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Pedagogy for internationalisation: an Australian secondary school case study

Sherene Hattingh

Introduction:

Pedagogy for internationalisation is a pivotal concept for education institutions, especially in the current climate. To date, research into pedagogy for internationalisation has been examined within higher education (Leask, 2013), but it has not been a focus in studies of secondary schooling. In this chapter I seek to examine pedagogical approaches for internationalisation, by looking closely at the case of one school in Australia which, through enrolling an increasing number of international students from abroad, is having to meet their needs and consider how to adapt their pedagogy to suit. This will enable me to theorise a little more broadly about pedagogy for internationalisation within secondary schooling.

One might argue that internationalisation is no longer an option for schools to engage with, but has become a requirement, similarly to higher education. It involves more than simply enrolling international students, it means also learning to appreciate and work with the similarities and differences found in an increasingly linked world (Leask, 2011). Knight defines internationalisation as: “the process of integrating an international, intercultural and/or global dimension into the purpose, functions (teaching, research and service) and delivery of (higher) education”(J Knight & UNESCO, 2006, p. 13). According to Knight (2004) there are two key ways in which internationalisation occurs - where students are encouraged to go abroad or the development of initiatives that seek to internationalise at ‘home’. These forms of engagement can happen simultaneously as well as online (Pitts & Brooks, 2017). The focus in this chapter is on internationalisation that occurs at home through the curriculum, and the various teaching and learning approaches developed to meet the needs of a changing cohort of students, all with a focus at school level.

More than 3.7 million students are enrolled across Australian schools. The Australian Curriculum intends to provide a national standard where the same content is accessible to all students and where achievement can be measured consistently with national standards. The Australian Curriculum has seven general capabilities it aims to develop in students, which are seen as “vital for life and work in the 21st century” and some of them are directly related to the global dimensions of education (Australian Curriculum Assessment and Reporting Authority (ACARA), 2010). Goren and Yemini (2017) note that many countries have similarly adapted their curricula to develop curricula and related pedagogical approaches that seek to prepare their students to become global citizens as part of their internationalisation agenda. A ‘global citizen’ is defined as someone who: is able to understand and be open to “diverse modes of being”; learns to appreciate and accept cultural enigmas; and, has the ability to look beyond cultural divides and assumptions (Pitts & Brooks, 2017, p. 264). Goren and Yemini (2017) present global citizenship as more than just emerging out of facilitated trade, extensive immigration, increased mobility and changes in state relationships, including the development of supra-natural organisations. Global citizenship also includes how people perceive themselves, their civic duty, and reflecting on the changes they go through as a result of these global processes. This means that many teachers and education policy-makers promote global citizenship education as a key outcome of mandatory schooling today.

Alongside this development, mobility for schooling continues to rise. Many students are choosing to study abroad, taking secondary schooling qualifications in English-speaking countries (Curtis & Ledgerwood, 2018; Pope, Sánchez, Lehnert, & Schmid, 2014). The prospect of receiving an English-medium education while developing English proficiency, as well as learning to live in a different culture, and the possibility of being able to stay in the new country long-term means mobility for secondary schooling is increasing (Yang, Zhang, & Sheldon, 2018). It is believed to be critical in furthering students' opportunities for accessing elite forms of higher education and future employment opportunities in their home countries as well as abroad (Henard, Diamond, & Roseveare, 2012; Nilsson & Ripmeester, 2016). For students entering English-medium education, who come from oftentimes quite different cultures and environments (Hogan & Hathcote, 2014), the different kind of pedagogy they encounter can lead to challenges for their integration and academic success.

