



# International, but how?

## Considering L2 Teaching and Learning from the Perspective of the Internationalizing Teaching and Learning Framework

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### U OF M DEFINITION OF GLOBAL COMPETENCE

Globally competent University of Minnesota faculty, staff, and students will demonstrate the skills, knowledge, and perspectives necessary to understand the world and work effectively to improve it.



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

### examples

contextualize “de-centered [Spanish, French, German, etc.]”

(del Valle, 2014)

create a ‘broader frame’ for communication to address issues of rationalization and technologization of discourse

(Block, 2002)

problematize “shared youth culture” and assumptions about understanding of the local via global exchange

(Kramsch & Thorne, 2002)

case study: Using the ITL framework to unpack globalization in the Intermediate Spanish Classroom

In Spring 2017, students in two sections of SPAN 1004 at the University of Minnesota engaged with chapter content on diverse perspectives of globalization via a vis an ITL-redesigned plan. The plan addressed “traditional” linguistic goals previously established for the chapter (e.g., continued support for acquisition of the preterite and imperfect), along with ITL-specific goals and instructional practices taken from the University of Minnesota’s ITL framework based on Fink’s (2002) model for designing courses for significant learning. Using a hybrid of CTL and multiliteracies-based approaches, learners explored definitions of globalization and analyzed an audio-based “globalization story” from various perspectives before forming their own evaluation.

## Future directions / Next steps

### Future directions

Reassessing / reimagining the Five C’s according to the ITL framework (h/c Mandy Menke; see also Kramsch, 2014)  
Squaring the importance of the Academic Self with the staffing realities of second language learning & teaching in the US context.

### Next steps: Where to begin?

Make goals clear. If you’re in the position to shape course goals, be intentional about including ITL-based goals on your syllabus. Support your faculty to develop competency in this area.  
If you aren’t in a position to clarify course goals, you can build ITL-inspired activities into your daily class. A quick, easy example: use the rotating chair in class discussions.

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

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**Learn more**  
Internationalizing the Curriculum and Campus: [global.umn.edu/lec](http://global.umn.edu/lec)

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