



THE UNIVERSITY
of ADELAIDE



CRICOS PROVIDER 00123M

Towards Global Citizenship in the language classroom

-presented by Renuka Sri

adelaide.edu.au

seek LIGHT

What is Global Citizenship?

- <http://www.youtube.com/watch?v=fL1sPcbmlUo>

40S-145S



What could you do?

- <http://www.youtube.com/watch?v=fL1sPcbmlUo>

152s-242s



We at the ELC are **working towards Global Citizenship in the language classroom** by **integrating cultural awareness activities** into the programs

Rationale

- More than one billion **users** of English.
- The **need** to interact
 - > globalisation
 - > range of nationalities/races/religions
- Interaction **skills**
 - > innovative and higher-order cognitive skills
 - >intercultural competence
 - >sophisticated communication and collaboration skills.
- **Career** prerequisite
 - >Fluency in more than one language and culture

What we have

- ‘Lots of opportunities for concrete experience (homestays, diverse workgroups, service learning, etc.)’

What’s missing

- ‘We seldom have structured opportunities for sharing participants’ reactions ‘.

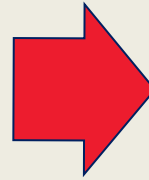
We need to provide

- ‘Pre-planned meetings, scheduled group discussion sessions,’

-Bennette 2011-

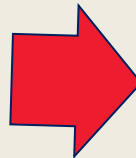
Responsibility

Build students'
intercultural
communication
skills



to be effective
speakers of English
in global contexts

Build
intercultural
competence



empathise with peers
of different races,
religions and of
different linguistic and
social origins

Students need to be able to learn with and from their diverse peers, work collaboratively and communicate effectively in groups (Gardner 2004, cited in Suarez-Orozco & Sattin 2007).

The focus at the ELC



Not about the academic content but ability for students to listen to different perceptions, pronunciations & respond spontaneously



The focus at the ELC

Facilitate the development of these skills

Introduce formal structured program

Implement an '*across program*' initiative

Get students **working together**

Use English as a '**lingua franca**'

Build **cultural sensitivity**

Aims of this session

- Outline the aims and objectives of the program (*the why*)
- Explain its implementation (*the how*)
- Show the types of activities used (*the what*)
- Examine student responses (evaluation)
- Consider some recommendations (*the so what now*).

The 'why'

develop

- Communication *across cultures*

acknowledge and
accept

- other *varieties of English* being the 'norm'

develop

- *tolerance* to ambiguity, conflict and change
- *awareness* of specific cultural nuances

appreciate

- multiple *perspectives* and diversity

The 'why'

enhance

- *leadership skills*
- *problem solving skills*

increase

- *self-confidence*

improve & expand

- *relationships*

develop

- *collegiate networks*

The 'why'

Being a 'content carrier' is not enough.

(Medgyes 1998)

The use of English in a culturally diverse society

Cultural Diversity

- The ELC is culturally diverse
- Being diverse is not the challenge

*Regular contact with diversity does not necessarily produce intercultural understanding in students, faculty and staff. Rather, **intercultural understanding is the product of intent and design** (Habacon 2014).*

Cultural Diversity

Our pathway **towards Global Citizenship** is through **promotion of intercultural awareness and understanding**

Profile of students at the ELC

Based on information from June/July 2014

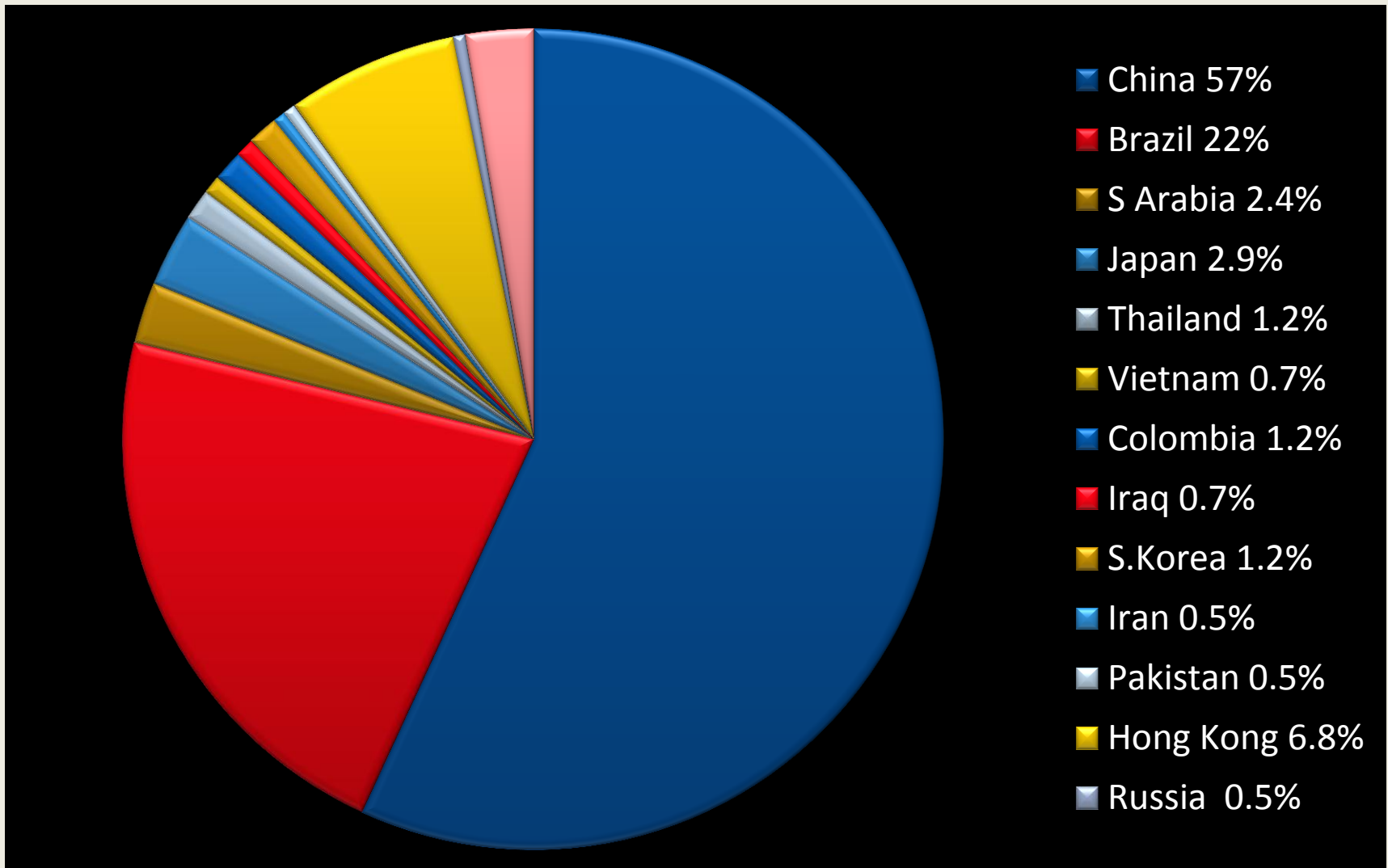
Country	Number	%
China	236	57.0%
Brazil	91	22.0%
Hong Kong	28	6.8%
Japan	12	2.9%
Saudi Arabia	10	2.4%
Colombia	5	1.2%
South Korea	5	1.2%
Thailand	5	1.2%
Iraq	3	0.7%
Vietnam	3	0.7%
Iran	2	0.5%
Pakistan	2	0.5%
Russia	2	0.5%
Chile	1	0.2%

Country	Number	%
France	1	0.2%
Germany	1	0.2%
Indonesia	1	0.2%
Italy	1	0.2%
Macao	1	0.2%
Papua New Guinea	1	0.2%
Peru	1	0.2%
Taiwan	1	0.2%
United Arab Emirates	1	0.2%
France	1	0.2%

