ESKİŞEHİR OSMANGAZİ UNIVERSITY – FACULTY OF EDUCATION

Foreign Language Education Department - English Language Teaching - 2023-2024 Spring Term

171812019 DEVELOPING INTERCULTURAL COMMUNICATION IN ELT

**Course instructor**: Assist.Prof.Dr. Işıl YALÇIN **E-mail**: [isilyalcin@gmail.com](mailto:isilyalcin@gmail.com) **Office room**: 2-57

**Class hours:**Monday 9.00-11.00 **Office hours:**Monday, 15.00-16.00

**COURSE DESCRIPTION**

Learning a foreign language facilitates mastering the higher forms of the native language. The main goal of teaching foreign/second/other languages is *communicative competence*. Effective intercultural communication requires not only exchanging information, but also building and maintaining relationships.

The great philosopher Ludwig Wittgenstein argued that the meaning of language is not to be found in its dictionary-like definitions but in its uses in everyday life. The essence of language lies in its social and cultural displays, such as interpersonal negotiations, and storytelling. A command of language is an indispensable means of obtaining accurate and thorough knowledge of a culture, taking part in their daily life. The exciting challenge for teachers and learners of a second language, from a cultural perspective, is to construct a context for creative and meaningful discourse by taking full advantage of the rich personal, cultural, and linguistic backgrounds of all the participants.

Upon successful completion of this course, teacher trainees will be able to:

* *describe culture, its parameters and interpersonal communication (source, line, receiver etc.)*
* *comprehend the relationship between thought and behaviour*
* *model communication and its essential elements, such as effective listening and feedback,*
* *explain the features and reasons that restrain the healthy intercultural communication*
* *understand the key concepts of intercultural communication such as stereotyping*
* *recognize and evaluate the key points to be attentive in communication,*
* *compare and contrast characteristics of different cultures*
* *develop cultural awareness in the native and target cultures*
* *raise familiarity with and develop their own intercultural communicative competence*
* *select, adapt or design materials, activities, resources and technical aids which are culturally diverse and appropriate.*

**COURSE MATERIALS**

Brown, H. D. (2014). *Principles of language learning and teaching* (6th ed.). Pearson Education.

McKay, M., Davis, M. and Fanning, P. (2018). *Messages: The communication book* (4th ed.). New Harbinger Publications.

**TERM ASSESSMENT**

Drama Activities **25%**

Mid-Term Exam (pen and paper) **20%**

Final Exam (pen and paper) **55%**

**Presentations**

You will be required to perform on stage twice in order to receive your drama activity mark. Your group presentation mark (10+15= 25%) will include the video (25%), class discussion moderation (50%) and performance report (25%). Form your group of 4-5 members until Week 03. In your presentation you are expected to act upon effective and ineffective communication cases (i.e. *shouting*).

Your sketches could be about one of the topics, which you will be able to choose for your group presentation, covered in the course so far. The groups can choose their topic from the point of view of ***Family, Profession*** or ***Friends***. Write your group’s given name on the table that will be taped on the instructor’s office door. “Early bird catches the worm.”

Nearly four group presentations will be on stage in each of the two presentation weeks.

You need to videotape your performance appropriately so as to play it in the classroom, and you, as moderators, invite your classmates for discussion regarding the critical points in your videotape.

Namely, after the presentation we are going to discuss about the case which is emphasized in the performance. This may include questions such as “*What are the miscommunication points to be noticed?* If the performance is effective, the discussion can be more productive and lively. You may choose to assign one member as the moderator in the presentation. The whole group, though, is responsible for the discussion.

Each group should submit their performance report to the instructor on their presentation hour. It will cover the performance transcript typed into the computer; you should also signal the critical points on the script using the terms newly acquired in the course. It is important that you have your work checked grammatically in time, namely your performance speech before recording yourself and the written transcript before submission.

A group work is a joint work which is established with shared responsibilities and contributions of every member. Each member in a group will receive the same mark from the submitted product. All the group members are in charge for setting this balance, or informing the instructor in a different case.