Australian schools actively recruiting international students:

Recruiting international students is a growing trend in Australian schools and elsewhere (Meng, Zhu, & Cao, 2018). Focus is often placed on the financial gain that institutions experience when enrolling international students. The Australian Government actively markets Australia as "a leading global education powerhouse with some of the world's best facilities and educators, providing local and international students with a range of quality study options" (Engel & Siczek, 2017; "Study in Australia," 2018). Australia is the third most popular study destination for international students, behind only the United States of America and the United Kingdom. Australia is also listed as having five out of the thirty best student cities world-wide. International education is Australia's third largest export valued at \$19. Billion ("Study in Australia," 2018). As part of the focus in growing the international student numbers across the schooling sector, a specific national strategy has been developed - the National Strategy for International Education 2025 (*National strategy for international education 2025*, 2016).

International student enrolments across Australian schools has steadily been rising for the last four years from 19,440 in 2015 to 25,866 in 2018 (Department of Education and Training, 2018, <https://internationaleducation.gov.au/research/International-Student-Data/Pages/InternationalStudentData2018.aspx>). Australian secondary schools are choosing to enrol overseas students, with the financial benefits of high tuition fees seemingly driving this move. The other potential benefits – such as opportunities for promoting cultural awareness, international networking and collaboration, particularly for the future, as well as local economic benefits for the community (Luo & Jamieson-Drake, 2013) often appear to be overlooked by institutions and staff (Hattingh, Kettle, & Brownlee, 2017).

Key features of internationalisation for a school

Across the literature I identified key institutional features that effect how internationalisation is conceived, practised and embedded in a school: the organisation and management of the school; the school culture; how cultural knowledge is offered to the students; and, the teaching and learning approach. Critically, my review emphasises how significantly the first three key institutional features impact the pedagogy at a school. Engaging in internationalisation pursuits requires preparation,

planning and responsibility across a school, so as to ensure that there is a welcoming and supportive community for the international student (Engel & Siczek, 2017). All school stakeholders – staff, students and parents – need to be involved in this process. A school that internationalises needs policies and practices that are implemented and followed across the institution by the administration team, teachers, students and parents (Hattingh, 2016).

The organisation and management of the school

The administration team - which usually includes a principal, school council and other administrative staff - of a school ensures that the school meets the legal requirements for internationalisation (Education Services for Overseas Students (ESOS) Act, 2000). Another part of the organisation and management of the school is the compiling, dissemination and implementation of school policies directly connected with internationalisation ensuring that all stakeholders are aware and guided by these policies (Kyriakides, Creemers, Antoniou, Demetriou, & Charalambous, 2015). Research has found that school policy has a direct effect on teachers' actions which indirectly affects teaching and learning (Kyriakides et al., 2015). This planning, organisation and management within a school forms part of the school culture directly impacting wellbeing for all, as well as, contributing to internationalisation.

The school culture

The organisation and management of the school determines and significantly directs the school culture in regards to whether diversity is valued, and integrated into efforts to promote equality for all enrolled students (Hattingh, 2016). This means that the international students should be treated fairly by: being able to enrol in all offered subjects, being part of the planning and organisation within the class and assessments; being able to revise and prepare their learning in their first language; having their home culture acknowledged; being protected from discrimination; and, being able to actively and fully participate in school life (Clegg, 1996). School culture determines the sense of belonging which impacts membership for both students and their families, as well as, their academic achievement (Harris, 2018). Including the student's family via open communication is essential to cultivating positive support and connections (Hoy & Miskel, 2008) which, in turn, affects the international students' wellbeing. A school administration that promotes and develops a school culture where all work together and take responsibility for the international students is a school culture that promotes internationalisation (Hattingh, 2016).