23 nationalities

414

Student profile



PEP & GEAP

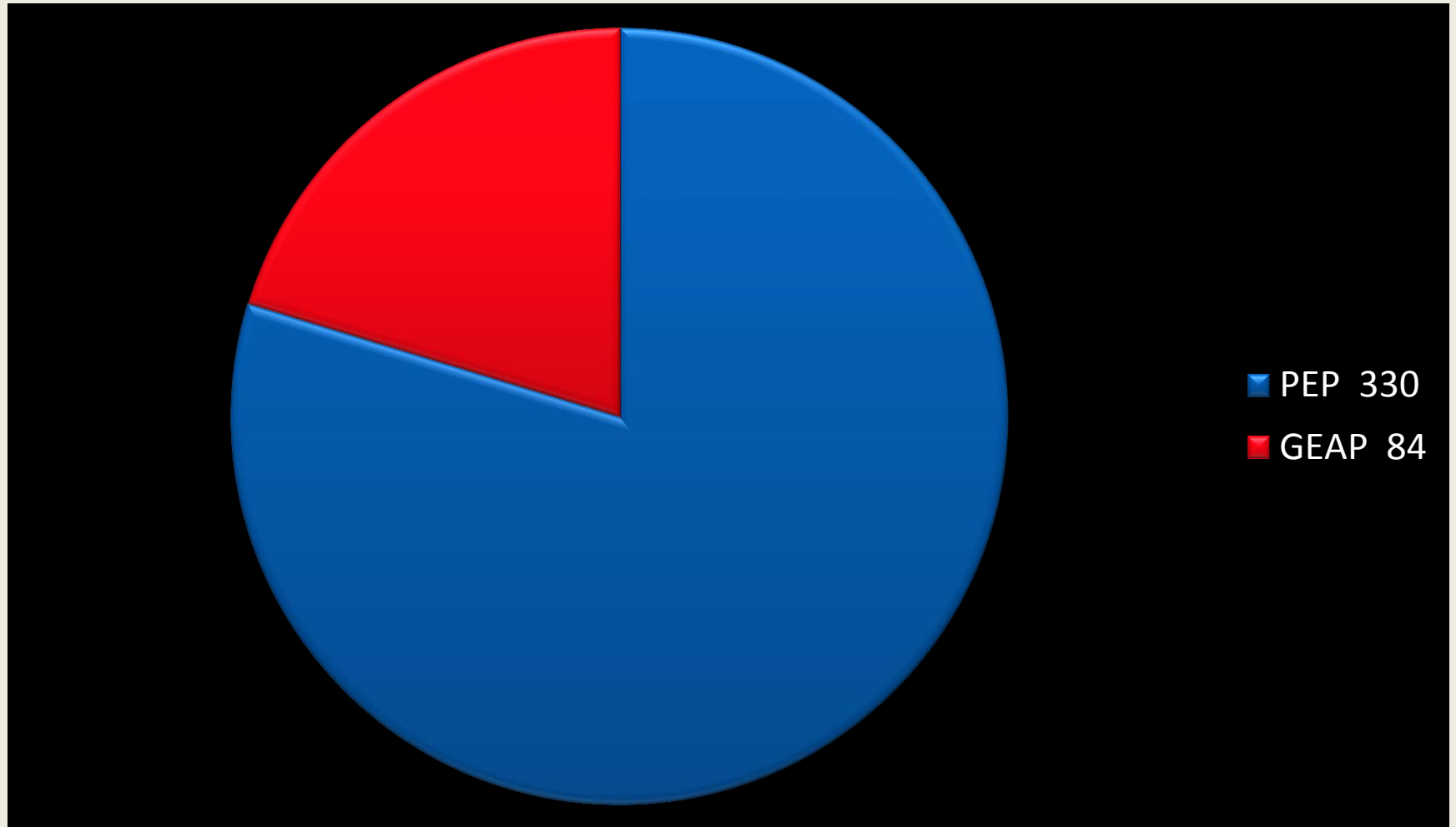
GEAP – General English for Academic Purposes

84 students

PEP - Pre- enrolment program

330 students

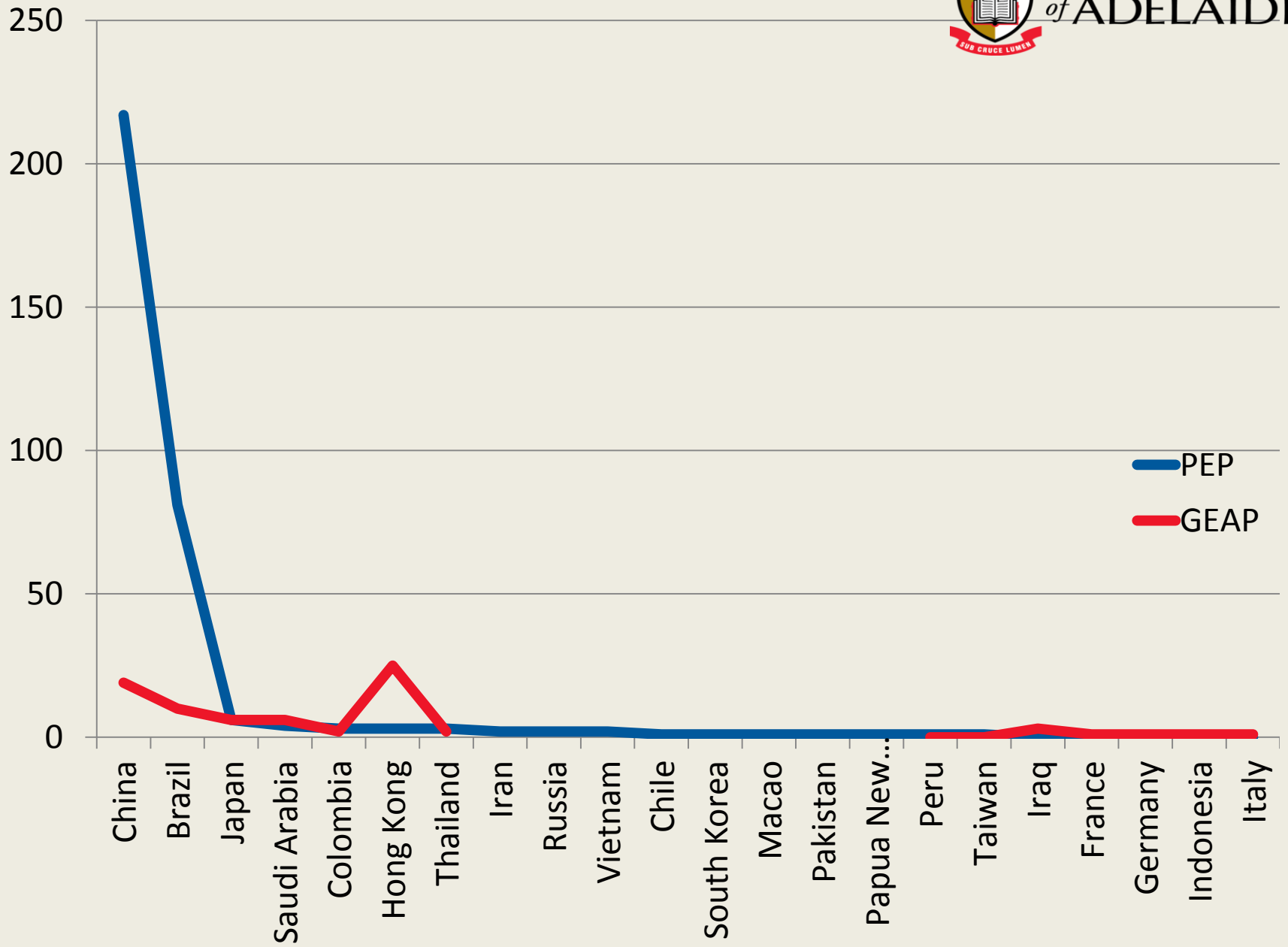
PEP & GEAP





PEP	
China	217
Brazil	81
Japan	6
Saudi Arabia	4
Colombia	3
Hong Kong	3
Thailand	3
Iran	2
Russia	2
Vietnam	2
Chile	1
South Korea	1
Macao	1
Pakistan	1
Papua New Guinea	1
Peru	1
Taiwan	1
University of Adelaide	

GEAP	
Hong Kong	25
China	19
Brazil	10
Japan	6
Saudi Arabia	6
South Korea	4
Iraq	3
Columbia	2
Thailand	2
France	1
Germany	1
Indonesia	1
Italy	1
Pakistan	1
UAE	1
Vietnam	1



	Class average	No. of classes
PEP	15.7	21
GEAP	14.0	6
Combined	15.3	26

The 'how'

- Formal structured program
- GEAP & PEP classes
- Time

Emails

Dear PEP & GEAP teachers,

Many Universities around Australia and the world are offering 'Global Citizenship Programs', designed to help students develop the skills necessary to be a global citizen. Here at the ELC we have decided to introduce a cross class program called "Developing your Global Citizenship Skills". We are asking all teachers and students to be involved.

As more than one billion people now use English as a second or additional language, largely to communicate with other second language users, the goal of this program is to help students:

- develop communication skills across cultures
- acknowledge and be accepting of other varieties of English being the 'norm'
- develop tolerance to ambiguity, conflict and change
- develop awareness of specific cultural nuances when communicating with others
- appreciate multiple perspectives and diversity
- enhance their leadership skills
- enhance their problem solving skills
- increase maturity, self-confidence and independence
- improve and expand their relationships
- develop collegiate networks

We believe the outcomes of such a program will be very beneficial to our students. So, in order to make this easy for teachers to implement we have provided the materials necessary and have clearly stated the requirements from you. We are asking for just 45-60mins every 5 weeks in your program.

Please read the attached rationale, program details, 'Find Someone' activity (for the first session) and timetable plus student evaluation form. We have provided a student reflection to be completed after the activity which will help us get the students 'voice'. If you also do other cross class activities within your program, could we also ask you to use the student



File Message

Ignore X Delete Reply Reply All Forward Meeting

Quick Steps: Move to: ? To Manager Team E-mail Done Reply & Delete Create New

Move: Move OneNote Actions

Tags: Assign Policy Mark Unread Categorize Follow Up

Editing: Find Related Select

Zoom

This message was sent with High importance.

