‘ELT for a Global World’

Intercultural Communication and Cooperative Learning

A seminar course for MA students
Lesson 4: The Link between ICC and CL

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Week 4: The link between ICC and CL (1)

Preview of the session:

Activity 1 Discussing the reading on CL
Activity 2 Placemat: What does CL develop?
Activity 3 Discussion: the components of ICC
Activity 4: What do CL and ICC have in common?
Week 4: The link between ICC and CL (2)

Activity 1 Discussing the reading on CL (1)


[TASKs for Democracy](#)
Activity 1 Discussing the reading on CL (2)
Discuss with a partner what you think CL develops on the basis of the following extracts (and any others that you can recall). Make a list.

Many research studies have compared indicators relating to the effectiveness, efficiency and equity of learning processes such as individual/frontal, competitive and co-operative learning. ... The results indicate that teachers who focus on the structures of the learning process are likely to improve effectiveness, efficiency and equity in their everyday teaching and learning practice. According to their findings, in a co-operatively structured learning process there is significantly more chance for every single learner to access common academic knowledge and the benefits of schooling. (Arató, 2014, p. 23)
Week 4: The link between ICC and CL (4)

Activity 1 Discussing the reading on CL (3)

If each learner is granted enough personal space and time through spontaneous self-expression in frequent interactive learning and assessment activities, then every individual in the teaching-learning process will fully benefit from the diversity of the whole class. It is not only the time frame which is thus restructured, but also the space for learning – this becomes an interpersonal, promotive and individualised space, for example within working pairs, for mutual learning. By restructuring the learning process, the hierarchical frame of everyday classroom practice is weakened. (Arató, 2014, p. 23)
Week 4: The link between ICC and CL (5)

Activity 1 Discussing the reading on CL (4)

Every micro-group member has a different learning task: a different part of the learning material that s/he is assigned to learn and teach to the others in her/his micro-group. The goal is for every micro-group member to become familiar with the whole of the material – they should put it together like a jigsaw by teaching each other its component parts. In our example, we will imagine a class working on fauna – animals and their characteristics. Each member of a micro-group of four will study and be responsible for a different animal.

(Arató, 2014, p. 24)
Week 4: The link between ICC and CL (6)

Activity 1 Discussing the reading on CL (5)

... individual accountability, beyond increasing participants’ awareness of their achievements, helps to develop lifelong learning competences and practical strategies (learning to learn). The principles of personal responsibility and individual accountability lead to higher levels of mental balance and self-esteem in the participants regardless of their social background. (Arató, 2014, p. 25)
Week 4: The link between ICC and CL (7)

Activity 1 Discussing the reading on CL (6)

Self-actualisation, the expression of interest, and the sharing of emotional impressions can induce conflicts within base groups. These conflicts are an important part of the learning process because they help explore the different dimensions of personal (self-esteem, motivation, mindfulness, reliability, etc.), social (empathy, tolerance, acceptance, patience, etc.) and cognitive (higher-level thinking, meta-cognitive skills, etc.) competences. Teachers can observe the behaviour of the learners directly and immediately and intervene when necessary to further develop their personal and social competences.

(Arató, 2014, p. 28)
Week 4: The link between ICC and CL (8)

Activity 2 Placemat: What does CL develop?
Week 4: The link between ICC and CL (9)

Activity 2 Placemat: What does CL develop? (2)

1. Form groups of four. Choose a name for your group.
2. Draw a placemat on an A3 sheet of paper (see previous slide).
3. Choose a marker and stick to your color throughout the activity.
4. On the basis of the readings and our discussions, list individually in one of the panels of the placemat what you think CL develops.
Week 4: The link between ICC and CL (10)

Activity 2 Placemat: What does CL develop? (3)

5. Once every group member has finished, take turns in sharing what you think CL develops.
6. If you all agree on an item, put it in the middle section of the placemat.
7. If the majority agree, you can still include it but make it less prominent in the middle section of your placemat poster.
Week 4: The link between ICC and CL (11)

Activity 2 Placemat: What does CL develop? (4)
Week 4: The link between ICC and CL (12)

Activity 2 Placemat: What does CL develop? (5)

7. Sign the poster, still with your own color marker. And add the name of your group to the top.
8. Review the items in the middle section.
9. Are the items left out from the individual lists really irrelevant or invalid? Can you go back to them and review and justify your group’s decision?
Week 4: The link between ICC and CL (13)

Activity 2 Placemat: What does CL develop? (6)

10. Post the placemats on the walls and go on a gallery tour to visit the other groups’ posters.

11. Take notes if you see any good ideas that were not listed by your own group.

12. Go back to your original group (and placemat) and discuss if you want to add anything to the middle section of your poster.
Week 4: The link between ICC and CL (14)

Activity 3 Discussion: the components of ICC (1)

1. Intercultural competence – main dimensions:
   Attitudes, skills, knowledge and understanding
2. Can you think of any important components within attitudes, skills or knowledge and understanding?
3. Work in pairs and put together as many components as you can think of together.
4. Compare your results with the literature.
Week 4: The link between ICC and CL (15)

Activity 3 Discussion: the components of ICC (2)

How many did you guess from the “attitudes” listed in the self-assessment tool Recognising intercultural competence (Lázár, 2013)?

- Respect
- Tolerance of ambiguity
- Open mindedness and curiosity
- Empathy
- Self-awareness
- Confidence to challenge and be challenged
Week 4: The link between ICC and CL (16)

Activity 3 Discussion: the components of ICC (3)

How many did you guess from the cluster “skills”?  
  Interaction  
  Multiperspectivity  
  Critical thinking  
  Problem solving and collaboration  
  Ability to grow
Week 4: The link between ICC and CL (17)

Activity 3 Discussion: the components of ICC (4)

How many did you predict from the cluster “knowledge and understanding”?

- Knowledge about interaction
- Knowledge about social practices
- Knowledge about the role of social and political actors
- Knowledge about world views and belief systems
Week 4: The link between ICC and CL (18)

Activity 4: What do CL and ICC have in common? (1)

Form new groups of four to discuss the following questions:

1. On the basis of our readings and discussions what do CL and ICC have in common?
2. What cooperative activities did we do last week and today that will also develop intercultural competence?
3. Can you recall how these activities were organized?
4. Can we say what components of ICC they are likely to develop?
Week 4: The link between ICC and CL (19)

Activity 4: What do CL and ICC have in common? (2)

3. Which components of ICC will such activities hopefully develop in learners of English at different levels?

4. Share your three most important ideas in plenary.

5. Let’s try to illustrate this on the board:

CL principles we observed:
ICC components that must have been developed:
Assignments for week 5

1. Read and fill in the Council of Europe’s ICC self-assessment tool that we saw extracts from today:
   ICC Tool Recognising intercultural competence

2. Think of a research focus or question that you would like to explore in the fields of ICC and/or CL.