The services provided for cultural knowledge/cross cultural competency

Another role of school management that impacts teaching and learning for internationalisation, according to research (Hattingh et al., 2017; Popadiuk, 2010), is that of providing resources and equipping staff with cultural knowledge and cross cultural competency. This means that specific and specialised help and support needs to be available for teachers and students when required. By providing these services, a school is investing in the care and general wellbeing of all, including the international students. Schools that internationalise need to regularly audit their management of services and planning as part of their investment into the future. Included in this process is the provision of: pastoral care through translators, counselling and guidance assistance (Jin & Wang, 2018), establishing and maintaining staff engagement by allocating time and collaborative opportunities for staff (Brigaman, 2002; Gibbons, 2006) and professional development for internationalisation (Karathanos, 2010). Australian secondary schools already have diversity within

the student and teacher population; however, internationalisation also presents different social, educational and linguistic student profiles that are unfamiliar to teachers. Internationalisation challenges established patterns and expectations of interactions for teachers particularly pertaining to teaching and learning (Hattingh et al., 2017).

Pedagogy for internationalisation

Teachers are at the forefront of internationalisation efforts when interacting with international student cohorts in their classes. In reviewing the limited literature with regards to teaching and learning for internationalisation, four pivotal elements emerge as central for teachers to proactively facilitate internationalisation. I draw on these to construct the concept of 'pedagogy for internationalisation' – a critical tool for analysing internationalisation efforts in schools and for developing approaches to improve these efforts. The four elements are: the teacher's attitude towards the international students; the teacher's cross cultural competency and cultural knowledge; the choice of teaching approach and perception of learning styles; and, classroom communication patterns. These listed elements are intertwined and affect each other, ultimately shaping the teaching and learning experience for all. Given this is the central focus of this chapter – I will outline in a little more detail these various elements that shape pedagogical approaches in classrooms containing international students in secondary schools. After this review, I will examine how a school I studied engages with pedagogy for internationalisation.

The teacher's attitude towards the international student can be varied and depends on their own educational experiences, English as a Second Language (ESL) training, experience in teaching ESL students, gender and personality, as well as any previous contact they have had with different cultures (Youngs & Youngs, 2001). Teachers may perceive international students as either challenging or enriching within their classroom. This belief will impact on the manner in which the teacher then models and demonstrates equity, learning and inclusion within their classroom through their planning, organising and implementation of their teaching (Hachfeld et al., 2011). Reeves (2006) found that teachers did not want to modify coursework for English learners in their mainstream classes but preferred to give them more time to complete the tasks. Her research also found that the teachers felt unequipped to work with ESL learners in their mainstream classes. These perceptions of feeling inadequate will impact on the teacher's attitude towards the international students and towards the pedagogy they implement.

Cultural knowledge and/or cross cultural competency is critical to making teachers feel confident about engaging with local and international students. Cultural knowledge is displayed when someone understands and acknowledges diversity and difference and knows about a range of cultural values and norms (Lareau, 2015). Cross cultural competency is demonstrated when an individual is able to successfully interact and communicate with people from different cultures, as well as be sensitive and display emotional competence across cultures by being able to understand and interpret a different way of life and competently explain it to others who live in another culture (Fantini, 2000). This means that teachers need more than just the understanding and knowledge of a student's culture, they need to interact and become involved with the culturally and linguistically diverse student and their wide-ranging educational needs. Linked directly to this is the need for the teachers to engage in professional development in these areas. Love and Arkoudis (2004) found that mainstream teachers were not aware of the resources they had access to or the support they needed for internationalisation. Researchers have found that Western teachers hold particular cultural expectations of their students which are often perceived negatively and impact on the

teaching and learning within a classroom (Faltis & Wolfe, 1999; Gunderson, 2000; Li, 2004). For example, teachers expect students to hold eye contact when spoken to, to actively participate in groups and to ask questions to clarify. However, when students do not do this, teachers perceive them as inattentive, lazy and/or disrespectful. Teachers' expectations of students link with the choice and use of teaching approach and perception of learning styles implemented within the classroom.