From: Sandra Caon-Parsons Sent: Wed 1/10/2014 2:03 PM

To: David O'Brien; Angela Clyne; Susan Reive; Alison Black; Suzanne Piovesan; mireille.flesch@adelaide.edu.au; Renuka Sri; Kogi Naidoo; Rebecca Anne Belchamber; Sumati Chakravarti-Cook; Sally Margaret Harris; Marie-Louise Fitzpatrick; Heather Sparrow; Lisa Topelmann-Weder; Maria Goodchild; Alan Skilbeck; Natasha Vassilieva; Jamal Cynthia Abilmona; Denise MacLeod; Lyn Doole; Rebecca Anne Stanley; Lucinda Mary Tooze; Anne-Marie Elseo; Ingrid Nicole Liernert; Katherine Bernardi; Raymond Charles Winterfield; Jennifer Louise Heyward; Bernard McGuigan; Luisa Buccella; Janet Allan; 'Asher Kym Reynolds'; roz.dunk@adelaide.edu.au; Jamal Cynthia Abilmona; David Carl Minor; Anna Palumbo; Johanna Grace Kuhne; Shona Elizabeth Grant; Angela Joy Nicholls; Joanna Theresa Ho-Morier; Ian Clive Hills; Jason Kiger; roz.dunk@adelaide.edu.au; Helene Hipp

Cc: Carmel Nicholas; Elisabeth Hutton; Kathy Coutts; Grant Packer

Subject: Towards Intercultural Awareness for Global Citizenship Program

Message Activity 3 Traditional games.docx (21 KB) Cross Class Schedule 1 Sem2.V213doc.doc (51 KB)

Dear all, thank you for your cooperation in getting your students to complete the first Task in the ELC "Towards Intercultural Awareness for Global Citizenship Program". I have attached the second task for the next cycle with the schedule of *which class is with which class*. There are only 5 GEAP classes this 5 week cycle and GEAP does not commence until October 13th so if you are rostered with a GEAP class please keep this in mind.

Before you complete the 2nd task there are a couple of things to be reminded of:

- please allow for a minimum of 60 mins .
- Pre-teach vocabulary if needed. Some students may have some difficulties with the questions and vocab.

Attached are

- the task to be completed sometime in the next 5 weeks (*'Traditional Games'*)
- The schedule of which class is with which class (unfortunately there are only 5 GEAP classes)

The objectives for this activity are that students will:

- Develop an awareness of international traditional games and how they may have similarities and differences
- feel a sense of 'commonness' between cultures
- be able to use language for different kinds of games, simple and habitual past as well as instructions for playing.

Suggested procedure: (is on the attachment)

- Divide your class into 2 groups.
- Send one of your groups to the other class at the allocated time
- Students will then work in small groups of 4, ideally one pair from each class. Try and mix Cultural backgrounds as much as possible
- Let students introduce themselves to each other first
- Follow attached guidelines with suggested questions to discuss
- Feedback – each group to tell the class about the game they discussed – similarities and differences in the way it's played in different countries.

Sandra

Sandra Caon-Parsons
Education Program Manager
TESOL/EAL
English Language Centre
Professional & Continuing Education
Level 9, 115 Grenfell St.
The University of Adelaide, AUSTRALIA 5005
Ph : +61 8 83134790
Fax : +61 8 83134411
e-mail: sandra.caonparsons@adelaide.edu.au

Schedule



Timetable for Second Cross Class Activity May 5th- 6th June

Please scroll down and find your name and who you are matched with. Please make contact with your partner class ASAP to arrange the 45-60min session

For a Monday Morning Session

GEAP 2 Red <i>Suria McGee</i> Rm: 8.06	PEP 1 <i>Alison Black</i> Rm: 11.04
GEAP 3B Red <i>Shona Grant</i> Rm:8.09	PEP 4 <i>Trish Tynan/Sue Reive</i> Rm: 11.06
GEAP 1A/B Red <i>Anna Palumbo</i> Rm: 8.10	PEP 13 <i>Stephen Lock Heather Sparrow</i> Rm: 11.07

For a Monday afternoon Session

GEAP 3A Red <i>Mai Le</i> Rm: 8.05	PEP 8 <i>Sally Harris/Ingrid Lienert</i> Rm: 11.09
GEAP 4/5 <i>Angela Nicholls</i> Rm: 8.06	PEP 3 <i>Davis O'Brien</i> Rm: 11.10

Other PEP classes: Day of the week to be arranged between teachers

PEP 2	PEP 19
PEP 5	PEP 20
PEP 6	PEP 14
PEP 7	PEP 15
PEP 9	PEP 16
PEP 10	PEP 17
PEP 18	PEP 11
PEP 12	PEP 21

Activity 1



Find someone who...	Name
1. ...thinks they are a good cook. <i>Find out his or her speciality</i>	
2. ...can say the English alphabet in 15 seconds. <i>Listen to them carefully and time them</i>	
3. ...who reads a newspaper or magazine regularly. <i>Find out which one.</i>	
4. ...who plays a musical instrument. <i>Find out what.</i>	
5. ...who speaks more than two foreign languages. <i>Find out what they are.</i>	
6. ...who arrived in Adelaide after you. <i>Find out when they arrived.</i>	
7. ...who comes from a large city. <i>Find out where and how many people live there.</i>	
8. ...who will be completing further study after this course. <i>Find out what they will be studying.</i>	
9. ...who is a vegetarian <i>Find out why and what they like to eat.</i>	
10. ...who has been to a tourist place in Adelaide. <i>Find out where and what it was like.</i>	

Activity 1 – ‘Find Someone’

<p>6. ...who arrived in Adelaide after you. <u>Find out when they arrived.</u></p>	
<p>7. ...who comes from a large city. <u>Find out where and how many people live there.</u></p>	
<p>8. ...who will be completing further study after this <u>course.</u> <u>Find out what they will be studying.</u></p>	
<p>9. ...who is a vegetarian <u>Find out why and what they like to eat..</u></p>	

Activity 2

TASK 2 May – June 2014

Questions

1. Say one or two ways you are like your mother or father.
2. Say something about the town or village where you were born.
3. Say what you are planning to do tonight.
4. Say where you spent your last holiday and what you enjoyed most about it.
5. Summarise the plot of a film you have seen recently.
6. Walking under a ladder is considered bad luck in some countries. Name two things that are considered bad luck in your country.
7. What are the most popular tourist attractions in your country?
8. What are you going to do at the weekend?
9. What did you do last weekend?
10. What do you remember about your first day at school?
11. What do you think is the greatest invention ever, and why?
12. What do you usually do in the evenings?
13. What is the ideal age to get married (a) for a man (b) for a woman?
14. What is the nicest present you have ever received?
15. What is your idea of the perfect husband /wife?
16. What sort of clothes do you like wearing?



Activity 2 – 'Questions'

5. Summarise the plot of a film you have seen recently.
6. Walking under a ladder is considered bad luck in some countries. Name two things that are considered bad luck in your country.
7. What are the most popular tourist attractions in your country.
8. What are you going to do at the weekend?

Activity 3

12 In my opinion ...

Opinion



THE UNIVERSITY
of ADELAIDE

Men and women can never really be equal.	The future is frightening rather than exciting.
The Internet will completely change the way people work, learn, shop and do business.	Politicians are mainly interested in advancing their own careers.
It is better to take any job than to be unemployed.	English is a fairly easy language to learn.
Today's pop music is not as good as it used to be.	Smoking should be banned in all public places.
Living in a city is better than living in the country.	There are no such things as ghosts, flying saucers, etc.
There is too much money in sport nowadays.	It is better to stay single than to get married.
There are certain jobs that are not really suitable for women.	When you speak a foreign language, it doesn't matter if you make mistakes, as long as people understand you.
My country is not as nice as it was ten years ago.	You can tell a lot about a person from the clothes he/she wears.
Murderers should always be executed rather than be given life imprisonment.	Marriages work best when couples are from the same background, race and religion.
People who follow fashion are fools and probably have more money than sense.	The most important thing about a job is the money.

Activity 3 – ‘In my opinion...’

Men and women can never really be equal.

The future is frightening rather than exciting.

The Internet will completely change the way people work, learn, shop and do business.

Politicians are mainly interested in advancing their own careers.

Activity 3

-2 strongly disagree	-1 disagree	0 not sure/ can't decide	+1 agree	+2 strongly agree
-----------------------------------	-----------------------	--	--------------------	--------------------------------



Reflections 1

Cross Class Activity Student Reflection

English is the main language of books, newspapers, airports and air traffic control, international business and academic conferences, science, technology, diplomacy, sport, international competitions, pop music and advertising. More than one billion people now use English as a second or additional language, largely to communicate with other second language users (Cambridge 1995 pp 181 and in Xu 2002 pp 227).

