

## **Internationalizing the Language Arts Curriculum: Process, Strategies, and Challenges**

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### **Abstract**

The role of the English language, used around the world for international diplomacy, aviation, health, economics, technology, education, and research, cannot be overstated. In places where English is not the first nor an official language, the task for second language teachers in elementary schools through college to perfect students' language arts skills is daunting. This Course Internationalization project for Middle Grades Reading and English Language Arts pre-service teacher candidates sought to study the process, challenges, and strategies of teaching English in Ghana. The project further highlights the teacher candidates' observations of how teachers in Ghana taught their students to read fluently and express themselves clearly in various content area courses. Candidates who traveled abroad to the teaching sites in Ghana as part of the internationalization process researched current literature for specific English language teaching strategies that worked for different populations in non-English speaking countries and how these were likely to influence their thinking on teaching English Language Arts in the United States. They also had the opportunity to interview Ghanaian teachers, and gather data on their teaching strategies and the challenges they faced as English language teachers. The initial course outcomes were intended to support further creative instructional programs for teachers and students to boost the teaching of reading and English.

*Keywords:* teaching ESL, course internationalization, reading strategies for ELL

The use of English as a medium for international communication across the globe has been the norm for over a century. According to Muciaccia (2012), the study of world history shows that the spread of English around the globe has been prolific, first influenced by colonization

and lately by globalization. Many countries, especially those in Africa and Southeast Asia, have had challenges in their educational systems. English remains the key in many aspects of education, research, and communication to operate fully on the world stage. Many students in Africa and other parts of the world are usually taught in their native language. Still, they have to learn to think and communicate, written and orally in English, to understand the content they read in science, social studies, mathematics, recent digital formats, and the arts. This process creates a task for English language teachers, many of whom may not have been properly trained or would likely have problems with local accents and other teaching practices and strategies.

It is well known that colonizers did not only introduce English but also foreign religion, and even alien cultures. Many of these colonized countries, especially in anglophone Africa, were literally forced to re-organize their national lives to suit the thought patterns of these alien cultures. As such, local languages are used widely and taught in Ghanaian schools, but every student has to learn the English language. According to Kim (2011), English learners (ELs) are students unable to communicate fluently or learn effectively in English, often come from non-English speaking homes and backgrounds, and typically require specialized or modified instruction in both the English language and in their academic courses. By that definition, nearly all students in Ghana are ELLs (Taylor, 2016). Ghanaian English learners needed to learn the language to read books and even sing hymns in churches introduced to over-shadow their local traditions, religions, and rites and, as a result, fit the category of English Learners. While these expectations do not override the need to understand and use the native language in schools, there is tension between the roles the local language and English play in the home culture that creates challenges for those struggling to learn and those trying to find creative ways to teach English to young students in primary, middle and secondary schools in the country.

In Ghana, there is also a more significant problem of how diverse local accents and spoken languages affect learning and English language use. These problems add to the usual challenges of teaching English as a second language. Many of these language learners will have to translate from their first language before making any sense in the second language.

Many students in Ghanaian schools also need to understand and apply basic reading instruction skills – phonemic awareness, phonics, fluency, vocabulary, and text comprehension – different from how the local languages are taught and learned.

These concerns formed the basis for teacher education candidates in a US higher education institution to study how teachers in non-English speaking countries like Ghana taught their students to learn, read, and communicate in English for present and future use. The teacher candidates in this project were to research the strategies, the impact English Language had on the different populations in a select number of non-English speaking countries, and how these were similar to or different from their culminating experiences in Ghanaian classrooms.

### **Literature Review**

Researchers have delved deeply into tasks facing teachers of English in countries outside the English-speaking world. The English Language, having evolved from so many other tongues, both ancient and modern, has posed countless problems with its phonology, syntax, and morphology throughout its developmental changes to modern times. So vast is its lexical range that even as far back as Shakespeare's time, it contained some 400,000 words (Vito, n.d.). These words and the new ones added periodically, pose many problems and confusion for many non-English Speakers because they may not have resources like books and teachers to effectively teach the language to their students. Crystal (2012) paints a clear picture of the frustration many non-English learners when he writes:

And if English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it because you know it will put you in touch with more people than any other language, but at the same time, you know it will take a great deal of effort to master it, and you may begrudge that effort. Having made progress, you will feel pride in your achievement and savor the communicative power you have at your disposal. Still, you may nonetheless feel that mother-tongue speakers of English have an unfair advantage over you. And if you live in a country where the survival of your own language is threatened by the success of English you may feel envious, resentful, or angry.

Many Ghanaian English learners would easily reference the sentiments above. Still, it should be noted that globalization has also played its part in ensuring the spread and use of English in many countries. Institutions in non-English speaking countries across the globe may use their national languages in teaching their students. Still, they have to teach their students the English language to ensure that what they share with the rest of the world in research, media, medicine, engineering, politics, and international relations is clearly understood. At one extreme, English exists in a hegemonic relationship with the local language such that both the local language and people are marginalized, while in other areas, English functions as a means of empowerment for its new-found speakers (Clyne & Sharifian, 2008, Sharifian, 2009). This relationship has had a profound impact on how people in these colonized countries view the power of English in their midst.

The English language in Ghana is seen as a way toward success through the educational process. The country's history of colonization and being considered "a developing country" means citizens face marginalization from the developed world. Unfortunately, English is a second language in Ghana and is not taught the same way in primary, middle, and secondary schools. Schools in urban centers have a clear advantage over those in rural areas. Schools in these underserved and under-resourced districts in the country are at a disadvantage because they do not have the right personnel to teach, the right books to use, or in many instances, the school buildings to house their students. Unfortunately, the same revised national curriculum (NaCCA, 2019) is recommended for every school. The same basic tests are administered nationwide every year for placements into secondary schools and programs in the universities. The result is a wide difference in test scores which creates frustration for parents and a huge problem for government to fix the disparities. The truth of the Ghanaian situation is that many people see English language acquisition as the path for upward mobility. This further means that those who have the money to place their children into private schools where the teaching of the English Language is a priority see it as a good investment for the future while the poor ones are left with very few options. Taylor (2016) states that Ghana's educational system is highly centralized, and

the Ministry of Education and its agencies are responsible for everything within the system. Dokua-Sasu (2020) reports that compulsory education in Ghana spans eleven years. As of the 2019/2020 academic year, formal education up to the secondary level was free in Ghana, with 404,856 students enrolled as of March 2020.

English is the medium of instruction from primary four to tertiary institutions in Ghana. Every student from Junior high to Senior High School should obtain a passing grade to progress to the next level of education (Gyimah et al., 2014). Unfortunately, available data from the Ghana 2013 National Education Assessment Summary of Findings indicate that students from the Northern regions of the country have lower grades in the English format terminal grade examination when compared to those from the other regions of the country, especially the south. The national data showed that 42% of students were below competency and proficiency in English for Primary P3 students, 30% had minimum competency and, 28% were proficient. For P6 students, 31% were below competency, 30% minimum competency, and 39% proficient. There are slight differences in the 2016 report where 29% of students in P4 were below competency, 33% were in the minimum range, and 37% were proficient. The P6 data remained in the 30%, 34%, and 36% range for all the competency areas. These results indicate a need for extra work in creative teaching methods that target schools in many deprived regions in the country's north. There should be poverty alleviation policies to help the population in the north because if the students are hungry, come to schools and sit on the bare floors, and in many cases do not have teachers, it will be difficult for them to compete with students in other parts of the nation.

The English language is also socially diagnostic because it appears to suggest that speakers of the language belong to a desirable class, or are engaged in sought-after activities in society and thus 'creating a language-based system of social stratification that favors a small, educated African elite' (McLaughlin, 2009). Not only is English the official language in Ghana, as in many sub-Saharan countries, some middle-class parents even go beyond their means to ensure their children can speak English at home even though it is not their first language. Dako and Quarcoo (2017) claimed that Ghanaians are proud of their competence in English even to

the point that in a highly competitive Ghanaian educational environment, parents – irrespective of their educational background – believe children will perform better academically if they are exposed to only English in school and at home. Quarcoo (2006) has also found that the majority of parents believed that early and exclusive exposure to English promoted higher academic performance in the child.

