERIC and Teoma – updated to Ask.com). To begin the search general terms were used to identify possible articles, see Table 1.

Table 1. Initial terms

Initial terms	**Results**
International students	158 717
ESL mainstream	133 900
English (second language) and mainstream	85 688
ESL students in the mainstream classroom	18 200
Integration of ESL students into mainstream culture	4 480
International students in secondary schools	3 470

This initial search revealed thousands of results. The initial terms were then modified to narrow the search, see Table 2.

Table 2. Modified terms

Modified terms	**Results**
Internationalisation in secondary schools	23
ESL academic success	158
ESL in mainstream	155
academic achievement and ESL	137
ESL pupils	1 476
overseas ESL students	1 237
ELA (English Additional Language)	1 960
secondary school ESL students	172
high school ESL learners	125
mainstream curriculum and ESL	39
effective school management practices	1 154
logical connectors, proximity operators and truncation symbols used	and, or, not, nN, w/5, (), * and "."

The search for literature also utilised ScienceDirect as a citation index to identify key journal articles and significant authors for the topic area. The use of the citation index helped to identify cited works which led to other relevant research and authors. In addition to this a secondary search for articles and publications was conducted using the references listed at the end of articles. The use of key terms, peer-reviewed publications and evidence based material were helpful in narrowing the search of literature throughout this time period.

Results

This literature review found fifty authors who have contributed to the best practice, as well as the problems, surrounding the specific topic of an educational institution internationalising. In analysing these articles three groups of key people and their ascribed roles within an internationalised educational institution were identified: the administration or management leader/s, the international student and the teacher. While investigating these key people and their roles, I found using a stage play analogy

helpful as a means of analysing a system and constructing an understanding and experience of internationalisation as a whole strategic approach. In a stage play there are scenes, acts, characters and roles essential for the development and understanding of the play. Each aspect is needed for the audience to understand and follow the story or the play is incomplete. This same concept of characters, roles and acts is needed within a school that enrols international students. Using a metaphor is what Lakoff and Johnson (1980) refer to as "understanding and experiencing one kind of thing in terms of another" (p. 5).

Implementing this metaphorical approach using the language, relationships, prior knowledge and experience of a play, this literature review is scripted into a full school-wide internationalisation performance involving three acts with the key people and their corresponding roles portrayed:

- The act of organisation and management of the school
- The act of the international student and their experience
- The act of teachers and pedagogy for internationalisation

The act of organisation and management of the school

As the nucleus of the school, the administrative leaders determine what and how events progress and occur throughout the school. Usually schools are headed by a school principal who is supported by a school council and other administrative staff for example, a deputy principal, a dean of students, a bursar, a receptionist, a personal assistant and other support staff. Leadership roles are assigned to individuals to supervise and lead the school in the areas of schooling, administration, curriculum and instruction. Within each of these school areas staff cast in these roles have to actively contribute to internationalisation through:

1. administering the legal requirements for enrolling international students,
2. generating and implementing relevant policies,
3. guiding the school culture,
4. providing services for cultural knowledge/cross cultural competency,
5. organising and managing staff collaboration, and
6. providing staff with professional development for internationalisation.

Administering the legal requirements for enrolling international students

A school registered on a study visa has agreed to be legally responsible for the international student enrolled. Therefore, as the legal guardian of the international student the school is responsible for ensuring that the appropriate accommodation, support and general welfare arrangements are in place for the student over the duration of the study visa. School management adheres to the legal obligations that need to be offered and provided for the enrolled international student. As a requirement for registration with the government and immigration services a school provides policies for internationalisation (Education Services for Overseas Students Act, 2000; School Standards and Framework Act, 1998).

Generating and implementing relevant policies

Official written policy provides documentation for all associated with the school clearly defining the expectations, norms, assumptions, and beliefs suitable to the school and community way of life (Sergiovanni, Kelleher, McCarthy & Wirt, 2004). Policies allot guidelines ensuring the same procedures and practices are followed by all in line with the objectives of the school. An internationalised school establishes policy ensuring that student diversity and anti-racist education is endorsed in the school through the recognition and appreciation of represented cultural heritages and backgrounds for both domestic and international students (Clegg, 1996). Policies for internationalisation would also include an international student enrolment policy, which

focuses on all the necessary documentation on the international student and their previous education background, and an international program policy, which focuses on the guidance, support, understandings, teaching and learning within a school with an international focus (Hattingh, 2013). This act of best practice also involves recurring revisions and updates of policy building and strengthening direction and trust within the school. This ideal lies in the importance being placed on a "top-down, institution-wide, policy-led processes" creating a unity within the school through strong leadership and direction to include the international student (Clegg, 1996, p. 13). Providing the strong leadership and direction contributes to the building of an inclusive school culture.