1. How much did you enjoy today's cross class activity? (please mark an 'x' where you think)

1 = really disliked

3 = OK

5 = really enjoyed

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

2. What was your favourite part of the activity?

You can circle more than one

- a) Meeting someone new
- b) Going to another classroom
- c) A change in the usual program
- d) other

3. What did you find the most difficult?

4. Which language skills did this activity help you develop today?

You can circle more than one

- a) speaking
- b) listening
- c) reading
- d) writing
- e) communication skills

5. Sometimes it is hard to understand other accents and others pronunciation. How did you solve this problem?

- a) Asking people to repeat what they said
- b) Paraphrasing- saying back to the person what you have understood
- c) Using hand actions/mime
- d) Asking further questions
- e) Using a dictionary
- f) Asking someone else in the group
- g) Translating
- h) Other

6. What did you learn about the other students' culture?

7. Would you have liked the activity to have been longer?

a) It should be longer

Why? _____

b) It should be shorter

Why? _____

c) It was just the right amount of time

8. How often would you like to have a cross class activity with another class of students?

- a) Once a week
- b) Once every two weeks
- c) Once every 5 weeks

Thank you for your reflections ☺

Reflections 1

1. How much did you enjoy today's cross class activity? (please mark an 'x' where you think)

1 = really disliked

3 = OK

5 = really enjoyed

1 _____ 2 _____ 3 _____ 4 _____ 5

2. What was your favourite part of the activity?

You can circle more than one.

- a) Meeting someone new
- b) Going to another classroom
- c) A change in the usual program
- d) other

3. What did you find the most difficult?



Dear all, thank you for your cooperation in getting your students to complete the first task in the ELC Global citizenship program. In general there has been a lot of positive feedback from the students with many of them reporting that they have enjoyed and benefited from having the opportunity to work with other students outside of their usual classroom and culture...

"It can practise my speaking English, make me express my own idea and at the same time I know some interesting things that I have not heard in my country".

"Losing the fear of talking to someone that you don't know"

"I can improve my English listening from different accents"

"Learn some customs and culture background as well as lifestyle and values of different people"

Before you complete the 2nd task there are a couple of things we learnt from the first time

- Students expressed needing more time so please allow for a minimum of 60 mins (some reported only being given 30mins).
- Pre-teach vocabulary if needed. Some students reported that they had some difficulties with the questions and vocab.
- Keep your student evaluation forms separate and clearly labelled in class sets.

Attached are

- the task to be completed sometime in the next 5 weeks ('Asking Questions')
- The schedule of which class is with which class (unfortunately there are still only 5 GEAP classes but I have tried to mix it up with new PEP's and old PEP's)
- The student evaluation form

Suggested procedure:

- Divide your class into 2 groups.
- Send one group to the other class at the allocated time
- Students will then work in groups of 4, ideally one pair from each class.
- Teacher gives the first 4 questions to all the groups and allows for about 10-12 minutes for students to respond to them
- Then after 10-12 minutes the pairs form new groups and the teacher gives the next 4 questions (Teacher makes sure that the pairs pair up with students from the other class).
- Procedure is repeated until end of time

Once the activity has been completed, please once again get your students to fill in the evaluation form. It has been slightly modified from the first time.

I have placed a box on the shelf next to the pigeon holes which says "Global Citizenship Evaluation" so secure them and place inside the box.



Reflections 2

Cross Class Activity 2 Student Reflection

1. How much did you enjoy today's cross class activity? (please mark an 'x' where you think)

1 = really hated 3 = OK 5 = really enjoyed

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

2. What was your favourite part of the activity?
You can circle more than one.

- a) Meeting someone new
- b) Going to another classroom
- c) A change in the usual program
- d) other

3. What did you find the most difficult?

- a) Understanding other students' pronunciation
- b) Listening to other accents
- c) Lack of vocabulary
- d) My ability to express my ideas in English
- e) The classroom was too noisy
- f) Starting a conversation
- g) Other

4. Which language skills did this activity help you develop today?

You can circle more than one.

- a) speaking
- b) listening
- c) reading
- d) writing
- e) communication skills

5. Sometimes it is hard to understand other accents and others pronunciation.

How did you solve this problem?

- a) Asking people to repeat what they said
- b) Paraphrasing: saying back to the person what you have understood
- c) Using hand actions/mime
- d) Asking further questions
- e) Using a dictionary
- f) Asking someone else in the group
- g) Translating
- h) Other

6. What did you learn about the other students' culture?

- a) Food
- b) Family
- c) Relationships
- d) Religion
- e) Language
- f) Social norms
- g) Similarities and differences
- h) Other

7. Would you have liked the activity to have been longer?

- a) It should be longer

Why? _____

- b) It should be shorter

Why? _____

- c) It was just the right amount of time

8. How often would you like to have a cross class activity with another class?

- a) Once a week
- b) Once every two weeks
- c) Once every 3 weeks

Thank you for your reflections! ☺



Reflections 3

Cross Class Activity 3 Student Reflection

1. How much did you enjoy today's cross class activity? (please mark an 'x' where you think)

1 = really disliked

3 = OK

5 = really enjoyed

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

2. a) Do you think cross class activities are important in your English Language program?
Yes or No

b) Why?

3. What was your favourite part of the activity?

Choose ONE ONLY

- a) Meeting someone new
- b) Going to another classroom
- c) A change in the usual program
- d) Other

4. What did you find the most difficult?

Choose ONE ONLY

- a) Understanding other students pronunciation
- b) Listening to other accents
- c) Lack of vocabulary
- d) My ability to express my ideas in English
- e) The classroom was too noisy
- f) Starting a conversation
- g) Other

5. How often would you like to have a cross class activity with another class of students?

- a) Once a week
- b) Once every two weeks
- c) Once every 5 weeks

Thank you for your reflections ☺

Reflections - Staff

Cross Class Activity 3 Staff Reflection

1. What do you think the students get most out of a cross class activity?

2. Do you personally think it is a worthwhile activity? Why?

3. What do you think the students find the most difficult?

- a) Understanding other students pronunciation
- b) Listening to other accents
- c) Lack of vocabulary
- d) Speaking to someone with a lower level of English
- e) Their ability to express their ideas in English
- f) The classroom is too noisy
- g) Starting a conversation
- h) Other:

4. Would you like a program like this (how it is organised) to continue to run at the ELC?

Yes or No

Why?

5. How could this program be improved in the future?

6. How often do you think Students should have a cross class activity with another class of students?

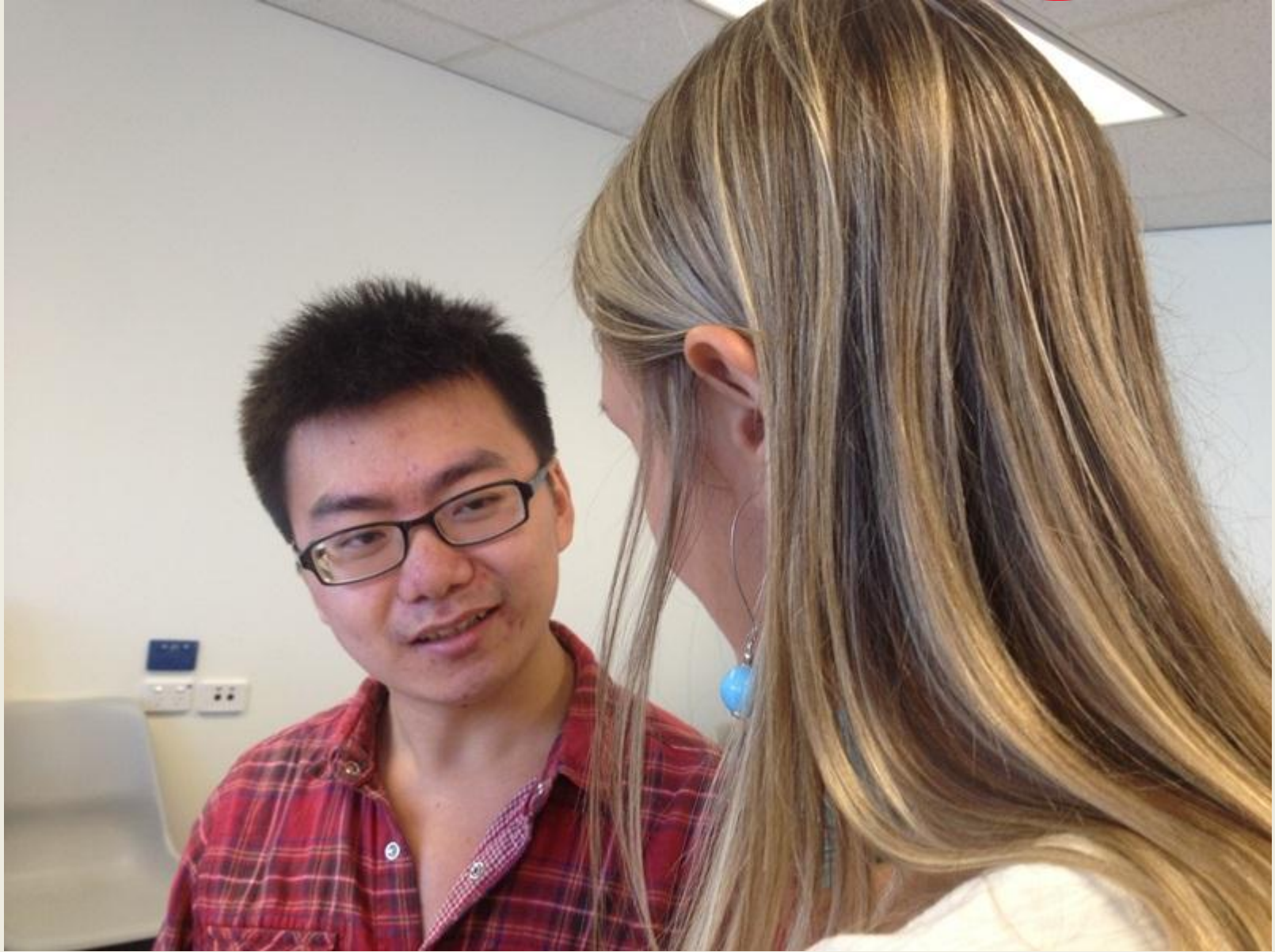
- a) Once a week
- b) Once every two weeks
- c) Once every 5 weeks

