

Implications of Creating a 3D Vignette as a Reflective Practice for Continuous Professional Development of Foreign Language Teachers

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Abstract : The topic of this paper is significant because of the increasing need for intercultural training for foreign language teachers due to the continuous challenges they face in their diverse classrooms. First, the structure of the intercultural training program designed will be briefly described, and the structure of a 3D vignette and its intended purposes will be elaborated on. This was the first stage where the program was designed and implemented on the period of three months with a group of local and expatriate foreign language teachers/practitioners at a university in the Middle East. After that, a set of primary data collected during the first stage of this research on the design and co-construction process of a 3D vignette will be reviewed and analysed in depth. Each practitioner designed a personal incident into a 3D vignette where each dimension of the vignette viewed the same incident from a totally different perspective. Finally, the results and the implications of having participant construct their personal incidents into a 3D vignette as a reflective practice will be discussed in detail as well as possible extensions for the research. This process proved itself to be an effective reflective practice where the participants were stimulated to view their incidents in a different light. Co-constructing one's own critical incidents -be it a positive experience or not- into a structured 3D vignette encouraged participants to decentralise themselves from the incidents and, thus, creating a personal reflective space where they had the opportunity to see different potential outcomes for each incident, as well as prepare for the reflective discussion of their vignette with their peers. This provides implications for future developments in reflective writing practices and possibilities for educators' continuous professional development (CPD).

Keywords : 3D vignettes, intercultural competence training, reflective practice, teacher training

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