Effective pedagogy is practised by teachers who have an understanding and knowledge of their students as learners. Including international students within classes requires teachers to have an understanding and awareness of second-language pedagogy. According to research, second language learners need explicit instruction regarding the rules and grammar of English for academic writing and literacy (Lightbrown & Spada, 2006) this is particularly the case in the Australian context where English is both the medium and target of learning (Gibbons, 2003). A key element in second-language pedagogy is knowing the learner and their background, specifically their previous pedagogical experience and language proficiency (Karathanos, 2010). Pedagogy also requires the teacher to create a safe, secure and supported classroom to address individual student needs. Teachers who know their students hold reasonable expectations and plan well for their learners (Hattingh et al., 2017).

Classroom communication is pivotal in pedagogy for internationalisation. Part of classroom communication is academic communication which differs from spoken English. Teachers who are unfamiliar with the difference between academic English and conversational English are often impatient and/or surprised with the international students. This difference also affects the international students when they do not achieve as well as they hoped or expected because of this differentiation in the type of language they are required to demonstrate (Heydon, 2003; Reeves, 2006). International students enrolled in Australian secondary schools have met the entry English proficiency requirements but often experience difficulty in their English communicative competence, for example, critical evaluation, comprehension and writing, and presenting substantial written and spoken texts (Hattingh et al., 2017). Talk is a significant element of any classroom and is a crucial aspect to learning and language development, which assists in the process of meaning making, negotiation, clarification and rewording (Davies & Pearse, 2000; Gibbons, 2002). According to Lewis and Fusco (2017) teacher talk matters and as stated above is especially important in pedagogy for internationalisation. Teachers talk in order to direct, question, explain and prompt their students. Researchers have found that teachers need to reflect on their teacher talk in regards to their vocabulary, syntax, talking speed, subject expectations, etc. (Lewis & Fusco, 2017) when working with culturally and linguistically diverse students.

Teachers are paramount in the process of internationalising a school. Pedagogy is the business of schools and teachers are responsible for implementing the curricula within the classroom and assessing it as part of their role. Effective teachers, I argue, create authentic relationships with their pupils, preserve suitable learning expectations for their students, implement a variety of teaching approaches, participate in classroom curriculum development, regularly evaluate and reflect on their classes to improve teaching and learning, and network with other teachers focusing on discussing their pedagogy (Grant & Gillette, 2006; West, 1998). The way in which a teacher conducts themselves in their classroom reveals their practised pedagogy. The above six effective teaching principles are the heart of pedagogy for internationalisation as the focus is on getting to know the student and their learning needs.

The case study context:

The case study school is a non-government educational facility referred to as an independent school. This case study school operates as a Foundation to Year 12 centre of learning. International students have been enrolled at this school since 1992. International students enrolled at this school have come from various countries including South Korea, China and Japan. More broadly, students and staff at this case study school represent a diverse range of ethnic backgrounds from: Australia, China, Cook Islands, Croatia, Ethiopia, Japan, South Korea, Mauritania, New Zealand, Niue, Papua New Guinea, Samoa, Serbia, Solomon Islands, South Africa, Tonga and the United States of America. This range of cultural diversity exists within Australia and already contributes to internationalisation within Australian schools. For this investigation I focused on the secondary campus of this school that had 29 staff and 320 students enrolled including 16 international students in 2013. At that time, I was the ESL teacher at the school and so this study was initiated as a response to the requests I had for help from the secondary teachers regarding teaching international students.

Data was gathered through questionnaires, focus groups, individual interviews and document analysis. The data gathered was used to answer two questions:

What features of internationalisation have been implemented in the case study school that shape pedagogy?

What impact does enrolling international students have on the school, particularly on the teaching and learning?

Features of internationalisation already implemented at the case study school

In response to question one, "What features of internationalisation have been implemented in the case study school that shape pedagogy?", four administrative processes emerged that significantly impacted this process. These four administrative processes were: communication, school climate, the provision and support of teacher professional development and staff collaboration opportunities. Policies for internationalisation at the case study school were developed and had been implemented since 1995. Although these policies were in place only a few individuals on the administration team were aware of them.