Guiding the school culture

The organisation and management of a school should display a school culture that not only includes international students but works productively with them (Hoy & Miskel, 2008). Hoy and Miskel (2008) in their Californian schools research and Clegg (1996) reporting on his work from England and Africa ESL school contexts, recommend that the international students have the same rights as other enrolled students, are protected against discrimination, are able to learn in a situation that acknowledges and shows their home culture, are able to use their first language in studying, are able to study all subjects offered, are treated fairly in assessments and class organisation, and are able to take an active and full role in the life of the school. Li (2004) in her Canadian high school research of four Chinese students, argues that international students should receive the quality education they have paid for and which they are entitled to, and that schools must include and address international students' needs through awareness, cross cultural competency in action, and duty of care. The willingness to assist and care for the international student by the staff and domestic students is part of school culture promoting equity and inclusion for these students. According to Hoy and Miskel (2008) a school culture defines the way things are

performed within a school community through the dedication of the staff, students and parents to the values and beliefs practiced at the school. Values and beliefs shape the manner in which staff, students and families connect and identify with the school which directs individual behaviour.

The internationalised school outlines the manner in which teachers and students are expected to behave regarding school culture for participation and engagement in teaching and learning. Osterman (2000) found that the experience of belonging for the international student is directly connected with higher achievement and positive attitudes towards self and others. Adelabu (2007) states that the international student's sense of belonging contributes to positive engagement and orientation towards school, teachers and classwork. These behavioural elements of belonging lead to positive emotional connections at the school that foster value and academic achievement. The internationalised school's leadership act needs to promote and develop a school culture where staff and students take responsibility and work together for the international student.

Further to this, an internationalised school culture provides equity and inclusion for the international student's family. Although these parents may live far from the school, the internationalised school involves them as part of the school community. Collier (1995) and Li (2004) both promote direct communication between teachers and parents of an international student to nurture positive relations and support. Ensuring that an international school-family relationship happens at a school necessitates recurring review of school practices for communication and procedures. A review of practice includes the facilitation, provision and implementation of pedagogical modifications for culturally and linguistically diverse students.

Having programmes in place is important; however, regularly reviewing these programmes is imperative. Harklau (1999) who conducted a study on second language learners' experiences at a US secondary school argues there is need for school leadership to recognise and include language-minority students' perspectives for pedagogy and practice within the school thereby promoting ethnic and linguistic diversity. Providing for internationalisation means that practices need to be improved and modified to extend and broaden the school community experience. The responsibility by school leadership for regularly updating programmes to meet the international student's needs and intentionally providing for these students promotes an internationalised school culture.

Providing services for cultural knowledge/cross-cultural competency

Schools investing and growing in the international market internationalise through planning and management of their provided services which are regularly audited. Such services are available to help teachers develop cultural knowledge/cross cultural competency and to give expertise and assistance when required for staff and students. Love and Arkoudis (2004) reported in their Australian study that the availability of such services impacts future international market success for drawing more international students. A school invests in internationalisation through the provision of trained, resourced, collaborative and supportive staff for the well-being and care of the international students (Brigaman, 2002; Pawlas & Oliva, 2008). These services also include pastoral care for the international student, the establishment of staff engagement for internationalisation, and the provision of professional development for staff tailored around internationalisation (Brigaman, 2002; Pawlas & Oliva, 2008).

Further services that the leadership of a school should provide according to Faltis and Wolfe (1999) are those that impact on the international student's social and emotional well-being. In their US study of adolescents, bilingualism and ESL in the

secondary school, Faltis and Wolfe (1999) argue that the school leadership should provide effective educational experiences for all students. They extend this to include access to someone who speaks their first language, health education, vocational education, community involvement and information regarding the services available to the international student within this community (Faltis & Wolfe, 1999). Davis and McDaid (1992) reporting on their investigation of Vietnamese students in a San Diego secondary school, also highlighted the need for the school leadership to find better ways to provide guidance and counselling for these students. They found that these students needed information detailing issues such as secondary school completion and graduation, subject choices, career opportunities and guidance, tertiary options, life skills and financial assistance plans (Davis & McDaid, 1992). Popadiuk (2010) in her Canadian secondary school research of 21 international students, reported that school counsellors are highly valuable when they exhibit cultural awareness, cultural knowledge and promote communication, support and networks for international students.