Conducting the activities

- Teacher consultations
- One day in a 5-week cycle
- Classrooms





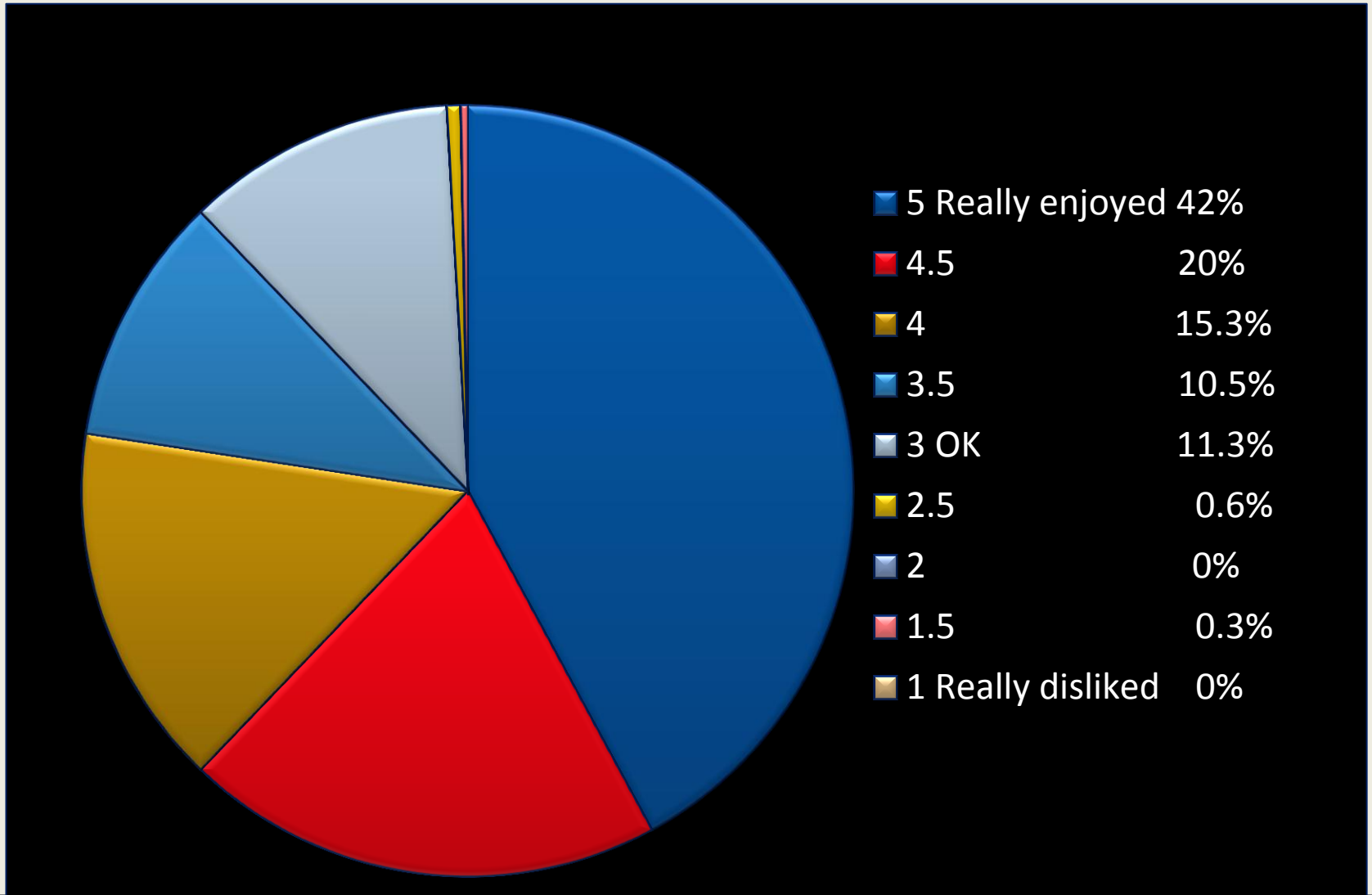




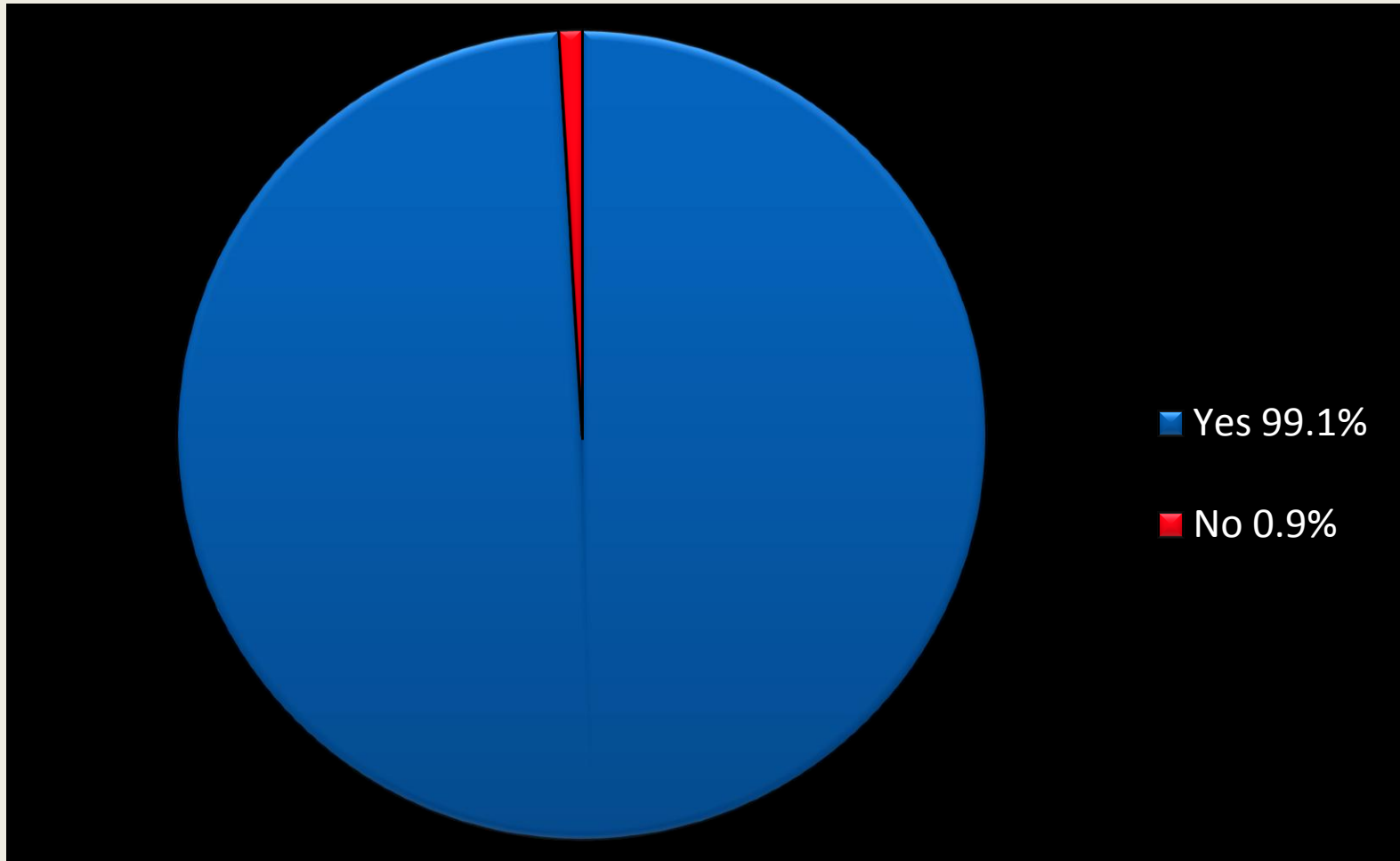
Findings

- Total number of respondents :354
-

Q1. How much did you enjoy today's activity?



Q2a. Do you think cross class activities are important in your English Language program?



Q2b. Why?

Meeting someone new.

- *Build relationships*
- *Familiar with usual classmates so it is interesting to share ideas with new people*



Q2 b. Why?

Opportunity to practise listening and speaking skills –

- *sharing /exchange ideas on different topics*
- *giving opinions*
- *using English in a different situation than the usual class*
- *Talking about interesting topics*
- *Practise pronunciation*
- *Find out our shortcomings*
- *Improve vocab*
- *Practise casual English*
- *Listen to another teacher*
- *Speak more rather than listen to teacher*

Q2 b. Why?

Speaking with people of different cultural backgrounds

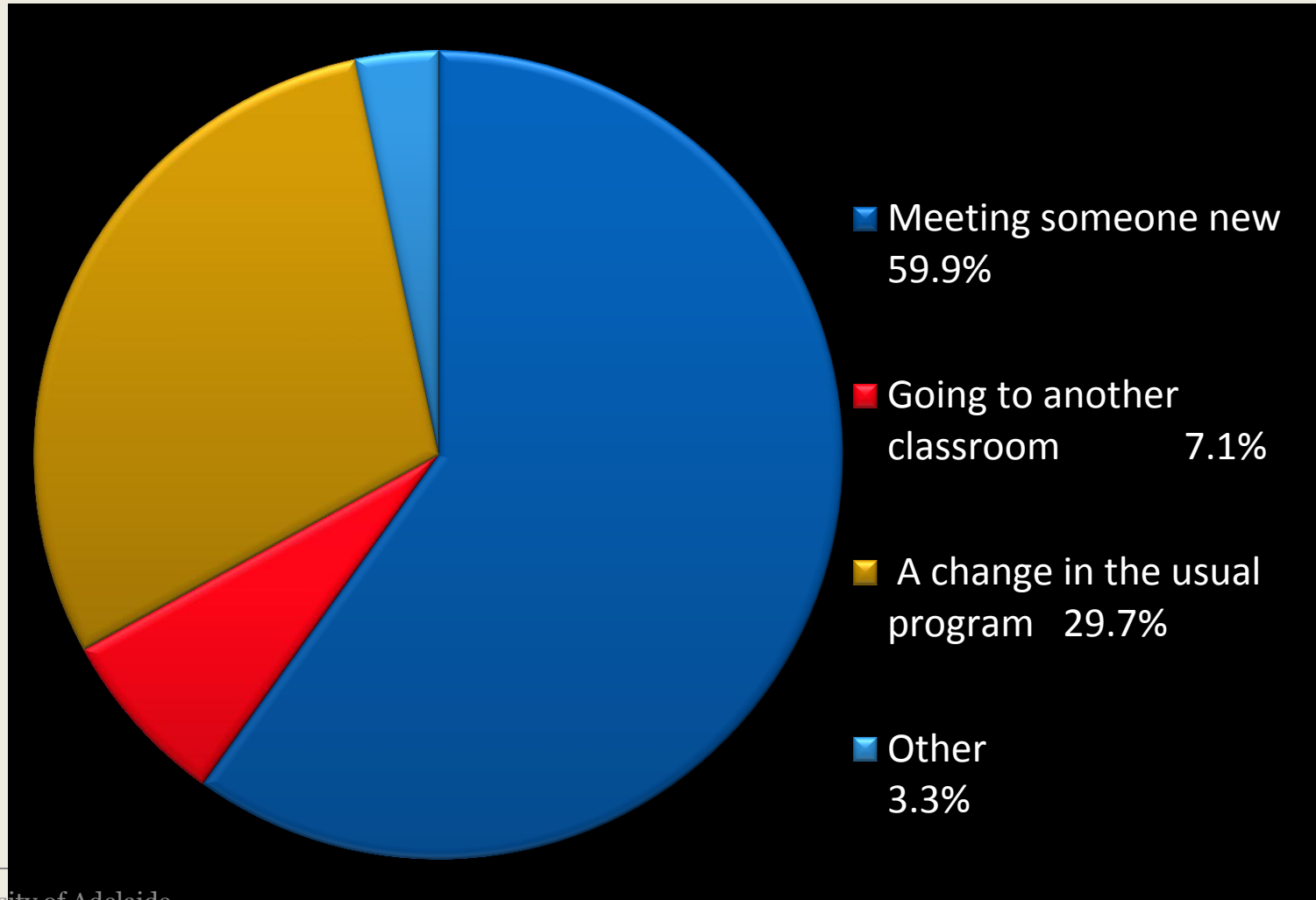
- *Increase interaction between cultures*
- *Broaden our 'horizons'*
- *Open our minds*
- *Understand 'different thinking'*
- *Understanding different cultures*
- *Increase knowledge of another country*
- *Exchange experiences*
- *Understanding different accents*

Q2b. Why?

Other responses

- *Enjoy the activity*
- *Different focus*
- *Relaxation from assignments*
- *Improve confidence*
- *Increase interest in English*
- *More fun*
- *Practise critical thinking*
- *Speaking without pressure*
- *Overcome shyness*
- *Motivated when meeting new people*
- *A change*
- *Enjoy my stay in Australia*
- *Get idea of my English level*

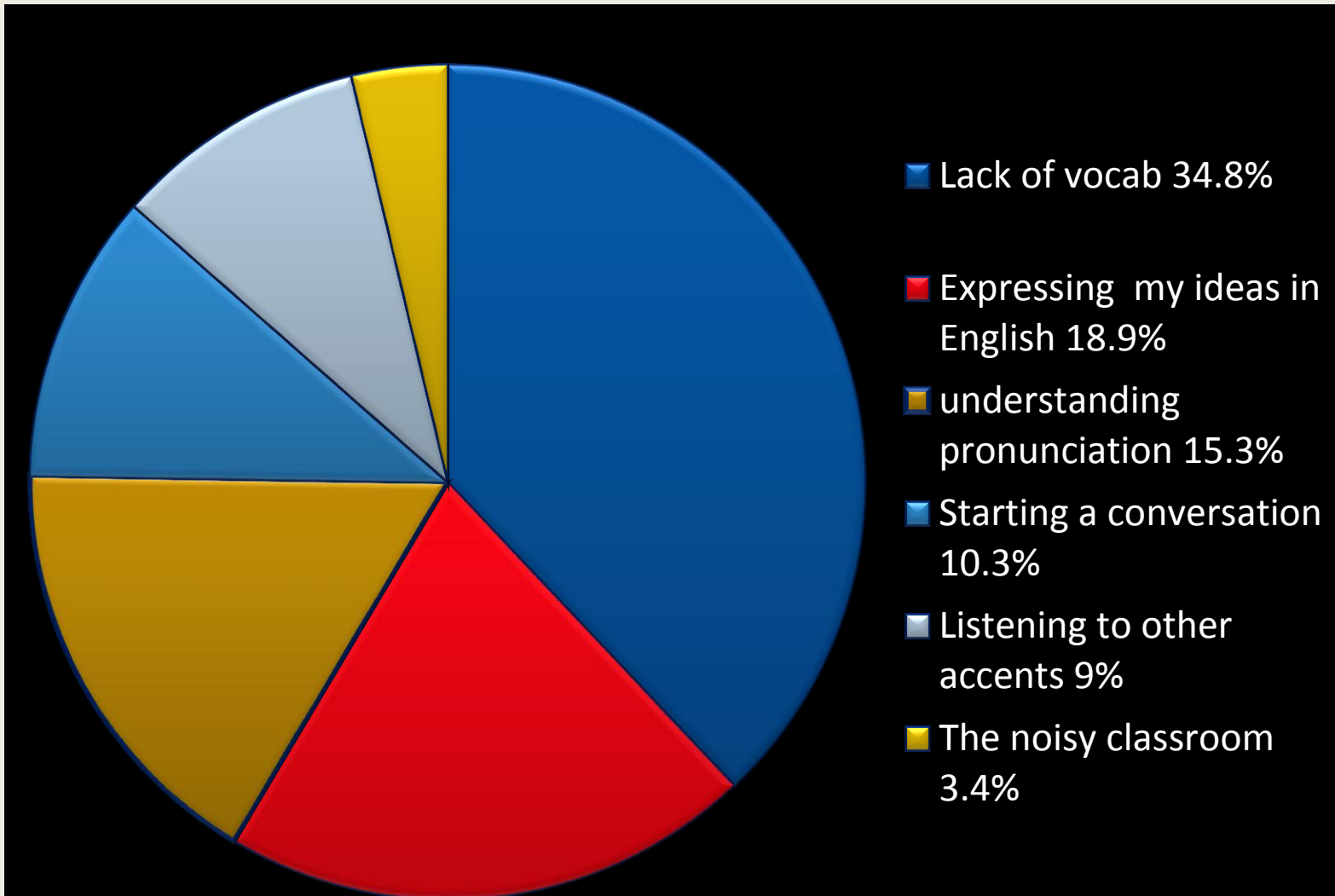
Q3. What was your favourite part of the activity?



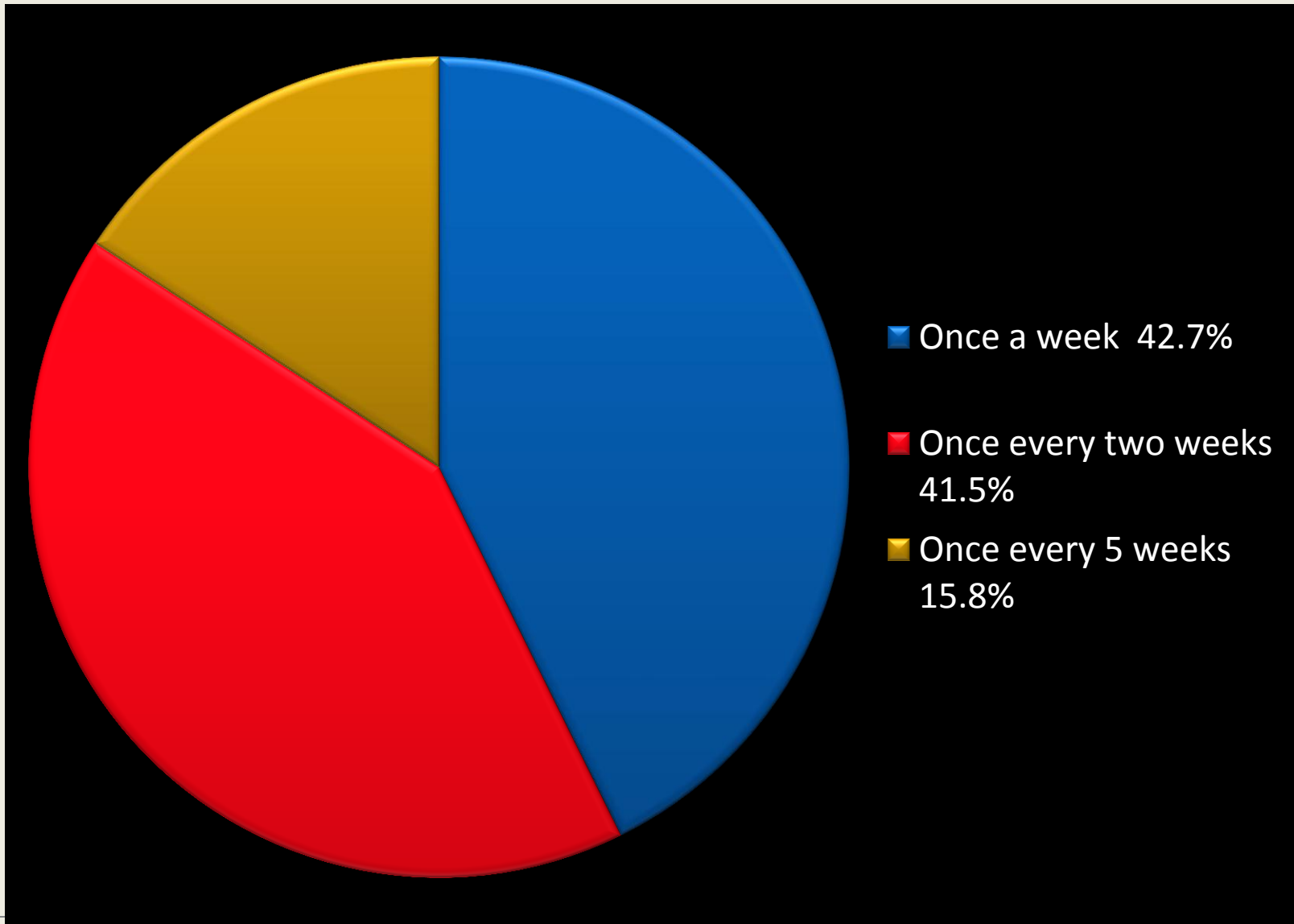
Q4. What did you find the most difficult?

a) understanding the other students' pronunciation	15.30%
b) Listening to other accents	9%
c) Lack of vocab	34.80%
d) My ability to express my ideas in English	18.90%
e) The classroom was too noisy	3.40%
f) Starting a conversation	10.30%

Q4. What did you find the most difficult?



5. How often?



What the teachers say...

1. What do you think the students get most out of a cross class activity?

- A respite from intense academic work.
- Discussing interesting topics not just academic ones.
- Meeting new students.
- Exchanging ideas.
- Validation that they are capable of communicating

And...

- Meeting people with different points of view , different outlook on life.
- Compare and contrast different cultures with their own.
- Listening/speaking practice
- An opportunity to respond spontaneously
- Interacting with students they may not have the opportunity to meet again.

2. Do you personally think it is a worthwhile activity?

- All yes
- One 'Yes...but'

2b. Why?

- Engaging, nice to have some enjoyable social activities
- The buzz - indicative of the successful outcome.
- Relaxing
- Students are engaged and enjoy interacting
- It develops basic communication skills and provides something light and unpredictable for the students.
- Observe the students in a different context.

Why

- Not in the last 5 weeks of PEP

3. What do you think the students find the most difficult?

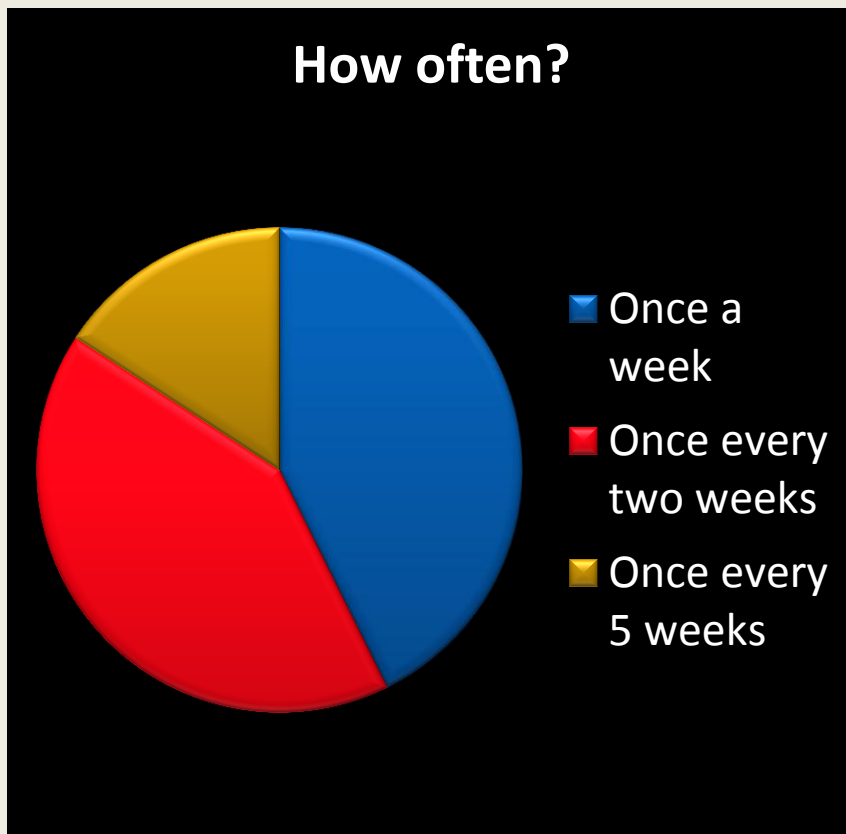
- Pronunciation
- Vocab
- Noisy classroom

4. Would you like a program like this to continue to run at the ELC?

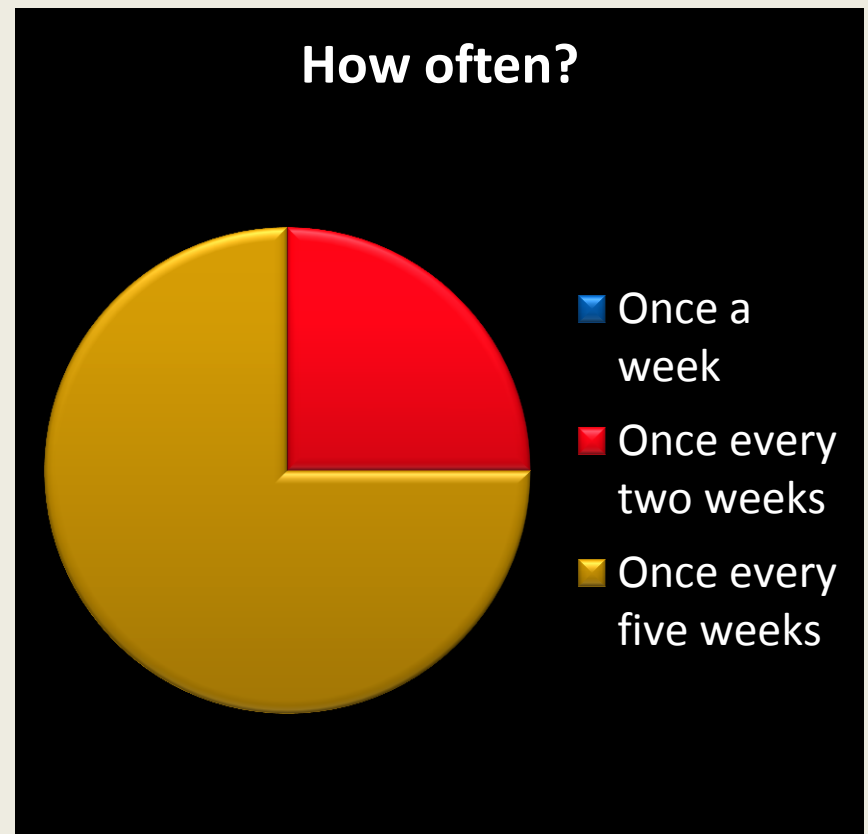
- All yes but 1- felt it needed to be relevant to the courses they were enrolled in