In the following you can see the model table. Each box should be filled with **ONE GROUP ONLY**. For example; if the first box is filled by “Group Violet”, it means that, in Week 04, members of Group Violet will present a “Listening” topic in a “FAMILY” situation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dates | TOPICS | POINTS OF VIEW | | |
| FAMILY | PROFESSION | FRIENDS |
| WEEK 04  March 18 | ***Listening*** |  |  |  |
| ***Self-disclosure*** |  |  |  |
| ***Expressing yourself*** |  |  |  |
| WEEK 07  April 8 | ***Body Language*** |  |  |  |
| ***Clarifying Language***  ***Validation Strategies*** |  |  |  |

**Evaluation sheet** (for both performance and presentation)

|  |  |  |
| --- | --- | --- |
| GROUP NAME: | *points* |  |
| Appropriateness to the Topic and Situation: | 30 |  |
| Eliciting the main points from class (asking reflective Qs): | 20 |  |
| Reviewing the main points and closing: | 20 |  |
| Length of performance: | 10 |  |
| Intonation, emphasis and grammatical accuracy: | 20 |  |
| TOTAL POINTS: | 100 |  |

**171812019 DEVELOPING INTERCULTURAL COMPETENCE IN ELT**

**COURSE OUTLINE**

The instructor has the right to make any changes in the course requirements and in the course outline.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** |  | **Readings** | **Topic** |
| W01 | Feb 26 | - | Introducing the course content |
| W02 | March 4 | McKay et al., 2018 | **Ch.1 Listening**: Real vs. Pseudo Listening  Blocks to Listening  Assessing Your Listening Blocks  Four Steps to Effective Listening  Total Listening |
| W03 | March 11 | **Ch.2 Self-Disclosure**: The Johari Window  **Ch.3 Expressing yourself**:  Creating Effective Messages (Whole-Partial Messages)  How to Prepare Whole Messages  Twelve Common Pitfalls |
| W04 | March 18 |  | **Presentation – Week 2 & Week 3** |
| W05 | March 25 |  | **Ch.4 Body Language:**  Body Movements  Spatial Relationships |
| W06 | Apr 1 | **Ch.8 Clarifying Language**  **Ch.10 Validation Strategies:**  What Is Validation?  How Does Validation Work?  Components of Validation |
| W07 | Apr 8 |  | **Presentation – Week 5 & Week 6** |
| W08 | Apr 15 |  | **Ch.16 Communicating with Children** / Revision |
| W09 | Apr 22 | MID TERM EXAMS | |
| W10 | Apr 29 | Brown, 2014 | **Defining culture, Cultural Parameters,**  **Stereotypes** |
| W11 | May 6 | **Language, Thought, and Culture**  **Communities of Practice**  **Identity and Language Learning** |
| W12 | May 13 | **Historical Landmarks in Cross-Cultural Research** |
| W13 | May 20 | **Ideology, Policy, and Politics** |
| W14 | May 27 | **Teaching Intercultural Competence** |
| W15 | June 3 | **Classroom Applications: Tips for Teaching Culture** |
| W16 | June 10 |  | Revision and evaluation of the course |

**COURSE POLICIES**

**Attendance & Counselling**: Students are officially required to attend the 70% of the class hours. 30% of the class hours are reserved for medical excuses and cases of emergency. Try not to miss the start of the classes.

You can visit and ask me any question whether relevant or irrelevant to the course. You may write an email to have an appointment. In the subject box, write COUNSELLING and mention the time period (e.g. Monday, 15.00-16.00) when you wish to come to see me.

**Participation**. In-class participation is important, please do not hesitate to communicate your opinion about the topics of discussion and ask questions about unclear points. Asking relevant questions and making insightful comments show that you care about the class and take responsibility for your own learning.

**Academic Integrity/ Plagiarism.** Plagiarism, using someone else’s ideas and work without giving them any kind of credit, is stealing, and is strictly forbidden. **All your work must be original**. You can refer to other sources, get inspired by the work of others, but all the statements in your own work must be of your own. **Plagiarism will result in the failure of the course.**

**Rules & Regulations.** All the rules and regulations regarding professional manners towards your classmates, your instructors and faculty staff, and being punctual apply to this course. Keep a record for your attendance instead of asking the instructor.