Organising and managing staff collaboration

An included role of the school leadership in the ideal act of internationalisation is the active promotion of allotted time and opportunity with the expectation that staff work together and regularly communicate with each other about the international students. Pawlas and Oliva (2008) promote school leadership, teachers, domestic and international students, parents and other school related members creating a “sense of community” where everyone works co-operatively to boost student development and growth (p. 403). Brigaman (2002) addressing US culturally diverse classroom contexts recommends that the school leadership improve and encourage co-operation between mainstream teachers, ESL teachers and other specialists, as well as provide a strategic

plan and commitment for staff professional development for internationalisation allocating time and money to this important aspect (Brigaman, 2002).

Providing staff with professional development for internationalisation

Targeted professional development assists in teacher effectiveness and collaboration for internationalisation. Schools with specialist teachers can instigate professional development programmes that can help mainstream teachers and/or support staff as a group or individually (Short, 1999). O'Byrne (2001) in her study of schools in Toronto highlighted the significant role school leadership played in preparing and equipping staff with the knowledge and skills needed to successfully work with international students. In her study she found veteran English teachers who trained when second-language learner numbers in classes were low, pointing out the current need for professional development for assessment and instructional practices in working with culturally and linguistically diverse students (O'Byrne, 2001). In an internationalised school this area is active and regularly utilised for staff development and best practice implementation (Brigaman, 2002). In this ideal play of an internationalised school the act of the international students and their experience is crucial in understanding and reaching the end of the performance.

The act of the international student and their experience

As Faltis and Wolfe (1999) describe, international students enter a secondary school with "the social and emotional needs…of wanting to belong to groups, wanting to succeed in their daily life, wanting to please their families and wanting to feel confident as young people" (p. 1). Arriving often unaccompanied in an alien land as a minor without their usual support social network exposes international students to a myriad of potential challenges and obstacles reported and identified by many researchers (Collier, 1995; Duff, 2002; Kuo & Roysircar, 2006; Li, 2004; Love &

Arkoudis, 2004). Staff working and interacting with international students need knowledge and awareness of these students': learning styles, experience and the challenges and obstacles which they will face. These challenges and obstacles have been group into three topics, namely: culture shock, forming social and academic relationships, and academic communication (Li, 2004; Love & Arkoudis, 2004). According to Popadiuk (2010) the most reported challenge is culture shock.

Culture shock

The symptoms of culture shock are identified as an emotional response exhibited through feelings especially in a new environment. These feeling, experienced differently by each person, can quickly fluctuate changing readily and impacting on a person's well-being. Li (2004) reports a number of emotional stages including: uncertainty, disappointment, anxiety, frustration and sometimes depression that international students experience as they encounter and establish themselves in their new environment and routine. The effect of culture shock on the international student can manifest as a state of uncertainty, exhibiting feelings of confusion, loneliness and fear (Li, 2004). These feelings of confusion, loneliness and fear in the new environment often result in international students viewing themselves as ignored and isolated.

The researched reasons for international students experiencing culture shock are well documented. Differences in styles and norms of communication are documented by Hughes (2004) as leading to an assortment of individual angsts and insecurities induced by perceptions and other variances related to age, gender and status. Carroll and Ryan (2005) observe from their research that high family expectations are placed on international students who are without their usual support system, as well as the added pressure of visa repercussions linked to academic failure. International students, according to Kinoshita and Bowman (1998), say that they are apprehensive and concerned about class participation and language barriers. These factors can aggravate

each other, often engulfing the international student with enormous stress, and in some cases, more serious stress-related mental health issues (Carroll & Ryan, 2005).

The ideal internationalised school leadership promotes early identification of culture shock by teachers and supports international students who are often oblivious of the impacts of culture shock. Early identification and ongoing understanding of the emotional stages of culture shock are important strategies, with knowledge and information that school leaders can have available for teachers and international students. Teachers can then further assist international students with factors such as confidence in social skills, emotional stability and flexibility as general strategies needed when moving into a new environment. Ideally when assisting the international student the teachers and domestic students can learn more about them and their culture and so build their own personal cross cultural competency and knowledge (Duff, 2002; Faltis & Wolfe, 1999).

Drawing from Brigaman (2002) and Kinoshita and Bowman (1998) the following points identify the specific support schools can provide for international students and their learning experience:

- accommodate cultural differences;
- fully explained educational practices to each international student;
- staff who take the time to get to know each international student therefore building trust;
- quick identification of emotional distress with the necessary referrals being made; and
- set times where international students meet with their teachers at the beginning of the term to unpack the upcoming term’s work.