### **Study Context: The Process of Course Internationalization**

As part of the overall Internationalization and Intercultural learning outcomes for Reading and Teaching Language Arts courses, all candidates in MGED 4423 (Teaching Language Arts) and MGED 4439 (Reading in the Middle Grades) were expected to:

1. Choose a country in either Scandinavia, Southeast Asia, South America, or Africa, then investigate how children in these countries learn English and how they can excel in other content areas when they come to the United States.
2. Interview university faculty from these regions and around the United States on how they succeeded in learning how to read in English, and what instructional strategies were used in teaching English and reading in these parts of the world.
3. Complete a month-long study abroad experience in Ghana, observe and teach in schools as part of a Practicum course requiring 60 hours of classroom observation, collect data from interviews with local teachers, administrators and parents, and share their experiences with faculty and students on our campus and at conferences.

### **Student Learning Objectives**

The global learning objectives applied to the internationalization of the courses included:

1. Exploring the role that teachers play in helping students to think and learn with texts in the English Language.
2. Understanding the complexities of teaching English, reading English texts, and connecting these texts with reading in the content areas. (Emphasis on Non-English-Speaking country like Ghana),

3. Recognizing the need for global understanding of the essential role the English language plays in the lives of an increasingly diverse population in schools in the United States, and
4. Relating what has been learned in the class to international contexts by investigating how English is taught in Ghana, and how those strategies can impact diverse students in the United States.

### **Intercultural Knowledge**

As active members of the world community, the main objective in this internationalization project was to help candidates fully understand how different students in diverse settings struggle daily to learn the English Language, and by learning directly from the cultures these students grew up in. Bennett (2008) defines intercultural knowledge and competence as a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts. One of the objectives of the study abroad trip to Ghana was to ensure that Black students from an HBCU have an opportunity, not only to learn about the Ghanaian culture and interact with its people but also to go into its schools, learn from teachers, students and parents in order to study and understand the educational system. The candidates on the trip also observed different teaching strategies and classroom behaviors. They documented them to see if these could be applied to students in their classrooms back in the United States after they completed their program of study. There was also an expectation that the numerous cultural lessons the candidates experienced would add to their understanding of the different backgrounds and cultures they will have to work with later in their classrooms.

At the beginning of the process, candidates were asked to explore strategies for teaching English in countries where English is a second language. The internationalized courses involved an average of five candidates in the classes per semester. They were designed to take 30% of the total grade for the class to ensure that candidates took this intercultural learning and knowledge seriously as part of their preparation for their final clinical semester. At the end of the semester, these classroom projects centered on research papers that specifically examined how English was taught in Norway, Brazil, the Philippines, Spain, Cameroon, and Ghana.

Candidates in these classes shared their findings to assist those who could join the month-long study abroad trip. The class research papers were not evaluated differently among the two groups. All candidates in the class had the same end-of-semester class evaluation rubric for their papers. Still, the three candidates who took part in the four-week culminating activity in Ghana used an observation rubric (see Appendix A: Observation Rubric). While intercultural learning goals were important to the internationalization process, only candidates who traveled abroad had the chance to live those experiences. These candidates observed, taught different classes, and interviewed teachers in four private schools in three country regions. They also looked at the challenges and strategies associated with teaching English in Ghana. They added the information they got from the observation rubric in their final reports at the end of the trip.

Another important aspect of the process was the application of Global Competency Goals which were intended to assist candidates in becoming global citizens later in their professional lives. Among these goals were:

- A mindset that appreciates and respects other cultural perspectives and norms (open-minded; nonjudgmental; accepts differences),
- Experiences in multicultural environments either abroad or their own country
- Adaptability and flexibility in unfamiliar situations
- International awareness, knowledge and understanding, and
- Practice communicating effectively across cultural and linguistic boundaries (Shandler, 2015). Candidates who took the study abroad trip had the opportunity to actualize these goals in their interactions with cooperating teachers, school administrators, students in the schools they visited for observation, people in shopping malls, and the realities they encountered as they traveled around the country.

Candidates spent the first week in the capital city of Accra observing teachers and classrooms in two schools. At the end of each day, the team met and discussed their experiences, documented their interview



notes, and what they learned in the classrooms. The candidates were further tasked with writing weekly reports based on all the daily notes and experiences for each of the other cities we visited. We spent the second week in Cape Coast, where candidates were assigned different classes to observe and teach five hours a day. After our classroom activities, candidates took an extra class with an English professor at the University of Cape Coast on the history of slavery and the role of women in Ghana before we took a trip to the Slave Castle after the third day. There was also an extra opportunity for the candidates to observe a parent-teacher conference before traveling to the Ashanti region.

