

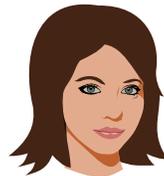


# GLC Newsletter

FEBRUARY 2020



## GLC ATTENDANCE STARS



by **Anna Guerrero**

Congratulations to the following GLC's Attendance Stars! The award is given quarterly to the top two employees in recognition of their excellent attendance record and their outstanding administrative and professional performance.



**Paul Scotto di Pompeo**  
French LCI



**Noor Al Shammari**  
Arabic LCI



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## GLC CERTIFICATES OF ACHIEVEMENT



**Karl Cherepanya**

German DLM



**Londa Khaburzania**

Georgian LCI



# Fabiola Plaza Rosillon

Spanish LCI



**GLC** Global Language Center



# Sandro Puiatti

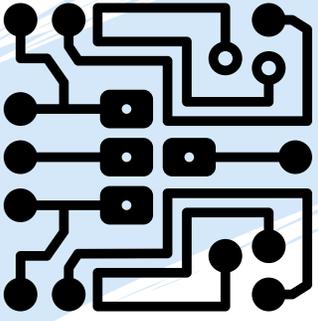
Italian LCI



# Karin Sadowski

German DLM





**GLC** Global Language Center

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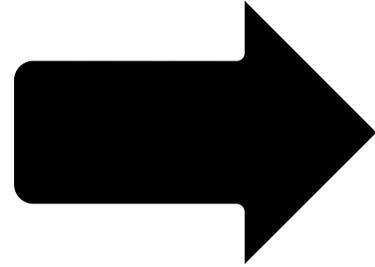
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## Spanish Lab



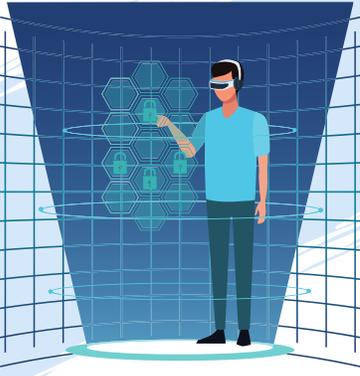
To  
The **Future**



*Aracely Rivero-Cuellar, Spanish LCI with her student during a exercise using VR Techonology. (left)*



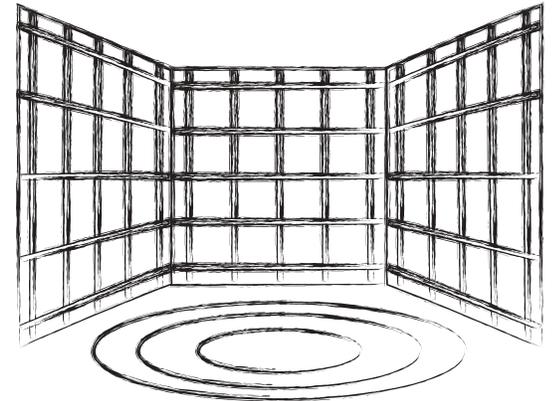
*Aracely Rivero-Cuellar, Spanish LCI and Matthew Montagnino FSI Edtech Innovation Lab Developer. (above)*



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***Maria Rodriguez , Spanish LCI and Maria Urdaneta Rothwell, Spanish LCI working with students on a role play scenario using VR Technology.***

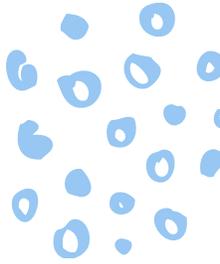


***Maria Rodriguez, Spanish LCI in front of a group of students at the Innovation Lab where Spanish Instructor Maria Urdaneta Rothwell was recreating a scenario where the students had to identify the body of a U.S Citizen overseas and inform the family. These simulations help prepare students for their assignments.***



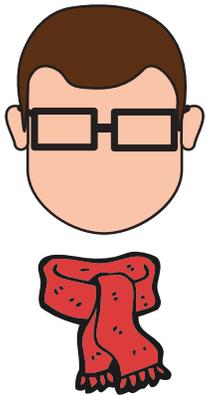
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## **Iouri's Corner**

# *On Cultural Learning*



Any type of learning assumes certain results. Cultural learning aims at Cultural Intelligence. It is a gradual and, most likely, never-ending process.

Cultural intelligence is the capability of an individual to function effectively in situations characterized by cultural diversity.

P. Christopher Earley and Soon Ang

This definition has two unequivocal implications: cultural knowledge, both generic and specific, and the skills to interact with those who are different. There is a clear interconnection between the two implications – one would not be sufficient without the other, which entails two distinct types and directions of cultural learning.

The most common type is country-specific and directs you to a focused collection of cultural information. It could be purely empirical – I see, experience and learn; or it could be more “academically” organized – I choose an existing model of culture and use it as a lens to learn about other cultures. The outward direction of this approach mainly equips you with knowledge about others. The feedback loop – knowledge about self - is rather intuitive, which makes cultural learning imbalanced.

The other type is called country-neutral and directs you towards yourself first – I learn about self and from interactions with others. I deliberately acquire knowledge, identify and practice skills for effective and appropriate interactions. I reflect on my interactions. The main objective of this type is to provide you with a framework of cultural learning. It clarifies the structure and the process for raising awareness of what you don't know, the ways to acquire needed knowledge, and guidance for developing skills “ to function effectively in situations characterized by cultural diversity.” Here is one way to present it.



## (Multi)cultural Perspective

## Cultural Competence



### Awareness

*What do I need to know?*



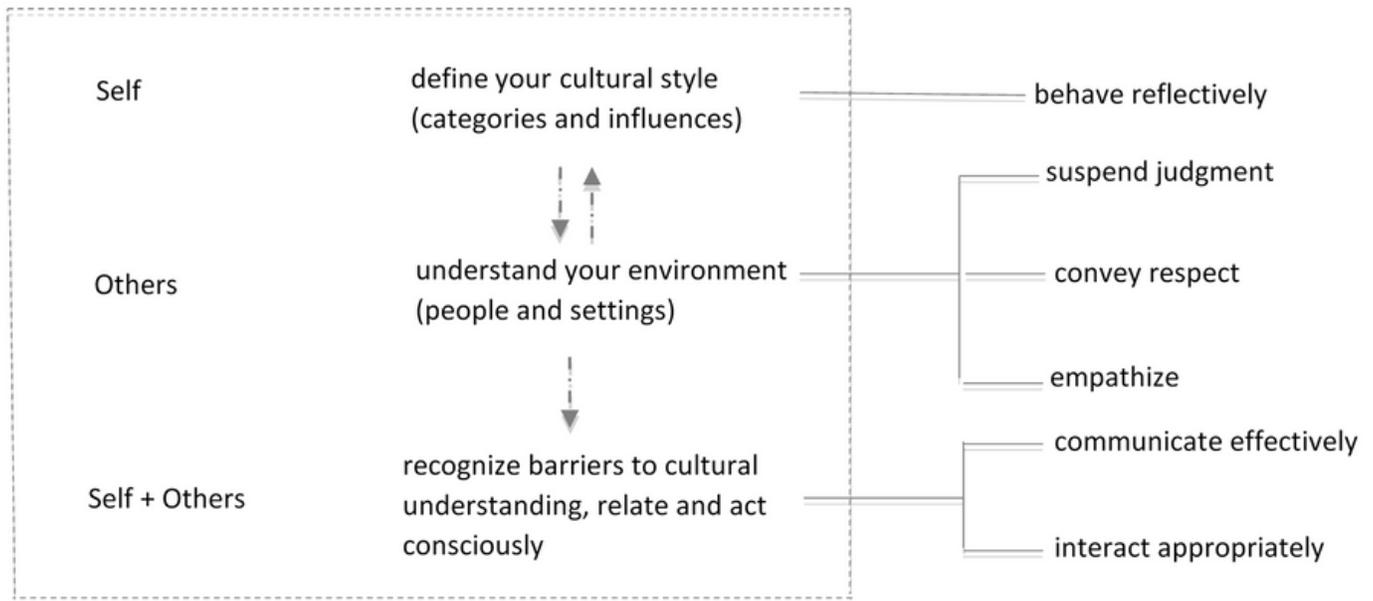
### Knowledge

*Where and how do I learn it?*



### Skills

*How do I apply my knowledge?*



Here are some suggestions on how cultural learning can be practiced.

For Self

### Reflect on your actions:

Be aware of why you think, speak, and act the way you do; be fully present; check the balance between intent and impact of your actions.