This review of the literature shows that successful international students have: a support network, a goal, anticipation of success and expectations of graduating from secondary school. According to Watt et al. (1996) successful international students exhibit self-control with empowerment concurrently with a willingness and pride to "do the time". These students want a better job in the future and realise that their education contributes to this. In recognition of this an internationalised school sets goals for their international students while providing them with a network of support and ensuring that the international student is given every opportunity to achieve academic success within this school community.

Forming social and academic relationships

Although a school enrolling international students is expected to initiate and maintain a sense of belonging for these students, according to Schulte, Shanahan, Anderson and Sides (2003) a responsibility also rests with the international student to actively participate in the school community and especially with their learning. The school supports international students specifically in developing relationships that are both social (connecting with domestic and other international students) and academic (communicating with their teachers). Derwing, DeCorby, Ichikawa and Jamieson (1999) in their Canadian secondary school research involving six mainstream teachers and 15 former ESL students, reported that their participants recognised active engagement with English-speaking classmates as a significant aspect of their successful school experience.

In the school community it is important for the international student to interact with others socially and academically. These social relationships can include friendship, playing sport, general acquaintance and other instances of engagement with peers. The aspect of academic relationships means formal exchanges for academic advancement and interest. Establishing these social and academic relationships with their teachers,

English-speaking peers and other first language peers is an important step for international students (Li, 2004). Engaging in these types of relationships is essential for the international student in achieving academic success in the school community.

International students enrol in a school anticipating academic success. Part of this success and experience of internationalisation according to the literature is linked to these students connecting and forming academic relationships with their teachers and peers. Li (2004) in her research found that schools that established peer tutor groups for exchanging help within the first few months of an international student arriving in the country, for example, international students tutoring Maths and Science in order to receive assistance with English, facilitated social and academic connections which benefited the international students. Further to this, she suggests that schools investigate and provide progressive English support for international students on a needs basis over time (Li, 2004). Chiang-Hom (2004) and Popadiuk (2009) both promote a friendly and welcoming academic environment as this encourages international students to become involved and to actively participate and therefore experience a sense of belonging.

One of the most important academic relationships that an international student can build is the one they have with their teacher/s. According to Borich (2011) it is essential that the teacher establish and cultivate an academic relationship with each international student in order to provide additional learning assistance for these culturally and linguistically diverse students. It is important for the international student to realise and understand that they actively contribute to the academic relationship. Li (2004) promotes that the international student brings so much to the classroom through their previous learning experiences, schooling background, views, practices, diverse histories, knowledge and so much more that can contribute to their new learning

environment which can promote and encourage cross cultural competency with their teachers.

Besides building academic relationships with their teachers, international students engage in academic relationships with their peers for study. These classmate activities include: discussions, group work and assignments. The literature also acknowledges that international students through their engagement with classmates experience academic success simultaneously building their social relationships.

Connecting with another international student who has been through the experience, or with another understanding individual, according to Li (2004), contributes positively to an international student's perception and awareness of all available services within the school community. Often international students find it difficult and uncomfortable to interact with English-speaking students (Li, 2004) where current school perception is that these students will engage on their own with their teachers and peers. This understanding links with the work of Love and Arkoudis (2004) in Australian secondary schools who observe that international students are left to "sink or swim" as the expectation is that they will initiate participation, discover their own way, and "fit in" with the school. Interestingly, Reeves (2006) and Li (2004) found that international students raised communication as their inhibitor and barrier for establishing relationships with their teachers and peers.

Academic communication

As part of the school enrolment process international students are expected to sit a language proficiency assessment. The US, UK, Canada and Australia make use of the International English Language Testing System (IELTS) in determining a student's language proficiency, where Australia also uses another language proficiency measure known as the National Languages and Literacy Institute of Australia (NLLIA). These

language proficiency assessments are used for entry requirements and for diagnostic purposes.