In Kumasi, candidates continued their observation and taught for the same number of hours a day in another private school. In addition to this, the candidates had an opportunity to engage the teachers and administrators of the school in a professional development meeting. We continued our cultural tours around the city in the afternoons and wrote our specific reports at the end of the week. The group spent the fourth and final week back in Accra with more teacher interviews, classroom observations, teaching, and cultural tours.

### **Explanation of Assessment and Assessment Methods Used**

This course internationalization project went through two phases: the in-class research paper and the practicum final report after the study abroad experiences. The research component on the final grade in the course was 30% or 180 points out of students' overall score total of 600 class points. The remaining points went to Chapter Quizzes, Midterm Exams, Technology WebQuests Assignment, and ESL Lesson Plans. The assessment criteria for the research paper ranged from students' understanding of the purpose of the research, literature review, analysis of data, grammar, and mechanics. At the end of the practicum experiences in Ghana, candidates' final reports were assessed on the strength of analyzing the data they collected from teachers and their observation experiences in the classrooms they visited.

### **Discussion**

This course internationalization project in Ghana sought to confirm what Willard (2009) described as a way to demonstrate the benefits of

being a globally competent teacher, which included extensive exposure to a wide variety of learning styles and cultural backgrounds, firsthand experience in effective, hands-on teaching approaches, in-depth exposure to foreign cultures, and a fresh, valued perspective on education. Back on campus, the candidates analyzed their data and put their findings together as part of their practicum grades. Apart from the teaching they witnessed, the level of understanding and empathy with the diversity they found enhanced the candidates' global awareness. Their personal narratives were evidence and further demonstrated their ability to re-assess their own cultural values and open their minds to inspire personal skills building. The candidates commented on a variety of English teaching strategies such as brain breaks, hands-on learning, the extensive use of visual aids, and classroom discussion. Some of them felt that choral reading, the use of poetry, and encouraging students to speak English while in school were helpful. Candidates learned from their cooperating teachers that many of their students easily picked the English Language from their friends and teachers at school. There were extensive comments on the lack of resources like books, access to technology tools, and instructional materials hindering effective teaching and learning of English. Candidates also learned that the government had not provided enough textbooks to meet the requirements of the new curriculum written for schools in the country. Private schools like those we visited could not provide all the textbooks, library, and technology resources needed to improve teaching and learning. Despite all the problems these schools had, teachers improvised as much as possible to ensure that the language was taught well.

It should also be noted that the specific aim from the NaCCA, Ghana's Ministry of Education (2019) National Curriculum document for basic schools, is to promote high standards of language and literacy by equipping pupils with a good command of the spoken and written word to enable them to:

- acquire the basic skills that will help them decode any text;
- read age-level texts easily, fluently, and with comprehension;
- cultivate the habit of reading widely for pleasure and information;

- acquire a wide stock of vocabulary and understanding of grammatical structures as well as linguistic conventions for easy reading, good writing, and speaking;
- write clearly, accurately, and coherently, adapting their first language style in a range of contexts for varied purposes and audiences;
- read with pleasure literary materials and appreciate an outstanding stock of literary repertoire;
- acquire the skill of self-expression and be able to communicate their ideas to different audiences to achieve the intended purpose; and,
- develop and cultivate the skill and ability to read the lines, in-between the lines and beyond the lines, and find hidden meaning and ideas.

The task of accomplishing these goals is enormous, not just for privately-run schools, but also for public schools that have difficulty meeting these competencies. In many instances, the truth is that despite the difficulties many teachers in the country faced, those we interacted with knew how to pull the best out of their students and further encourage them to learn the language. Teachers taught large classes with few resources, but they were well supervised to ensure effective teaching and learning took place in their classrooms. They also had to ensure that their students were competitive in the Basic Education Certificate Examinations, which were administered in English.

### **Challenges and Recommendations for Future Projects**

While our candidates enjoyed the overall outcomes of the project, there were areas needing improvements for the next in-class project and the trip abroad. Faculty and student objectives can be retained with some modifications depending on the focus of the trip for the year. It would be helpful if candidates were allowed to present their own educational topics and objectives not only as a sign of promoting diversity of ideas but as a way to encourage authentic projects that candidates can continue working on later in their professional lives. Appropriate program changes must be made to ensure that candidates have their practicum experiences and complete the research component if this need occurs. Lack of

communication and planning with international and external partners can also present challenges. It should be noted that while extensive planning is always a key in projects like these, realities on the ground can change and pose a lot of problems for the team. There will be classrooms to observe, teachers to interview, and other logistics to put in place before the trip starts. It is always essential for the observation and interview protocols to be completed jointly by both parties (local and international) to ensure everything moves smoothly when the visiting team arrives at the observation sites.

