‘ELT for a Global World’

Intercultural Communication and Cooperative Learning

A seminar course for MA students

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Financed from the support ELTE won from the ‘Restructuring Higher Education’ Fund of the Hungarian Government
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Week 1: Intercultural competence

Preview of session:

Introduction to the course (aims, content areas, assignments, readings, assessment)
Activity 1 Icebreaker
Activity 2 Think-pair-share
Activity 3 Reading a story and describing feelings
Clarifying major assignments of the term (Q+A)
Setting assignments for next week
Week 1: Introduction (1)

**Aims of the course:** to raise awareness of the importance of intercultural competence and cooperative learning and to reflect on ways of incorporating these in EFL classes.

**Expected learning outcomes:** by the end of the course you will have

- become familiar with some of the basic theoretical works of the fields (ICC and CL),
- learned to design and facilitate in-class and online intercultural cooperative activities
- analyzed coursebooks/lessons from the ICC/CL perspectives
- gained experience in conducting classroom based research
Week 1: Introduction (2)

Content areas include

• an introduction to the theoretical background to intercultural communication and intercultural competence (ICC),
• the competences developed by cooperative learning (CL),
• cooperative principles and structures
• classroom research: observation, interviewing, coursebook and lesson evaluation, and
• the methodology of experiential learning or learning by doing
Week 1: Introduction (3)

Readings will be assigned from


Week 1: Introduction (4)

Assignments:
• readings
• a reflective summary of one of the readings
• a 3-minute presentation of a printed or online resource
• a peer teaching session of 20 minutes
• a small-scale classroom research report
• an activity folder (a detailed reflective description of 8 activities that we try out in this course)

Assessment will be based on active participation in the discussions based on the readings and activities and on the quality of the assignments above.
Week 1: Introduction (5)

Activity 1: Icebreaker - Our Maps of the World

The classroom becomes an imaginary map of Europe. Let’s agree which wall is facing north, south, east and west. You will be given instructions as to where to travel on this map. After each journey, get into groups of 3 or 4 with students standing close to you. Discuss in your groups how that particular experience (the place and the people there) changed your thinking, attitudes and behavior.
Week 1: Introduction (6)

Activity 1: Icebreaker - Our Maps of the World (2)

Here is where you should travel first:

1. Walk to the place on this imaginary map where you were born and raised. Talk to the people around you for 4 or 5 minutes.

1. The next journey should take you to the place where you have or had the most distant family members. Meet the people closest to you. You have 5 minutes to discuss what you learned about these places.

1. Go to the most different place where you spent a longer period of time. What did you like/dislike about this place?
Week 1: Introduction (7)

Activity 1: Icebreaker - Our Maps of the World (3)

Debriefing questions for the plenary discussion of Activity 1:

• How did you feel during the trips around Europe or the world?
• Did you manage to say how those particular places affected your mentality and behavior?
• What did you learn about the others?
• What did you learn about yourself?
Week 1: Introduction (8)

Activity 1: Icebreaker - Our Maps of the World (4)
Debriefing questions for the plenary discussion of Activity 1:

- What are the linguistic and other aims of this activity?
- What does the activity tell us about our identity?
- How would you adapt this activity to different age groups and levels of English language learners?
Week 1: Introduction (9)

Activity 2: Think-pair-share

What is intercultural communication?
What is intercultural competence made up of?
What do you already know about cooperative learning?
Week 1: Introduction (10)

Activity 3: Reading a story and describing feelings

1. “The teacher stands in front of the class, asks a question, and waits for the children to signal that they know the answer. Most often, six to ten youngsters raise their hands, lifting themselves off their chairs and stretching their arms as high as they can in an effort to attract the teacher's attention.”

https://www.jigsaw.org/history/

Q: If this is your class, and you’re the teacher, how would you feel seeing that six to ten of your learners are so eager to answer?
Week 1: Introduction (11)

Activity 3: Reading a story and describing feelings

2. “Several other students sit quietly with their eyes averted, hoping the teacher does not call on them.”

https://www.jigsaw.org/history/

Q: If this is your class, and you’re the teacher, how would you feel seeing that many other learners are trying to hide?
Week 1: Introduction (12)

Activity 3: Reading a story and describing feelings

3. “When the teacher calls on one of the eager students, there are looks of disappointment on the faces of the other students who had tried to get the teacher's attention. If the selected student comes up with the right answer, the teacher smiles, nods approvingly, and goes on to the next question.”

https://www.jigsaw.org/history/

Q: What would you do/say if you notice the disappointment of the others? How would you feel?
Activity 3: Reading a story and describing feelings

4. “In the meantime, the students who didn't know the answer breathe a sigh of relief. They have escaped being humiliated this time.”

https://www.jigsaw.org/history/

Q: How would you feel knowing that the main concern of the majority of the class during your lesson consists of trying to hide and avoiding losing face?
Week 1: Introduction (14)

Clarifying major assignments in the course (1):

- **a reflective summary**: write a 2- or 3-page reflective summary of a chapter in one of the readings assigned (a review of the main points that are most relevant to you with your reflective comments, everything properly documented)

- **a 3-minute presentation** of a printed or online resource: try to find a practice-oriented resource that you would like to recommend to your peers because it seems to help teachers in the EFL classroom to develop ICC and/or is based on cooperative principles.
Week 1: Introduction (15)

Clarifying major assignments in the course (2):

• **a peer teaching session** of 20 minutes: plan and facilitate a peer teaching session that aims to develop ICC and/or uses a cooperative structure.

• **a small-scale classroom research report**: you will conduct a small-scale classroom research project to explore to what extent ICC and CL are present in an EFL classroom of your choice and/or how they are viewed or received by teachers and/or learners. This will have to be described in a 3-page report.
Week 1: Introduction (15)

Clarifying major assignments in the course (3):

• **an activity folder**: take notes during the course and submit a detailed reflective description of 8 activities that we learn from each other and try out in this course, including
  - aims
  - expected learning outcomes
  - time needed
  - level, age group
  - procedure
  - reflections (why you liked/disliked it, variations you can think of, anticipated difficulties and possible solutions)
Week 1: Introduction (16)

Assignments for Week 2:


[Developing ICC through Education pdf]

Write a 2- or 3-page reflective summary of the above (a review of the main points with your reflective comments)
Week 1: Introduction (17)

Reading 2 (for Week 3):

Read the rest of the Carlos story by Elliot Aronson and the letter sent 10 years later:

https://www.jigsaw.org/history/