Communication as an administrative process is a key area for internationalisation, which at this case study school appeared limited. Two teachers indicated a mistrust in the enrolment process for internationalisation stating, *I think some of the ones we had before they really didn't qualify to get in and somehow they managed to get in a back door...* This comment raises a perception of underhanded manipulation somewhere in the process highlighting communication gaps and potential enrolment issues. One administrator acknowledged that the enrolment policy and internationalised program were not discussed or communicated with the teachers which she felt linked to the teachers' negative attitude towards internationalisation. She also stated that there was a lack of information gathered regarding students' background and that this was often not shared readily with teachers. Overall, the teachers were not familiar with the enrolment process or of what assessments were used in this process. Interestingly, the enrolment of students was processed by the administration; however, a key player stated, *if I am not here no-one knows... The reason why I say this is that we could have incidents where there could be issues, but nobody else here knows all the information for international students...* Relying on one person limits the extent to which the process is understood and legitimate in the eyes of the other staff at the school. This lack of dissemination of information appears to have negatively impacted the teachers and their attitude, planning and teaching in working with the international students, which are all factors affecting the development and sustainment of a pedagogy for internationalisation (Hachfeld et al., 2011; Youngs & Youngs, 2001).

School culture – especially a caring one - was another administration process identified through the data as affecting the potential success of integrating internationalisation. Staff and students

expressed that they perceived the case study school as a caring environment, *I think...the kids feel really liked, loved, cared for in the school. I think that is pretty strong.* An international student said, *you get to know everyone in here. I like the small school, it is better.* As part of assisting students to become integrated into the school, a buddy system was operated. This system had proved to be helpful in allowing a smooth transition into the school as expressed by Admin 1, *...our students are great like that. They help whether it's local students from outside or international they help them fit in. I think students coming into our school transition nicely because they are not coming into a school where they feel threatened...* Comments such as the above show positive features contributing to the school culture which appears to provide opportunities for students to engage, participate and contribute to the environment in which they study, which also aligns with the values underpinning being a global citizen (Pitts & Brooks, 2017).

However, school culture is more than an atmosphere of friendship and inclusiveness for students, Hoy and Miskel (2008) emphasise that this needs to also include the student's family. Open communication with parents cultivates a sense of belonging and impacts international student's wellbeing (Hoy & Miskel, 2008). The perception by teachers at the case study school was that it was too difficult and not their responsibility to communicate directly with parents who did not speak English. One teacher said, *we can't do it ourselves...we get others to write letters to the parents to tell them; but we have awful trouble with the agents trying to get it through to the parents.* Another teacher added to this saying, *... a lot of the students in the senior school are old enough. They take it upon themselves to be their own guardian and they sign everything themselves...* There were other teachers who did support direct communication with family. The data shows that an evening event was planned especially for the international students and their families so that they could meet the teachers; however, this was limited to those family members who could attend the event in Australia. Beyond this event there was no evidence nor were there any on-going plans to implement direct communication with international students' families. Yet research emphasises how important this is (Finley, 2018; Harris, 2018; Hoy & Miskel, 2008).

As part of an internationalised school culture teachers need to demonstrate cross cultural competency. They display this through cultural knowledge, open-mindedness, communication skills, empathy and the understanding and knowledge of what is required to be successful in diverse and multiple environments. One teacher said, *Identifying with things that we value in our culture, you know, in order to fit in they have to cross that cultural gap.* This statement places all the responsibility on the international student. Interestingly another teacher said, *I think the other thing is we really have to understand what it's like being there. Being away from home without mom and dad and maybe we would be a bit more sympathetic and not just dismiss them...* The fact that the teachers at the case study school were concerned about academic support, language proficiency as well as their own limited cultural knowledge insinuates that these teachers are not confident about cross cultural competency (Hattingh et al., 2017; Popadiuk, 2010) or engaging with notions of global citizenship.

During my investigation at the case study school, the school leadership established a specific committee with a written purpose and direction. This committee was to: *provide service for the international students, strengthen the transition between the Primary and Secondary campuses in this area, change staff perception on the international students by providing information for them, investigate ways to improve internationalisation at [name of school].* In essence this committee was tasked to review and improve procedures and policies related to internationalisation, to address teaching and learning for internationalisation, and also to help with the communication between the administration team and the teachers. This was a clear response to the needs the administrative team were identifying as part of the internationalisation process. Granting permission for my

research to progress at this site was also part of the administrative team intentionally focusing on developing and improving internationalisation.

Professional development was another administrative area identified in the data which forms part of the process for equipping staff to collaborate, discuss, communicate and plan for internationalisation (Hollingworth, Olsen, Asikin-Garmager, & Winn, 2018). Overall the data from the teachers expressed limited and inadequate knowledge and skill for internationalisation, particularly for professional competence and capacity in knowing how to provide pedagogy for internationalisation. One teacher summed it as, *I feel like they're [international students] here, but we don't seem to have much process to actually help them succeed. We talk about it a bit, but what do we actually do, now I'm talking from a teacher, and it's different possibly for that room over there [indicates the ESL room]. What do we do? We definitely seem to just abandon them almost. That's what it seems like.* The greatest area of need identified by the teachers was in knowing how to teach international students. The data identifies that there is a lack of teacher knowledge on constructing and running an effective classroom with second-language learners. This is a key concern that is also identified in other research (Gibbons, 2003; Karathanos, 2010). Most teachers were eager to participate in further professional development to assist them with knowledge of curriculum and culture as well as other topics related to internationalisation.

The administrative team was responsible for fostering a culture of collaboration, professional exchange and communication for internationalisation. Interestingly across the data, especially from the teachers, there was the recurring question of whether there was a process where information for internationalisation was shared but that they are unaware of this. An example is: *Do we have a mechanism where we keep a tab on all of this?...Surely there needs to be a mechanism...where we know what's happening. Where we get in touch with each other, whether it's pastoral support...academics...ESL, whatever it is, some sort of liaison so we actually know what is happening with these kids...All the teachers agreed that staff collaboration would reduce gaps and assist in providing vital information they needed for their pedagogy. Teachers also indicated a willingness to participate in regular meetings and discussions with other teachers as part of internationalisation in order to enhance their teaching and learning. Clearly there are insufficient opportunities provided at this case study school currently to discuss, communicate or plan for internationalisation. The data showed that the teachers felt they needed direction and guidance so that they could be intentional about their pedagogy for internationalisation. To advise the school on how best to meet this need, I had to assess what was already being implemented within classrooms around teaching and learning (research question 2).*

Pedagogy for internationalisation

Across the data I looked for evidence of understandings connected to pedagogy in working with culturally and linguistically diverse students. Teachers were asked, *Have you instigated any changes to your mainstream classes/work to cater specifically for the international students? If yes, what are the changes and why did you make them?* 65% of teachers stated that they had made changes to their practice with regards to: teacher-talk and communication within their classrooms; teaching and learning strategies used in their classrooms; their classroom management; and, school curriculum and assessment modifications.

The teachers were clear in their understanding that their work included a significant amount of expository talk. Three teachers had intentionally slowed their speech as a changed practice within their classroom, for example, *I try to talk slower because I talk very fast...and I find myself deliberately taking things slower and talking slower...but I really try and make an effort to slow down.* Although this teacher noted her efforts to change, the other 15 teachers noted their rapid

tendency in talk but no mention was made in the data of addressing this aspect of their pedagogy. Four teachers highlighted that they were aware of and addressed discipline-specific vocabulary within their classes. The literature notes that modifications to classroom talk are essential for internationalisation (Lewis & Fusco, 2017). This was clearly an issue noted by the international students, *I can't really understand what he's saying...I can't really understand his class...it's a big problem*. One international student described a teacher as *just mumbling*, while another international student said, *they just talk and it's pretty hard to listen to it...and it's hard to make the written notes*. The international students agreed with each other in their focus groups and presented the amount and nature of teacher-talk as a problematic classroom practice they experienced. Teachers need to be aware of their learners and address their language needs within their classroom other research shows as well (Gibbons, 2002).