Over the years, many candidates have not made the trips because of financial problems or fear of traveling abroad. Offices of International Education should continue to support candidates to apply for external funding from programs like the Gilman Scholarship and other grant-awarding institutions. Study abroad program coordinators will also have to start promoting and recruitment efforts early to give potential candidates a chance to raise the program and other associated fees to complete the internationalization project and pay for the study abroad experience. Program coordinators need to explain the importance and benefits of the project as more than something candidates have to complete for a letter grade at the end of the semester. Candidates should also know the benefits of learning about cultures and how such knowledge can be translated later into their own classrooms and teaching lives. They need to understand how children in other parts of the world learn and use the English Language so that if they encounter any of these diverse children in their classrooms, their presence will not come as a shock. The pandemic has also exacerbated the challenges associated with such projects because candidates will give a lot of consideration to health issues as well as those related to international travel.

### **Successes and Solutions for Teaching English in Ghana**

At the end of the candidates' trips and assignments, the consensus was that there were similarities in how English is taught in American schools, but some differences were evident. The extensive use of choral reading and drills in many of the schools was to ensure comprehension as well as the first steps to self-expression and communication. As one of the visiting candidates aptly stated: "reliance on oral communication is one of

the best tips for teaching English to non-native speakers. The more students talk to each other in English, the better their overall understanding of the language grows.” Teachers of English in Ghana have a difficult task, but their commitment to the profession remains the bedrock to preparing young children who have to use a second language for many of their daily tasks in school. It is expected that the government’s commitment to free education and incentives for the training of qualified teachers will eventually help students learn to effectively learn all the domains (listening comprehension, grammar, and reading) of the English Language.

The current pandemic has affected even the best-resourced school districts in the United States of America. This means that schools in rural communities in Ghana, which are already struggling to teach English to their students, could be further restricted in their efforts to deliver effective instruction. Computers and internet access, availability of electricity to power these machines, and other learning tools are in short supply. In many villages across the country, classes are often held in rooms without tables and chairs. The current government is working to ensure that more classrooms are built to accommodate public school students in rural districts and other remote parts of the country.

Additionally, recent incentives given to trained teachers (many of them prefer to stay in the cities and urban areas) will encourage these individuals to accept postings to the rural regions so that children in those places are not left behind in learning and using the English Language. The best strategy left in these circumstances will be individual creativity and improvised methods from teachers with the hope of making some minimal successes with these children. What is concerning and should also be noted is that the revised Ghanaian curriculum for the English language (P1 through P6) sets bold goals for all school children who eventually take the same basic education examination irrespective of location. These make the training of quality English teachers an indispensable imperative for the country and its educational future.

### **Conclusion**

Overall, this attempt at internationalizing the reading and language arts courses for the Middle Grades Education student-teachers had its

challenges, but it was successful. The candidates' experiences as they interacted with various groups in Ghana remain priceless because they allowed them an opportunity to learn about a different culture with different instructional strategies, behavioral management tactics, and a fresh perspective on the day-to-day routines in African schools. Field experiences like the one these candidates went through offered extra insights into teaching than what many of their peers can get from sitting in a college classroom or going through the same routines every semester. Additionally, when redesigning the project for future candidates, it is important to consider the role the English language plays for other teachers, especially in public schools in rural areas. This initial trip was designed mainly around private schools. The next project will consider public schools in under-resourced and poor districts to investigate any differences in teaching and learning the English language in the country.

At the end of the one-month stay in Ghana, the teacher candidates had a chance to share their experiences at a conference and in various class discussions. They also learned that Ghanaian students perform differently based on regional and economic differences. Unfortunately, the schools classified as "good schools" in the country do not exist everywhere in Ghana. Candidates also learned through their experiences with the new friends they made while studying abroad in Ghana. There was a clear wish that other candidates in the class would have had an opportunity to travel on this interesting experience. Still, personal and financial challenges stood in their way.

In the end, it was found that every study abroad project or site will present unique circumstances and problems that must be closely studied and carefully handled to maximize candidates' transformational experiences. This task will require extra faculty training, creative thinking, innovative approaches, and patience to help students learn the new intercultural knowledge desired to improve their personal and professional experiences before entering the teaching profession.