5. How often?

Students



Teachers



Limitations of this program

- No perfect match of GEAP & PEP
- Some nationalities are a dominant group
- Classroom size
- Problems with vocab
- Not enough focus on culture in some activities
- Not all the teachers completed the feedback forms

Limitations of this program

- Time to organise this structured program
- Big language centre – not enough time to get all programs involved.

The 'what now?'

- Looking at the activities:

The new focus not only English but also a cultural aspect – 'We are not that different – traditional games'

Traditional games

Activity 3	Traditional Children's Games
Aim/s	Learners to explore different kinds of games they used to play and compare games played by different cultures
Description of Activity	<ol style="list-style-type: none"> 1. Begin by introducing traditional children's games – marbles, ball games, circle games, skipping games, hopscotch, clapping games etc. Teachers can use the links given below to set context. 2. Organise the class into groups. Tell them that they are going to describe the rules of one of the games they remember playing (give each group a different game to discuss). Suggest they answer these questions about their game: <ul style="list-style-type: none"> • When did you play? • Who did you play with? • Where did you play? • How did the game start? • What did you have to do? • How did someone win? • Did you enjoy the game? • Would you like to play the game again? 3. Feedback – each group to tell the class about the game they discussed – similarities and differences in the way it's played in different countries.
Benefits of Activity	Develop an awareness of how international traditional games can be. <u>Ss</u> to feel a sense of 'commonness' between cultures. <u>Ss</u> to be able to use language of different kinds of games, simple and habitual past, instructions for playing.
Issues for Consideration	<ol style="list-style-type: none"> 1. Groups to have a balance of members from the two classes & diverse backgrounds
Additional comments	Teacher could show pictures of the different games : Images for traditional ball games https://www.google.com.au/search?q=traditional+ball+games&tbm=isch&tbo=u&source=univ&sa=X&ei=hszhU8TF Fpa58qWC3IGwDq&ved=0CEqQsAQ&biw=1680&bih=933

Traditional Games – Close up

Activity 3	Traditional Children's Games
Aim/s	Learners to explore different kinds of games they used to play and compare games played by different cultures
Description of Activity	<ol style="list-style-type: none">1. Begin by introducing traditional children's games – marbles, ball games, circle games, skipping games, hopscotch, clapping games etc. Teachers can use the links given below to set context.2. Organise the class into groups. Tell them that they are going to describe the rules of one of the games they remember playing (<u>give</u> each group a different game to discuss). Suggest they answer these questions about their game:<ul style="list-style-type: none">● When did you play?● Who did you play with?● Where did you play?● How did the game start?

Traditional Games – Close up



Traditional ball games


<https://www.google.com.au/search?q=traditional+ball+games&tbm=isch&tbo=u&source=univ&sa=X&ei=hszhU8TFFpa58pWC3IGwDg&ved=0CEgQsAQ&biw=1680&bih=933>



- When did you play?
- Who did you play with?
- Where did you play?
- How did the game start?
- What did you have to do?
- How did someone win?
- Did you enjoy the game?
- Would you like to play the game again?



Traditional Games – Close up

Marble games	
https://www.google.com.au/search?q=traditional+marble+games&tbm=isch&tbo=u&source=univ&sa=X&ei=y8zhU5LYBJe48pXhwYGYBg&ved=OCFEQsAQ&biw=1680&bih=933	
	
•	When did you play?
•	Who did you play with?
•	Where did you play?
•	How did the game start?
•	What did you have to do?
•	How did someone win?
•	Did you enjoy the game?
•	Would you like to play the game again?

Famous Icons

Activity 4	Famous Icons
Aim/s	Learners to explore perceptions of the five most famous people in their country and the perceptions of the five most famous people from another country. When learners from different countries compare their perceptions, they may find that their reasons for their choices may vary or be the same.
Description of Activity	<ol style="list-style-type: none"> 1. Teacher to set context by writing down some famous people in Australia – give reasons for choice & source of information. 2. Ask the class to write down the names of the five most famous people in their home country – past & present- and reasons why they have chosen these people (table 1) 3. Match learners up with individuals from another culture. Learners to complete table 2. 4. Learners to discuss the similarities and differences in their choice of names, the reasons they have given, and the source of information about these famous people. For example, have the learners chosen figures from the world of politics, sport, entertainment or public service? Did they find out about these figures from the media, school or from their own reading? 5. Get class feedback on the similarities and differences found.
Benefits of Activity	Develop an awareness of international famous people. Ss to be able to use language of personal characteristics and achievements.
Issues for Consideration	<ol style="list-style-type: none"> 1. Groups to have a balance of members from the two classes & diverse backgrounds
Additional comments	

Table 1

My culture : _____		
Famous Person	Why is s/he famous?	Source of information
1.		
2.		
3.		

Famous Icons- close up

Activity 4	Famous Icons
Aim/s	Learners to explore perceptions of the five most famous people in their country and the perceptions of the five most famous people from another country. When learners from different countries compare their perceptions, they may find that their reasons for their choices may vary or be the same.
Description of Activity	<ol style="list-style-type: none">1. Teacher to set context by writing down some famous people in Australia – give reasons for choice & source of information.2. Ask the class to write down the names of the five most famous people in their home country –past & present- and reasons why they have chosen these people (table 1)3. Match learners up with individuals from another culture. Learners to complete table 2.4. Learners to discuss the similarities and differences in their choice of names, the reasons they have given, and the source of information about these famous people. For example,

Case study

Activity 5	Mini-Case study
Aim/s	Using a case study to raise cultural awareness. To encourage <u>ss</u> to explore issues of diversity and identify areas of cross cultural misunderstanding
Description of Activity	Consider this scenario An Australian student is studying on an exchange program in Indonesia. In one of the classes, the Indonesian lecturer makes an error on the board. The exchange student points out the error during the lecture. The lecturer gets annoyed with the student and asks him to leave and never to return. The student is confused. Discuss (in small groups) <ol style="list-style-type: none">1. The behaviour of the student.2. The behaviour of the lecturer3. Where the misunderstanding may have occurred.4. The perceptions and misperceptions involved5. A possible solution for this problem.6. Share ideas with class

The 'what now?'

- Pre-teach vocab before the activities (lower levels)
- Have a practice run first (lower levels)
- Have more informal inter-class sessions
- Have two formal sessions per 5 week block?
 - > currently ~ 1h per 100h block
 - > aim ~ 2h per 100h block?
- Continue with student & teacher feedback

Thank you

References

Bennette, J 2011, 'Developing Intercultural Competence For International Education Faculty and Staff ', paper presented at the *AIEA conference*, San Francisco, CA, USA, 22 February 2011

Habacon A E (2014) *The Intercultural Promise : Intercultural understanding mid-level strategic plan UBC Vancouver*, The University of British Columbia Vancouver Campus: The University of British Columbia Vancouver Campus.

Ramburuth P, Tahhan D.A (2008) *Developing Intercultural Competence in Business Education Exemplars and Activities*, Available at: http://sydney.edu.au/business/_data/assets/pdf_file/0019/74431/UNSWDevIntCompBusiness.pdf (Accessed: 01/09/2014).

Sinicrope C, Norris, J, Watanabe Y (2007) *Understanding and Assessing Intercultural Competence: A Summary of Theory, Research, and Practice Technical Report for the Foreign Language Program Evaluation Project*, University of Hawaii at Manoa: University of Hawaii at Manoa.

Suárez-Orozco M.M & Sattin C (2007) 'Wanted: Global Citizens', *The Prepared Graduate*, 64(7), pp. 58-62.

The British Council (2008) *Global citizenship in the English language classroom*, Available at: <http://www.teachingenglish.org.uk/sites/teacheng/files/GlobalCitizenv2.pdf> (Accessed: 01/09/2014).

What is Global Citizenship- EUSA 2014 , Youtube, 13 Mar, accessed 30 August 2014, < <http://www.youtube.com/watch?v=fL1sPcbmlU0>>.