The teachers indicated that they had made some changes to their pedagogy. These changes included stressing important information by: *signalling too what's most important...* and the use of specific words e.g. *tips, very, good*, etc. This aligns with effective second language pedagogy and the explicit teaching of listening strategies which are important for learners (Gibbons, 2002). Another pedagogical strategy used by the teachers was that of repeating concepts. Teachers stated that they revisited content for their students thus reinforcing concepts in various forms and ways. They reworded, clarified statements, repeated lessons or parts of lessons and used multiple options to enhance understanding or in order to review a concept or idea again aligning with second language pedagogy (Gibbons, 2002). Modelling and scaffolding were other teaching and learning strategies identified as a change the teachers had implemented for internationalisation. Four teachers discussed how they scaffolded their students' learning, for example, *I also do a lot of editing/conferencing at home for assignments with email...and I do put a lot of effort in to help them a lot...model right for them and all of that kind of things...*

In addition, translated texts are provided in the school library for students in their first language as another form of scaffolding. Further, working one-on-one with students or in small groups was implemented in classes as well. A teacher stated, *I have taken to when I have the time...I go to those students and just start helping them. Where are you up to, what are you doing? And I will help them as much as I can*. These teaching and learning strategies were confirmed by all of the international students, for example, *...he explains like to the end, right until we understand; and, ...because he is always like willing to help students even at lunch time or after school*. Together with group work four teachers also implemented peer teaching as an additional learning and teaching strategy. This was particularly used in English classes where these teachers allowed international students to assist each other drawing from their own cognitive and linguistic resources. For example, *...I had some Year 12 girls come and say what about this, this and this and I explained it and they were still looking at me blankly and I said you could ask [names a resident student] or somebody who I've seen them talk to before and who seems to be able to explain things to them. And that helps both sides*. The fact of having to explain something to another person is argued in the literature as consolidating understanding which contributes to academic competence (Gibbons, 2006; Saville-Troike, 1984) thus assisting both students. All of these strategies demonstrate a pedagogical approach actively engaging students and supporting second-language pedagogy.

The teachers' view of their learners impacts on the teaching and learning within the school. The teachers in this study found the international students generally reserved, reluctant to participate in class and quiet which aligns with the literature (Gibbons, 2003). Teachers stated that they did not know who the international students were, or much about them. "Knowing" students includes knowledge of their previous educational experience and background. Furthermore, teachers did not directly ask the students about their previous learning experiences or what they already knew. This

aligns with previous research which found that international students arrived at a school and felt like they are treated as “blank slates” (Grant & Gillette, 2006; Karathanos, 2010; West, 1998).

Finally, teachers felt ill-equipped to assess or tackle the gap between the international students’ mastery of academic English versus conversational English. *You know you can sit down and have a conversation with them, but when it comes to subject specific language...* The teachers were largely unaware about the ways they could help their students or even diagnose language problems or ascertain language proficiency levels vital for addressing learner needs.

Conclusion

Clearly across the case study school the research found evidence of pedagogy for internationalisation – such as the use of some specific teaching approaches suited to second language learners, as well as the intentional focus on classroom communication. More focus needs to be on the teachers getting to know their students and their educational needs. The case study teachers appear open to more and intentional professional development which this investigation recommends in the area of working with linguistically and culturally diverse students. Even though the case study school has a small number of international students implementing pedagogy for internationalisation benefits the whole student body. Institutions with larger international student enrolments will need to embrace pedagogy for internationalisation in various ways and develop initiatives where relationships can be built, curriculum developed, and where there is regular evaluation and reflection of the teaching and learning that happens within the classroom.

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