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**Appendix A**  
**Observation Rubric\***

Category/ Criteria	Highly Proficient	Proficient	Needs Improvement	Unacceptable
Integration of Knowledge	The report demonstrates that the candidate fully understands and has applied the new information gathered during the field observation. The information is integrated into the writer's insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The report demonstrates that the candidate, for the most part, understands and has applied the new information gathered during the field observation. Some of the conclusions, however, are not supported in the body of the paper.	The report demonstrates that the candidate, to a certain extent, understands and has applied the information gathered during the field observation.	The report does not demonstrate that the candidate has fully understood and applied the information gathered during the field observation.
Report focus	The report is focused on all the essentials of the observation experience. A thesis statement provides a clear direction for the report.	The report is focused but lacks direction on the essentials required to answer all the questions in the observation instrument.	The report has a broad focus that misses the essential focus for the scope of this assignment.	The report's focus is not clearly defined. The overall report misses the essential details in the observation instrument.

Category/ Criteria	Highly Proficient	Proficient	Needs Improvement	Unacceptable
Depth of discussion	There is an in-depth discussion and elaboration in all sections of the paper.	There is an in-depth discussion and elaboration in most sections of the paper.	The candidate has omitted pertinent content from the report. Excessive quotations from others outweigh the writer's own ideas.	The candidate presents a cursory discussion in all the sections of the report or a brief discussion in only a few sections.
Cohesiveness	The report ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, the report ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes the report ties together information from all sources. Paper is disjointed and does not flow as expected. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Report does not tie together information. Paper does not flow and appears to be created from disparate issues. Writing does not demonstrate understanding any relationships needed to create the proper focus.
Spelling and grammar	No spelling and/or grammar mistakes.	Minimal spelling and/or grammar mistakes.	Noticeable spelling and grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.

Category/ Criteria	Highly Proficient	Proficient	Needs Improvement	Unacceptable
Sources	More than 5 current sources, of which at least 3 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. All websites utilized are authoritative .	5 current sources, of which at least 2 are peer-review journal articles or scholarly books. All websites utilized are authoritative.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.	Fewer than 5 current sources, or fewer than 2 of 5 are peer-reviewed journal articles or scholarly books. Not all websites utilized are credible, and/or sources are not current.
Citations	Cites all data obtained from other sources. APA citation style is used in both text and bibliography .	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Does not cite sources.

\*Adapted from: Whalen, S. "[Rubric from Contemporary Health Issues Research Paper](#)."

### **Field Experience Observation Instrument for Study Abroad**

*As part of your observational experiences for the Study Abroad Practicum, you are expected to give particular attention to the contexts within which students are learning. Please engage each section completely and provide specific examples. Your responses should be in complete sentences that are grammatically and mechanically correct. Use appropriate academic language and APA style citations where necessary.*

A. School Name and Date of Observation:

**B. Region/City/Town:**

- 1) Describe the demographics of the classroom.
- 2) Describe the educational resources in the classroom and how they impact teaching and learning.
- 3) Describe the relationship(s) between the teacher(s) and their students in the classrooms you observed.
- 4) Describe the teachers' methods to build rapport with their students to encourage English Language learning.
- 5) Describe the level of teachers' content knowledge and their effectiveness in teaching English Language in the classes you observed.
- 6) Describe the problems associated with teaching English in the class.
- 7) Describe the use(s) of technology in the lesson. If you did not see any evidence of technology use, describe the lesson in detail and the teacher's type of improvisations used to impact student learning.
- 8) What other teaching/learning materials do teachers have access to in their classrooms, and how were they used? Describe any other classroom interactions you observed between the teachers, administrators, and students that are different from or similar to what you see in the US.
- 9) Briefly describe your overall impressions of the lesson you observed.

**About the Author**

**Dr. Anthony Owusu-Ansah** is an Associate Professor of Education at Albany State University, Albany, Georgia. He completed his doctoral degree in Curriculum and Instruction from Ohio University, Athens, Ohio. His research interests focus on struggling readers, reading instruction, clinical and field experiences, school diversity, and multicultural education. He has written on ways to improve early literacy in the developing world and is currently working on the Internationalization of the reading curriculum as a way to introduce the world of reading instruction at the basic level to his students.