### When experiencing others:

Suspend judgment: avoid moralistic, value-laden, evaluative statements; listen in a way that others can fully share and explain self. Convey respect: transmit, verbally or non-verbally, positive regard, encouragement and sincere interest; listen in a way that others can fully share and explain self. Empathize: try to understand others from their point of view.

### When interacting with others:

Communicate effectively: keep in mind listening habits, audience expectations, body language, manners and taboos.

Interact appropriately: accept a degree of uncertainty when dealing with others, seek positive solutions.

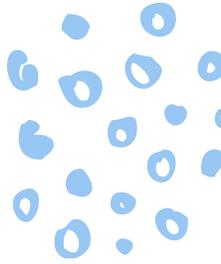
It is worth pointing out that "others" extends to your fellow culture members as well - there is enough diversity in most cultures nowadays.



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## 7 Tricks to Improve Your Teaching Skills

### 1) **Uncover the Why**

Many times, when teachers are asked why they are teaching a certain lesson they respond with, "Because it's in the curriculum". If you are one of these teachers, then you already know the reason why you are having problems making your lessons livelier. In order to infuse joy into every class, you need to sit down and list all the reasons you are teaching a particular course. Think hard about your personal reasons for teaching a particular lesson and use this reason to animate your class.

### 2) **Evaluate Your Performance**

After your class comes to an end, stop and think about everything that transpired. Did you reach your goals for the year? Were there activities that you could improve on? Did your students appreciate your style of teaching? What worked and what didn't work? Asking yourself these questions can help you evaluate and revise your teaching style for the year to come. Gather everything you can about what happened to better prepare you for what will happen next. Reflect on how you want to move forward with teaching the next time you step into a classroom.

### 3) **Let Your Curiosity Lead You**

Oftentimes, inspiration can hit you while reading an interesting article in a magazine or when you're strolling around a flea market. Collect everything that catches your eye. A nice photograph for a writing exercise, some quirky trinkets as subjects for art class or a handful of interesting rocks to help explain erosion are all potential classroom activities waiting to be explored.



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## **4) Create Your Own Assessment Tools**

If you're starting with a brand new curriculum, then you have the opportunity to create your own assessment tools. Spend your next break coming up with these. Don't worry about planning for the entire year, instead start with creating a general overview of your year or term and take time creating really in-depth assessments. Doing this is the best way to understand your new curriculum. With these assessments finished, you can then start attacking the lesson plans you have for the year or term.

## **5) Step Back A Little**

Stressing about the coming year will only burn you out before you even enter a classroom. Relax and take a week or two away from the pressure of creating lesson plans and activities. Do something that interests you and recharge your batteries. If you give yourself space to decompress, you'll be fresh and ready to tackle the work that needs to be done.

## **6) Learn About GLC's Evaluation Tools**

Learn about GLC's new form of evaluation for teachers, reach out to Iouri Bairatchnyi, GLC Program Manager to schedule a meeting to learn more about it. Take note of the highest ratings and understand what makes an exemplary teacher in the eyes of this evaluation.

## **7) Meet with Fellow Teachers**

Sometimes, inspiration will come from chatting with another teacher. If you have the opportunity to meet with a group of teachers you should grab the chance to interact with them. You'll never know what you'll learn from spending the day with fellow teachers. You can all exchange tips and experiences. You can try out new methods of teaching that have worked for others or you can model your lesson plan against that of another person who has a similar load. .

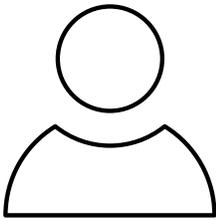
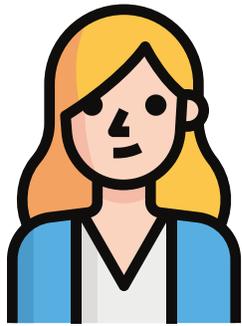


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## AMY'S REFERRAL BONUS

# \$275



Global Language Center is accepting candidates and referrals for language instructors, curriculum developers and testers. If a candidate is selected, both the person making the referral and the person being referred **will each receive \$275.00**. Candidates should send their resumes to Amy Murphy at [amurphy@glccenter.com](mailto:amurphy@glccenter.com)

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*"My mission in life is not merely to survive, but to thrive; and to do so with some passion, some compassion, some humor, and some style." - Maya Angelou*