Researchers have found that English proficiency is raised as the main teacher concern and issue when international students are enrolled in the mainstream (Brigaman, 2002; Cheng et al., 2004; Duff, 2001, 2002; Faltis & Wolfe, 1999; Li, 2004; Love & Arkoudis, 2004; Reeves, 2006; Short, 1999). Teachers state that the biggest challenge for international students is academic communication (Li, 2004; Love & Arkoudis, 2004; Reeves, 2006). Staff are aware of the differences between academic English and conversational English. International students on the other hand are not familiar with this and become most disappointed and discouraged when they experience failure and difficulty with academic English especially when they perform well with conversational English (Dooley, 2004; Gottlieb, 1999; Gunderson, 2000; Harklau, 1999; Lee & Oxelson, 2006; Miller, 2000; Robertson, Line, Jones, & Thomas, 2000; Youngs & Youngs, 2001). International students have often learnt English in “sheltered” sedately paced classrooms (Carroll, 2005) and their exposure to “real” English in the school community through local accents, all day every-day use of English and discipline-specific vocabulary can be overwhelming. Carroll (2005) continues by stressing that this can cause loss of confidence and doubt for the international student and their ability in using English. Cummins (1994) states that teachers often wrongly assume that an international student has native speaker-like overall language proficiency in their academic work because they converse fluently in English. As such, he recommends that teachers prepare for this in their classrooms and assist the international students with academic language proficiency (Cummins, 1994). Teachers play such an integral part in the operation of a school and are paramount to the smooth

functioning of classes and student learning on a daily basis and the effective internationalising of the school and its programmes.

The act of the teachers and pedagogy for internationalisation

Teachers are in the forefront interacting with international students on a daily basis in their classes (Collier, 1995). Youngs and Youngs (2001) in their research on mainstream teachers found that the teacher's attitude towards and engagement with their international students influenced their pedagogy. In conducting this literature review four key roles in the teacher's act present which include: teacher attitude to international students, teachers' cultural knowledge and cross cultural competency, teaching approaches and perceptions of students' learning styles, and classroom communication.

Teacher attitude to international students

The teacher's interactions and behaviour are a result of that teacher's attitude towards their colleagues and students (Youngs & Youngs, 2001), which significantly directs their understanding and pedagogical practice. Teachers who find international students as enriching and an asset to their classes are demonstrating understanding and knowledge of internationalisation (Youngs & Youngs, 2001). These teachers will then also show awareness of diversity and relevance in working with the learning and linguistic needs that reach past English language acquisition (Lee & Oxelson, 2006). Lee and Oxelson (2006) in their study of 69 Californian teachers found that teachers exhibiting these positive attitudes towards linguistically and culturally diverse students actually enhanced student progress and empowered their international students. Interestingly, Reeves' (2006) US study of 279 secondary teachers' attitudes for including English language learners into the mainstream revealed that most of these teachers stated that including these learners into the classroom created a positive learning atmosphere. In contrast, 40% of these teachers did not believe that all the

students benefited from this experience, and a large section of these teachers did not want to modify their coursework for these students, which does not support internationalisation (Reeves, 2006). Her study also showed that the majority of the teachers felt inadequate to work with these students and yet only half specified that they were willing for professional development in this area (Reeves, 2006).

Teachers' cultural knowledge and cross-cultural competency

The ability to be sensitive, interact with culturally diverse students and effectively communicate with these students presents a teacher who demonstrates an awareness of cultural difference, shows knowledge and understanding of cultures and is able to put this knowledge into practice in the classroom. Cultural knowledge is acknowledging and understanding diversity and difference and having knowledge of diverse cultural norms and values (Brigaman, 2002). The ability to communicate and interact with someone from another culture; being able to understand another way of life and explain that understanding to others residing in a different culture; and being able to show emotional competence to people from different cultures is referred to as cross cultural competency (Fantini, 2000). An internationalised school has staff who are able and willing to develop and provide social contexts and opportunity for building cross-cultural competency.

Teaching approaches and perceptions of students' learning styles

Teachers meet the daily encounter of responding to the diverse learning needs of all their students. For internationalisation these needs include linguistic and cultural needs (Tangen, Bland, Spooner-Lane, Segley, Mergler, Mercer & Curtis, 2008). Teachers', as well as, students' knowledge increases when working with international students from various cultures which builds cultural knowledge and develops cross cultural competency (Louie, 2005). Li (2004) and Love and Arkoudis (2004) state that international students feel that teachers assume they know nothing and do not even try

to get to know these students, where background information is essential in assisting international students with their education.

At the ideal internationalised school teachers are acquainted and familiar with their international students and their educational history, engaging and building strong academic relationships with each of these students thereby contributing meaningfully to the educational experience (Carroll & Ryan, 2005; Derwing et al., 1999; Tangen et al., 2008). Duff (2002) states that it is important that mainstream teachers do not treat their international students as limited or deficient in their classrooms. Actively involving the international student in the learning experience presents teachers with cultural awareness and knowledge. Better understanding and knowledge of the students in a classroom positively impacts on the learning experience for all especially in the case of international students where cultural knowledge and equitable treatment fosters an inclusive learning community and climate. Teachers with cross cultural competency and cultural knowledge are more likely to include and implement diverse pedagogy which is also driven by the teacher's knowledge of their students (Gibbons, 2006), which in this act means culturally and linguistically responsible pedagogy. Cultural knowledge, awareness and experience in working with diversity promotes positive teacher attitudes and leads to increased pedagogical proficiency for international students (Duff, 2002; Li, 2004).

