Intercultural Communication and Cooperative Learning

A seminar course for MA students
Lesson 7: Coursebook analysis (ICC/CL)

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Week 7: Coursebook analysis (1)

Preview of the session:

Resource presentations (students 5 and 6)
Activity 1 What to look for in books
Activity 2 Your ideal EFL coursebook
Week 7: Coursebook analysis (2)

Resource presentations (2x5 min plus Q and A):

1. While you listen to your peer’s presentation of a practice-oriented printed or online resource, note down what ICC and/or CL lesson you think the resource could be used for.
2. After each presentation, ask the presenter any questions for clarification.
Week 7: Coursebook analysis (3)

Activity 1 What to look for in books? (1)

1. Look at the samples spread out on the desks.
2. Pick a coursebook and spend 10 minutes to get a general idea about its declared objectives, target audience, structure and approach to language teaching.
3. What are your first impressions about its approach to intercultural competence development and cooperative learning?
4. Present your findings to the class.
Week 7: Coursebook analysis (4)

Activity 1 What to look for in books? (2)

1. Form groups of four and choose a coursebook for your group to analyze in more detail. This can be the book you brought with you or any of the coursebooks on display.

2. Decide as a group whether you want to focus on the presence of materials and activities that develop intercultural competence in some way or if you want to find and analyze activity types that may have some cooperative structures built into them (or both).
Week 7: Coursebook analysis (5)

Activity 1 What to look for in books? (3)

3. Each member of your group should look at the same (one or two) coursebook units and examine them from a different point of view:

- Content, message to students
- Structure, activity types
- Illustrations and supplementary materials
- Amount of help offered to teacher
Week 7: Coursebook analysis (6)

Activity 1 What to look for in books? (4)

4. See if the coursebook unit under investigation reflects the principles of cooperative learning. Does it encourage the following? Or does it go as far as making it necessary to keep to these principles?

Equal participation /equal access
Simultaneous interaction / Parallel interaction
Positive and encouraging interdependence
Individual accountability / Personal responsibility
Week 7: Coursebook analysis (7)

Activity 1 What to look for in books? (5)

5. Are the components of intercultural competence present in the examined units?

Attitudes:

- Respect
- Tolerance of ambiguity
- Open mindedness and curiosity
- Empathy
- Self-awareness
- Confidence to challenge and be challenged
Week 7: Coursebook analysis (8)

Activity 1 What to look for in books? (6)

Are there activities that develop any item from the cluster “skills”?  
  Interaction  
  Multiperspectivity  
  Critical thinking  
  Problem solving and collaboration  
  Ability to grow
Week 7: Coursebook analysis (9)

Activity 1 What to look for in books? (7)

How many activities or readings deal with items 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 7: Coursebook analysis (10)

Activity 1 What to look for in books? (7)

Report your group’s findings to the whole class:
• Present the book, its target audience, aims, declared approach.
• Share your findings about its message to learners and its contribution to cooperative learning and the development of the components of intercultural competence.
Activity 2 Your ideal EFL coursebook

1. On the basis of your coursebook analysis in the previous activity, write down individually the key features of your ideal EFL coursebook.

1. Form new groups of four and share the key features of your ideal coursebook with each other.
Week 7: Coursebook analysis (12)

Assignments for week 8:

Work on your classroom research project during the next weeks and consult each other, your tutor and the literature on classroom research when you have doubts or questions.

Prepare for your resource presentation and/or your peer teaching session and don’t forget about describing useful activities for your Activity folder either.
Week 7: Coursebook analysis (13)

Optional assignment for week 8:

Recommended reading for those interested in coursebook analysis: