Intercultural Communication and Cooperative Learning

A seminar course for MA students
Lessons 8-12: Peer teaching and resources

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Weeks 8-12: Peer teaching and resources (1)

Preview of sessions:
Resource presentations (2 students in 2 x 5 minutes on each of the 5 sessions)
Research pairs’ or groups’ consultation time (10 minutes on each session)
Peer teaching sessions: 2 or 3 students hold a peer teaching session of 15-20 minutes on each of the 5 sessions and the group reflects on the experience

1. Self-assessment and peer-assessment based on the DELP tool [Self-assessment tool for post lesson reflection](#)
2. Feedback cycle from the ICC and CL perspectives

Activity folders: what to collect and how to describe it
Weeks 8-12: Peer teaching and resources (2)

Resource presentations (2x5 min incl. 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.
Weeks 8-12: Peer teaching and resources (3)

Research pairs’ or groups’ consultation time

You have 10 minutes to discuss with your partner or group mates your progress, doubts and suggestions concerning your classroom research.
Weeks 8-12: Peer teaching and resources (4)

Peer teaching session

A 15 to 20-minute activity with a cooperative structure that aims to develop (some of the components of) intercultural competence
Weeks 8-12: Peer teaching and resources (5)

Peer teaching sessions:
Questions to ask and tasks to do to encourage reflection and guide the discussion after each peer teaching session

1. Ask the trainee how she feels about her session (the planning, the implementation, whether her aims were reached, and any other aspect important to her).
Weeks 8-12: Peer teaching and resources (6)

2. Choose 3 items you want to give feedback on from the **DELP Self-assessment tool for post-lesson reflection**

Take one item from each of the categories of “Planning”, “Personal and professional qualities” and “Implementation” and link it to the trainee’s points in her self-assessment.
Weeks 8-12: Peer teaching and resources (7)

3. Review the principles of cooperative learning:
Equal participation /equal access: every participant should have equal opportunities for access and participation
Simultaneous or parallel interaction: when students are working in pairs we have the largest number of parallel interactions, when students are working in groups of 4 or 5 we have to structure the task so that every participant is involved
Positive and encouraging interdependence: the participants can only complete the task by cooperation and they should build on each other’s knowledge and skills
Individual accountability: each participant has personal responsibility to contribute and carry out their part of the group’s task.
Weeks 8-12: Peer teaching and resources (8)

4. Review the components of intercultural competence

Attitudes: respect, tolerance of ambiguity, open mindedness and curiosity, empathy, self-awareness, confidence to challenge and be challenged

Skills: interaction, multiperspectivity, critical thinking, problem solving and collaboration, ability to grow

Knowledge: about interaction, social practices, the role of social and political actors, and world views and belief systems
Weeks 8-12: Peer teaching and resources (9)

5. For the trainee who facilitated the peer teaching session: which principles of CL did you manage to include? Which components of ICC did you aim to develop? What were the biggest challenges?

For the students who participated in the peer teaching session: Think about the peer teaching session you just participated in and note down which CL principles were met and which ICC components must have been aimed at?
Weeks 8-12: Peer teaching and resources (10)

6. Do the feedback cycle as follows:
   
a) Sit in a circle or U-shape so that everyone can see everyone else.
   
b) The trainee who facilitated the peer teaching sessions explains the most important challenge to him/her when it comes to using cooperative structures and developing intercultural competence (1 min).
   
c) In the first round, each group member can ask a quick question for clarification (no opinion giving, no judgment) from the trainee teacher. If everything was clear, you don’t have to ask a question, you can pass. The trainee teacher who did the peer teaching has to give very short answers to clarify things.
Weeks 8-12: Peer teaching and resources (11)

c) In the second round, you take turns to say something positive about the CL and/or ICC component of the peer teaching session. You cannot pass. The trainee teacher who facilitated the peer teaching is only allowed to say thank you for the positive comments.

d) In the third round, every group member tries to give a piece of useful advice in one sentence. You cannot pass. Try to put yourself in the shoes of the trainee who facilitated the peer teaching session and give some meaningful tip on how to overcome the challenge or how to look at it from a different perspective. The trainee can take notes but is only allowed to say thank you for the advice.
Weeks 8-12: Peer teaching and resources (12)

e) Final reflections about the assessment and evaluation processes that we tried out.

f) After the whole group discussion, post any further comments and suggestions on the board if there was no time to discuss them during the session.
Weeks 8-12: Peer teaching and resources (13)

Assignments:

Work on your classroom research project during these five 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 if you haven’t done these yet and don’t forget about describing useful activities for your Activity folder either.
Weeks 8-12: Peer teaching and resources (14)

Activity folders: what to collect and how to describe it

The aim of the ‘Activity folder’ is two-fold:
• to take away some of your favorite EFL activities from this course described in a way that they will be easy for you to recall and use them in the future,
• to reflect about the linguistic, intercultural and educational aims of each activity as well as their potential risks, benefits, and variations to make you think more about how, when and for what purpose they could be used with specific groups of learners.

Structure: expected learning outcomes, age, level, timing, steps, materials and reflections about variations and potential risks.