The literature on internationalisation recognises culturally and linguistically responsible pedagogy as focussing on the individual needs of the international student through a classroom climate that feels safe, supported and secure for these students in their academic endeavours and personal growth (Tangen & Mergler, 2008). Teachers interacting with international students need to know these students well in order to plan the teaching and learning for these students, as well as to hold reasonable expectations

of them. Besides understanding students' learning styles and preferences, teachers need to practise the pedagogical principle of interactive teaching (Eggen & Kauchak, 2007).

Interactive teaching refers to contributions by both the teacher and students as both learn and direct learning; it is a dialogic model of pedagogy (Eggen & Kauchak, 2007). By utilising interactive teaching international students are given opportunities to try out their developing ideas, practice their literacy skills and engage in the academic community of the school. Many researchers highlight the fact that international students need to be actively involved in their learning experience and environment (Harklau, 1999; Love & Arkoudis, 2004; Verplaetse, 1998).

Classroom communication

Effective use of talk for both teachers and students benefits all members of the class (Park, 2002). Research by Dooley (2004), Harklau (1999), Park (2002) and Verplaetse (1998), show that teacher talk is a central aspect of pedagogy in the classroom but especially second language pedagogy. The literature identifies specific classroom language use when working with international students. Dooley (2004), and Jacobsen, Eggen and Kauchak (2009), for example, state that teachers should:

- use clear speech;
- moderate their speaking speed;
- simplify the vocabulary;
- use small-group activities thereby increasing opportunities for international students to practise and use English;
- link new vocabulary to first-language terms;
- foster writing and reading using creative and interactive tasks;
- utilise repetitions and pauses; and

- include nonverbal cues such as pictures, demonstrations and hand gestures to support their teaching.

Conclusion

So much work is needed to be done in a school even before the international student arrives. This literature review has highlighted the three acts needed for the successful implementation of internationalisation at a school. The first act shows the importance of the direction provided by leadership in contextualising teaching in a school that has internationalised. The organisation, management and implementation of plans and processes for internationalisation are performed by the school leadership. This act, scripted through the literature, requires registering and monitoring of study visas, writing and implementing internationalised school policies, establishing and guiding school culture, providing services for cultural knowledge/cross cultural competency, organising and managing staff collaboration, and providing staff professional development for internationalisation.

The second act of the international student and their experience presents the international student's role in the ideal internationalised school performance. These students face culture shock in their new environment, the need to form social and academic relationships, the need to produce academic literacy and communication. All of these elements require the international student to engage in academic English for their learning experience. The third act formulates the teachers' roles and responsibilities in terms of attitude, cultural knowledge and cross cultural competency, as well as, pedagogical knowledge and practice.

The knowledge, understanding and combination of the roles and experience of the school leadership, teachers and international student provide a whole synthesis of

what forms part of an internationalised school. The construction of internationalisation as acts, roles and characters demonstrates the need of each in building a complete stage play. These three acts scripted from a literature review culminate in the ultimate performance of an internationalised school.

References

Adelabu, D.H. (2007). Time perspective and school membership as correlates to academic achievement among African American adolescents. *Adolescence, 42(167), 525-538.*

Aulakh, G., Brady, P., Dunwoodie, K., Perry, J., Roff, G., & Stewart, M. (1997). *Internationalising the curriculum across RMIT University.* Melbourne: RMIT.

Borich, G.D. (2011). *Effective teaching methods: research-based practice* (7th ed.). Boston: Pearson Education, Inc.

Brigaman, K.J. (2002). *The culturally diverse classroom: a guide for ESL and mainstream teachers.* U.S. Pennsylvania.

Carroll, J. (2005). 'Lightening the load': teaching in English, learning in English. In J. Carroll & J. Ryan (Eds.), *Teaching international students: improving learning for all.* New York: Routledge.

Carroll, J., & Ryan, J. (Eds.).(2005). *Teaching international students: improving learning for all.* London: Routledge.

Cheng, L., Myles, J., & Curtis, A. (2004). Targeting language support for non-native English-speaking graduate students at a Canadian university. *TESL Canada Journal, 21(2), 50-71.*

Chiang-Hom, C.L. (2004). Transnational cultural practices of Chinese immigrant youth and parachute kids. In J. Lee & M. Zhou (Eds.), *Asian American youth: culture, identity and ethnicity* (pp. 143-158). New York, NY: Routledge.

Clegg, J.E. (1996). *Mainstreaming ESL case studies in integrating ESL students into the mainstream curriculum.* Clevedon: Multilingual Matters Ltd.

Collier, V.P. (1995). *Promoting academic success for ESL students – understanding second language acquisition for school.* Jersey City: New Jersey Teachers of English to Speakers of Other Languages-Bilingual Educators.

Cummins, J. (1994). The acquisition of English as a second language. In K. Spangenberg-Urbschat & R. Pritchard (Eds.), *Kids come in all languages:*

reading instruction for ESL students. Newark: International Reading Association.

Davis, D. G., & McDaid, J.L. (1992). Identifying second-language students' needs – a survey of Vietnamese high school students. *Urban Education, 27(1), 32-40.*

Derwing, T.M., DeCorby, E., Ichikawa, J., & Jamieson, K. (1999). Some factors that affect the success of ESL high school students. *The Canadian Modern Language Review, 55(4), 532-547.*

Dooley, K. (2004). Pedagogy in diverse secondary school classes: legacies for higher education. *Higher Education, 48(2), 231-252.*

Duff, P. (2001). Language, literacy, content, and (pop) culture: challenges for ESL students in mainstream courses. *The Canadian Modern Language Review, 58(1), 117-132.*

Duff, P. (2002). Pop culture and ESL students: intertextuality, identity, and participation in classroom discussions. *Journal of Adolescent & Adult Literacy, 45(6), 482.*

Education Services for Overseas Students Act. (2000). *ESOS Legislation*. Retrieved 14 June 2010, from http://aei.gov.au/AEI/ESOSLegislation/Default.htm

Eggen, P., & Kauchak, D. (2007). *Educational psychology: windows on classrooms.* (7th ed.). Upper Saddle River: Pearson Prentice Hall.

Faltis, C., & Wolfe, P.M.E. (1999). *So much to say, adolescents, bilingualism, and ESL in the secondary school.* New York: Teachers College Press.

Fantini, A.E. (2000). *A central concern: developing intercultural competence.* Retrieved 28 April, 2011, from http://www.sit.edu/SITOccasionalPaper/sitops/01.pdf

Farrugia, C.A. (2014). *Charting new pathways to higher education: international secondary students in the United States*. Centre for Academic Mobility Research Institute of International Education

Gottlieb, M. (1999). Assessing ESOL adolescents: balancing accessibility to learn with accountability for learning. In C. Faltis & P.M. Wolfe (Eds.), *So much to say, adolescents, bilingualism, and ESL in the secondary school.* (pp. 176-201). New York: Teachers College Press.

Gunderson, L. (2000). Voices of the teenage diasporas. *Journal of Adolescent & Adult Literacy, 43(8), 692-706.*

Harklau, L. (1999). The ESL learning environment in secondary school. In C. Faltis & P.M. Wolfe (Eds.), *So much to say, adolescents, bilingualism, and ESL in the secondary school.* (pp. 42-60). New York: Teachers College Press.

Hattingh, S. (2013). *A case study of pedagogical responses to internationalisation at a faith-based secondary school in Australia*. Thesis (Ph.Ed) Queensland University of Technology, 2013.

Hoy, W.K., & Miskel, C.G. (2008). *Educational administration: theory, research and practice.* (8th ed.). Boston: McGraw-Hill.

Hughes, H. (2004). Researching the experience of international students. In P.A. Danaher, E. Macpherson, F. Nouwens & D. Orr (eds.), *Lifelong learning: whose responsibility and what is your contribution? Refereed papers from the 3rd International Lifelong Learning Conference, Yeppoon, Australia, 13-16 June* (pp. 168-174). Rockhampton: Central Queensland University Press.

Jacobsen, D. A., Eggen, P., & Kauchak, D. (2009). *Methods of teaching: promoting student learning in K-12 classrooms* (8th ed.). Boston, MA: Pearson Education, Inc. Janssen, Palza-Rink, & Holcombe, 2003

Kinoshita, A., & Bowman, R. L. (1998). Anxiety levels among Japanese students on American campuses: implications for academic advisors. *NACADA Journal, 18*(1), 27-34.

Kuo, B. C. H., & Roysircar, G. (2006). An exploratory study of cross-cultural adaptation of adolescent Taiwanese unaccompanied sojourners in Canada. *International Journal of Intercultural Relations, 30*(2), 159-183.

Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. Chicago: The University of Chicago Press.

Lee, J. S., & Oxelson, E. (2006). "It's not my job": K-12 teacher attitudes toward students' heritage language maintenance. *Bilingual Research Journal, 30*(2), 453-477.

Li, Y. (2004). Learning to live and study in Canada: stories of four EFL learners from China. *TESL Canada Journal, 22*(2), 25-43.

Louie, K. (2005). Gathering cultural knowledge: useful or use with care? In J. Carroll & J. Ryan (Eds.), *Teaching international students: improving learning for all*. London: Routledge.

Love, K., & Arkoudis, S. (2004). Sinking or swimming?: Chinese international students and high stakes school exams. *Australian Review of Applied Linguistics, 27*(1), 58-72.

Miller, J. M. (2000). Language use, identity, and social interaction: migrant students in Australia. *Research on Language and Social Interaction, 33*(1), 69-100.

O'Byrne, B. (2001). Needed: a compass to navigate the multilingual English classroom. *Journal of Adolescent and Adult Literacy, 44(5),* 440-449.

Ortloff, D.H., Shah, P.P., Lou, J., & Hamilton, E. (2012). International education in secondary schools explored: a mixed-method examination of one Midwestern state in the USA. *Intercultural Education, 23(2),* 161-180.

Osterman, K. F. (2000). Students' need for belonging in the school community. *Review of Educational Research, 70*(3), 323-367.

Park, C. C. (2002). Crosscultural differences in learning styles of secondary English learners. *Bilingual Research Journal, 26*(2), 443-459.

Pawlas, G. E., & Oliva, P. F. (2008). *Supervision for today's schools*. Hoboken: Wiley Publishing.

Popadiuk, N. (2009). Unaccompanied Asian secondary students in Canada. *International Journal for the Advancement of Couselling, 31*(4), 229-243.

Popadiuk, N. (2010). Asian international student transition to high school in Canada. *The Qualitative Report, 15*(6), 1523-1548.

Reeves, J. (2006). Secondary teacher attitudes toward including English-language learners in mainstream classrooms. *The Journal of Educational Research, 99*(3), 131-142.

Robertson, M., Line, M., Jones, S., & Thomas, S. (2000). International students, learning environments and perceptions: a case study using the Delphi technique. *Higher Education Research and Development, 19*(1), 89-102.

School Standards and Framework Act. (1998). *1998 Chapter 31*. Retrieved from http://www.legislation.gov.uk/ukpga/1998/31/contents

Schulte, L. E., Shanahan, S., Anderson, T. D., & Sides, J. (2003). Student and teacher perceptions of their middle and high schools' sense of community. *The School Community Journal, 13*(1), 7-33.

Sergiovanni, T. J., Kelleher, P., McCarthy, M. M., & Wirt, F. M. (2004). *Educational governance and administration* (5th ed.). Boston, MA: Pearson Education, Inc.

Short, D. J. (1999). Integrating language and content for effective sheltered instruction programs. In C. Faltis & P. M. Wolfe (Eds.), *So much to say. Adolescents, bilingualism, and ESL in the secondary school.* (pp. 105-137). New York: Teachers College Press.

Tangen, D., & Mergler, A. (2008). Culturally and linguistically diverse students. In P. E. A. Sprintprint (Ed.), *Engaging diverse learners*. Frenchs Forest: Peason Education Australia.

Tangen, D., Bland, D., Spooner-Lane, R., Segley, T., Mergler, A., Mercer, L., et al. (2008). *Engaging diverse learners*. Frenchs Forest: Pearson Education Australia.

The National Archives. (2015). Visas and immigration. Open Government Licence v3.0. Crown copyright. https://www.gov.uk/child-study-visa

U.S. Code. (2013). Title 8 – Aliens and nationality. Washington, D.C., US: Government Printing Office.

Verplaetse, L. S. (1998). How content teachers interact with English language learners. *TESOL Journal, 7*(5), 24-28.

Watt, D. L. E., Roessingh, H., & Bosetti, L. (1996). Success and failure, stories of ESL students' educational and cultural adjustment to high school. *Urban Education, 31*(2), 199-221.

Yeh, C. J., & Inose, M. (2003). International students' reported English fluency, social support satisfaction, and social connectedness as predictors of acculturative stress. *Counselling Psychology Quarterly, 16*(1), 15-28.

Youngs, G. S., & Youngs, G. A. J. (2001). Predictors of mainstream teachers' attitudes toward ESL students. *TESOL Quarterly, 35*(1), 97-120.