

Intercultural *communicative* competence in the danish primary school

Jacob Gaston

The Agenda

1. The intercultural communicative classroom
2. Learning goals
3. Defining intercultural communicative competence (ICC)
4. ICC in the commongoes
5. Amish life in an 8th grade
6. Derewianka's Snail-model
7. Producing a podcast
8. Reflections from today





"English as the key to unlock the world"

"Pupils as global citizens"

"Engage in global issues across cultures"

"Participate in a multicultural society"

"English as lingua franca"

"Sociocultural understanding of language"

Why teach intercultural communicative competence (ICC)?



Have you experienced any situations where you needed your intercultural communicative competence?



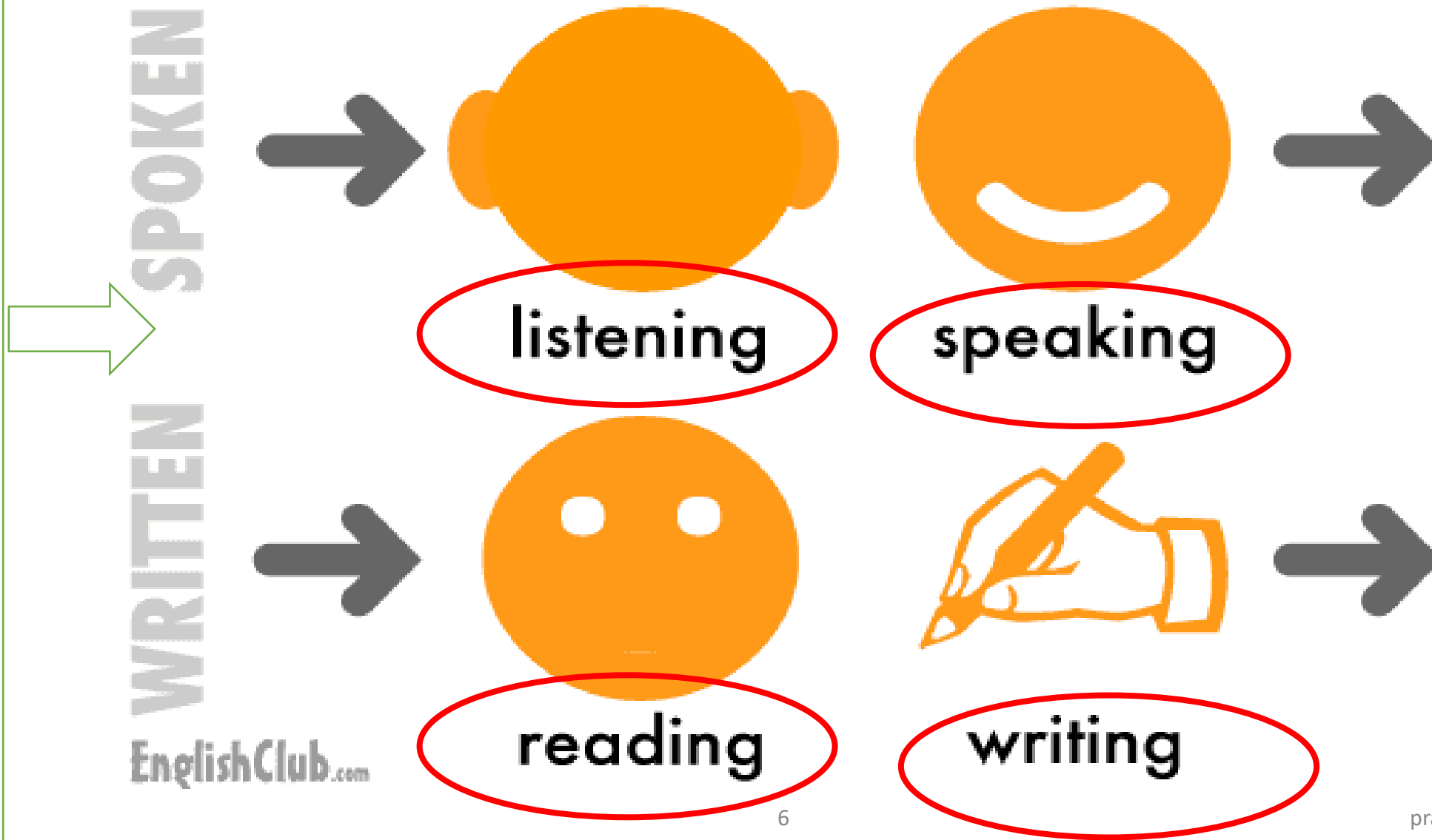
What risks do we need to be aware of?

When we try to describe different cultures in the classroom using examples, we have to be aware of not creating stereotypes.

Be aware that one example does not define a whole nationality or culture.

We need to be aware that culture is something dynamic, which is created between people. Being able to list important buildings in London is not an example of using your intercultural communicative competence.

The Communicative classroom



Warm up 1: Throw the dice



? WOULD YOU RATHER... ?

??



Teaching goals

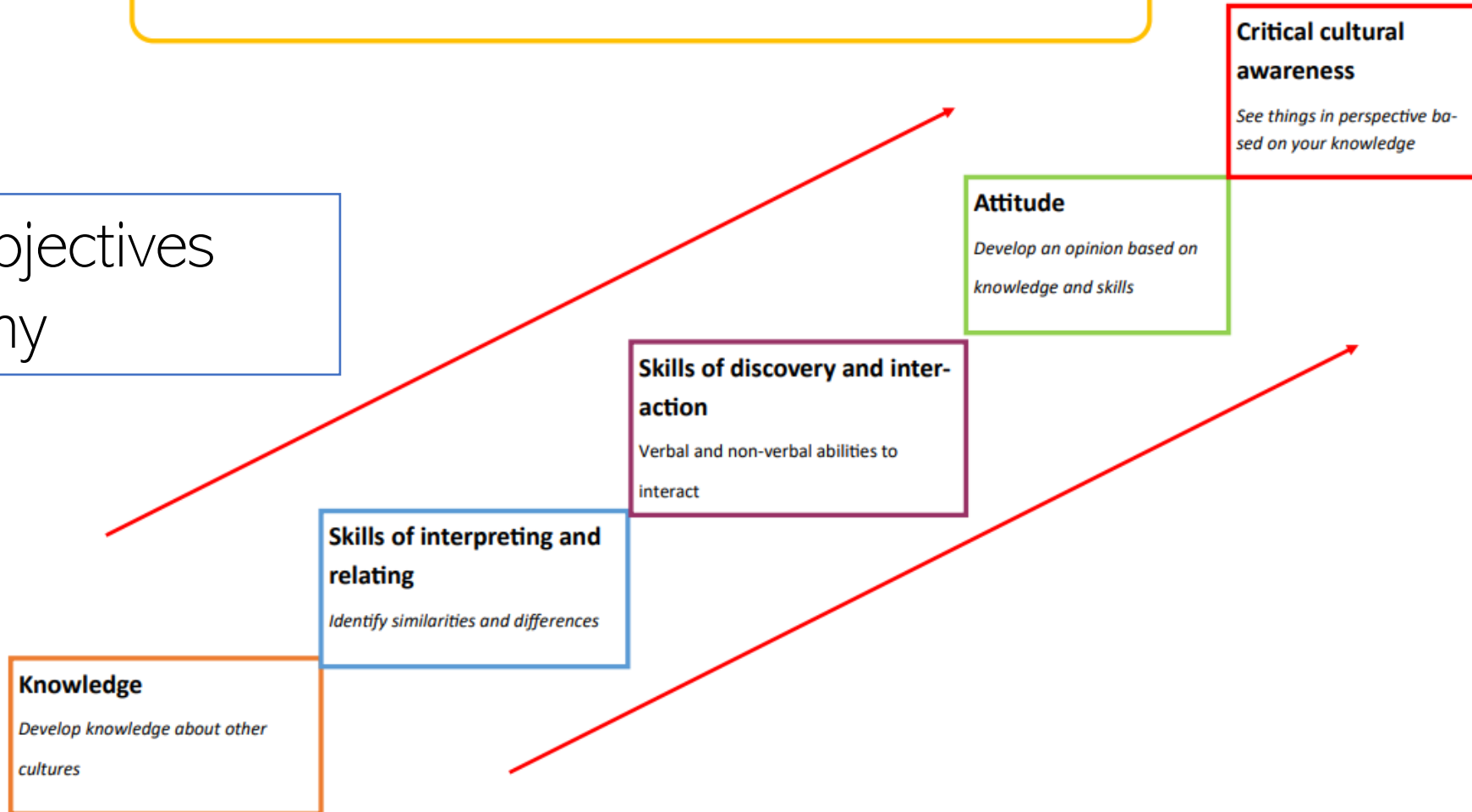
1. I can identify intercultural communicative competence in the common goals
2. I can discuss how to include intercultural communicative competence in a teaching plan
3. I can produce a simple podcast

How do you
define
intercultural
communicative
competence?



Byram's intercultural communicative competence

The 5 objectives Taxonomy



Find the elements from Byram's framework in the common goals

Common goals 7th grade – Culture and society

Kultur og samfund	Eleven kan indgå i enkle kulturmøder ved brug af forskellige medier.		Interkulturel kontakt		Engelsk som adgang til verden		Tekst og medier	
	Interpreting and relating	1.	Eleven kan give eksempler på forskelle og ligheder mellem kultur- og samfundsforhold i eget land og i engelsksprogede områder.	Eleven har viden om enkle kultur- og samfundsforhold i engelsksprogede områder. Knowledge	Eleven kan deltage i udveksling af enkel information og produkter med elever i udlandet.	Eleven har viden om metoder til udveksling af information.	Eleven kan genkende typer af fagtekster på engelsk.	Eleven har viden om sproglige træk ved fagtekster.
	Interpreting and relating	2.	Eleven kan fortælle om kulturelle forskelle og ligheder i enkle kulturmøder.	Eleven har viden om udvalgte kultur- og samfundsgrupper. Knowledge	Eleven kan med forberedelse og støtte bruge engelsk til internationale henvendelser.	Eleven har viden om engelsk som lingua franca.	Eleven kan sammenligne typer af fiktive tekster på engelsk.	Eleven har viden om enkle genretræk ved fiktionstekster.
		3.	Eleven kan indgå i enkle, forberedte kulturmøder. Interaction	Eleven har viden om sproglige regler, normer og værdier hos udvalgte grupper. Knowledge	Eleven kan tage initiativ til kommunikation med personer i udlandet.	Eleven har viden om forskellige medier som adgang til international kontakt.	Eleven kan anvende varierede teksttyper i forskellige medier på engelsk.	Eleven har viden om sammenhæng mellem genre, indhold og formål.

Attitude: See goals 9th grade

Critical cultural awareness: See goals 9th grade

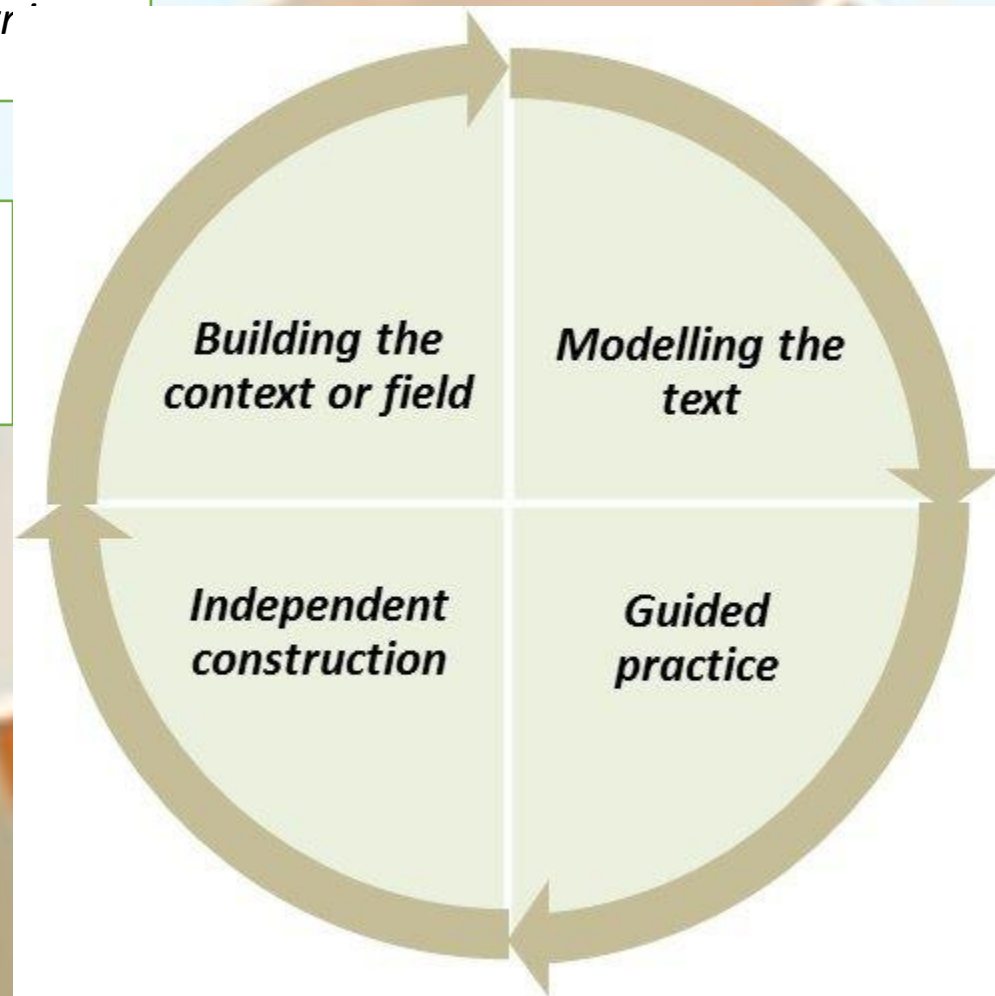


Warm up 2: Find someone who...

Beverly Derewianka's Snail

Experience based learning to motivate students curiosity and scaffold their learning process.

Experience/field
work
- Curiosity



Record and retain
Sort ideas

Building knowledge

Production



Amish life in an 8th grade

Amish life – 8th grade

Kultur og samfund	Eleven kan indgå i enkle kulturmøder ved brug af forskellige medier.	Interkulturel kontakt		Engelsk som adgang til verden		Tekst og medier		
		1.	Eleven kan give eksempler på forskelle og ligheder mellem kultur- og samfundsforhold i eget land og i engelsksprogede områder.	Eleven har viden om enkle kultur- og samfundsforhold i engelsksprogede områder.	Eleven kan deltage i udveksling af enkel information og produkter med elever i udlandet.	Eleven har viden om metoder til udveksling af information.	Eleven kan genkende typer af fagtekster på engelsk.	Eleven har viden om sproglige træk ved fagtekster.
		2.	Eleven kan fortælle om kulturelle forskelle og ligheder i enkle kulturmøder.	Eleven har viden om udvalgte kultur- og samfundsgrupper.	Eleven kan med forberedelse og støtte bruge engelsk til internationale henvendelser.	Eleven har viden om engelsk som lingua franca.	Eleven kan sammenligne typer af fiktive tekster på engelsk.	Eleven har viden om enkle gennetræk ved fiktionstekster.
		3.	Eleven kan indgå i enkle, forberedte kulturmøder.	Eleven har viden om sproglige regler, normer og værdier hos udvalgte grupper.	Eleven kan tage initiativ til kommunikation med personer i udlandet.	Eleven har viden om forskellige medier som adgang til international kontakt.	Eleven kan anvende varierede teksttyper i forskellige medier på engelsk.	Eleven har viden om sammenhæng mellem genre, indhold og formål.

Teaching goals

I can use keywords
to talk about
Amish culture

I can compare life
in Denmark to life
as an Amish

I can talk about
differences and
similarities in a
podcast

Beverly Derewianka's Snail

Experience based learning to motivate students curiosity and scaffold their learning process.

Experience/field
work



In this part of the Snail-model we want to engage the pupils. We want them to become curious on the topic. We want them to do a lot of guessing aswell as ask a lot of questions.

Activities:

- Watch youtube clips
- Tik Tok profiles
- Documentaries

Language activities:

- Try to guess why they act like they do
- Ask questions on what you don't understand
- Share with your classmates

rd and retain

ledge

Observation and reflection

While watching "Amish girls visit English supermarket for the first time" fill out this form with your observations and reflections/questions

Observation	Reflection/question(s)



Field work - Experience

Beverly Derewianka's Snail
Experience based learning to motivate students curiosity and scaffold their learning process.

Experi
wo

In this part of the Snail-model we want the pupils to sort their questions and answers.

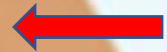
Activities:

- Drawing
- Recording
- Etc.

Language activities:

- Share your thoughts/ideas/questions
- Help/negotiate meaning

Record and retain



Building knowledge

Production

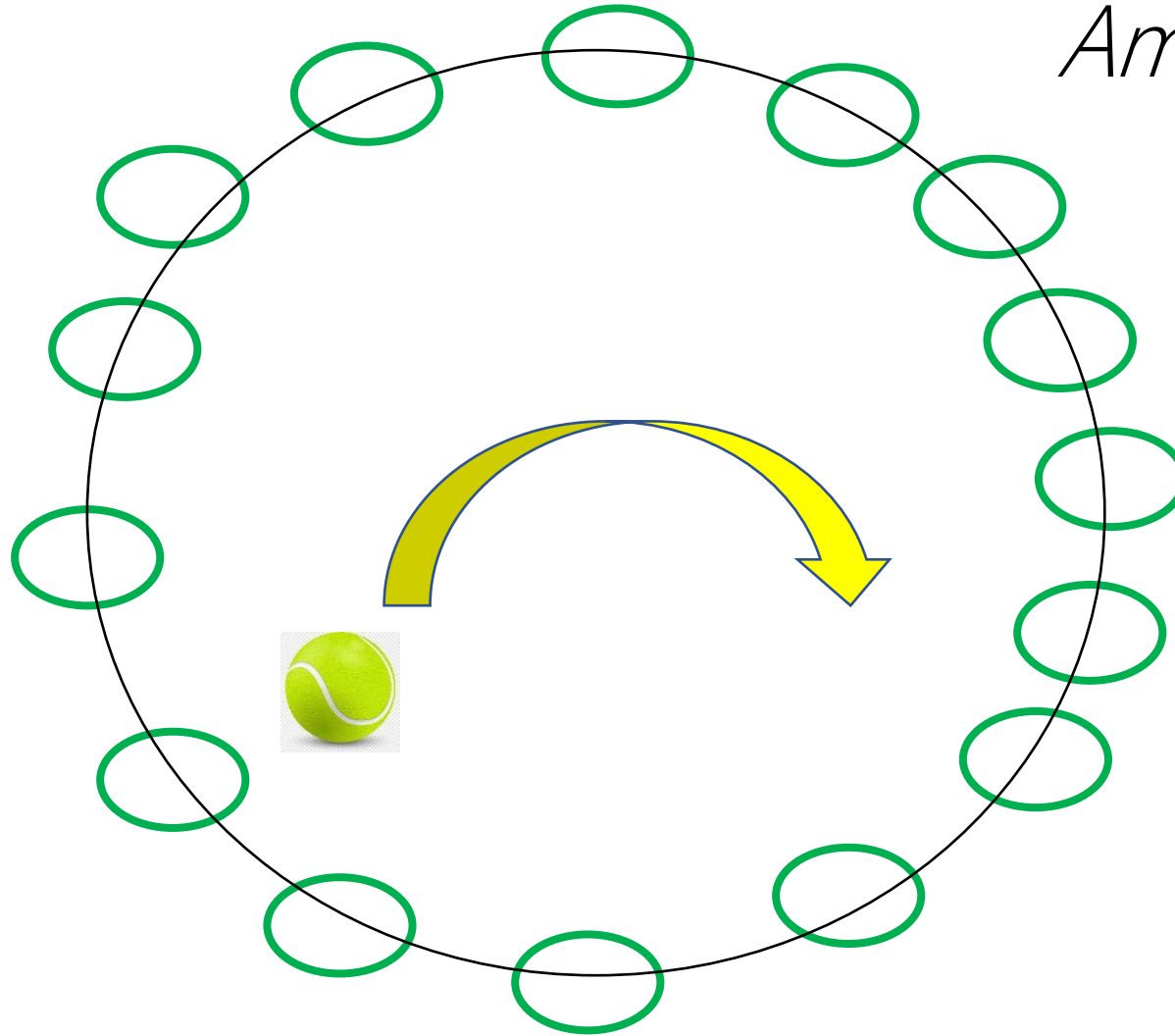
Record and retain 1

Who has most
informations about
Amish people in 5
minutes?

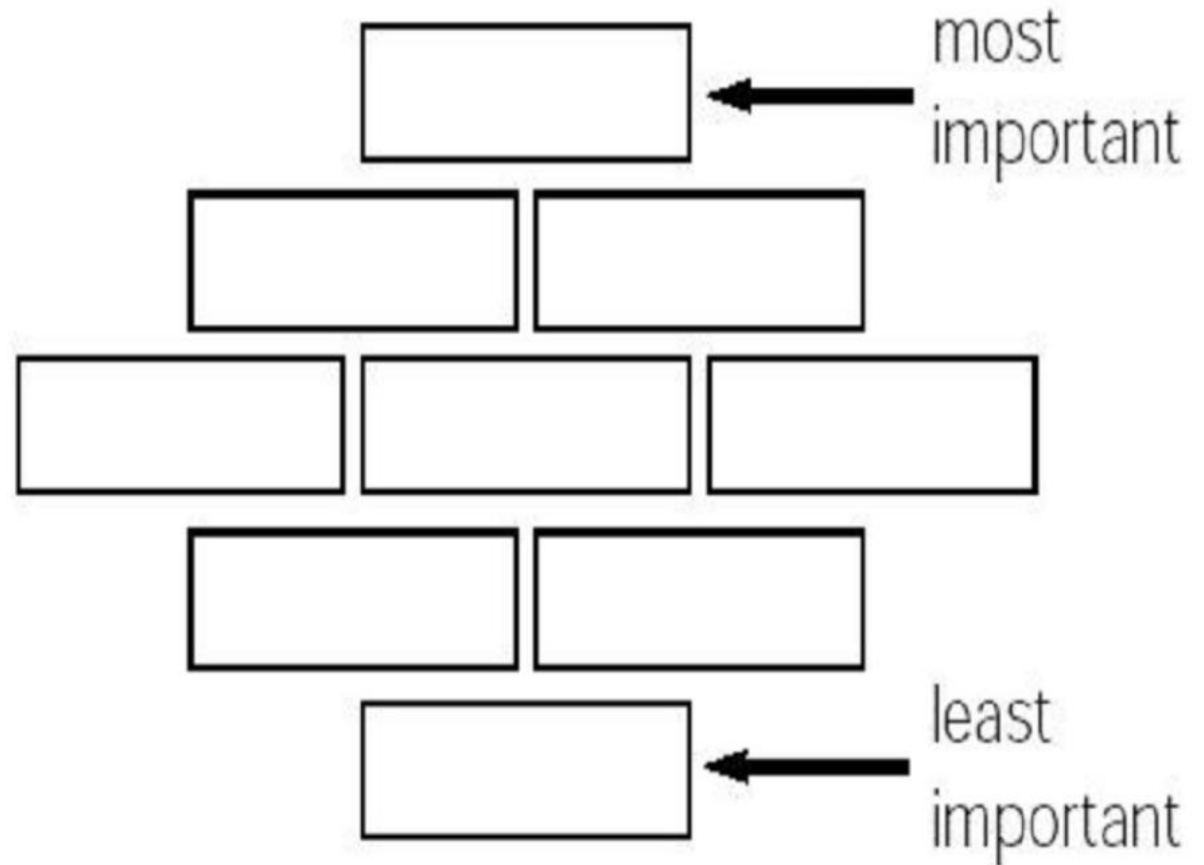


Present your answers activity

*"I have found that
Amish people..."*



Record and
retain 2:
Diamond 9
*Sort your
information*



Points of reflection

Which parts of the activities forces the students to speak english?

Did they listen, read, speak or write??

What part of the Byram Framework are we adresssing?



Warm up – Small talk

What flavour do you think
chewing gum should have?

Hvis dit hus
brændte, hvilke tre
ting ville du redde først?

Hvad kan du gøre i dag, som
ikke kunne gøre for et

Beverly Derewianka's Snail
Experience based learning to motivate students curiosity and scaffold their learning process.

In this part of the Snail-model we want to build knowledge and language to talk about the topic and focus on Byram's framework of intercultural communicative competence.

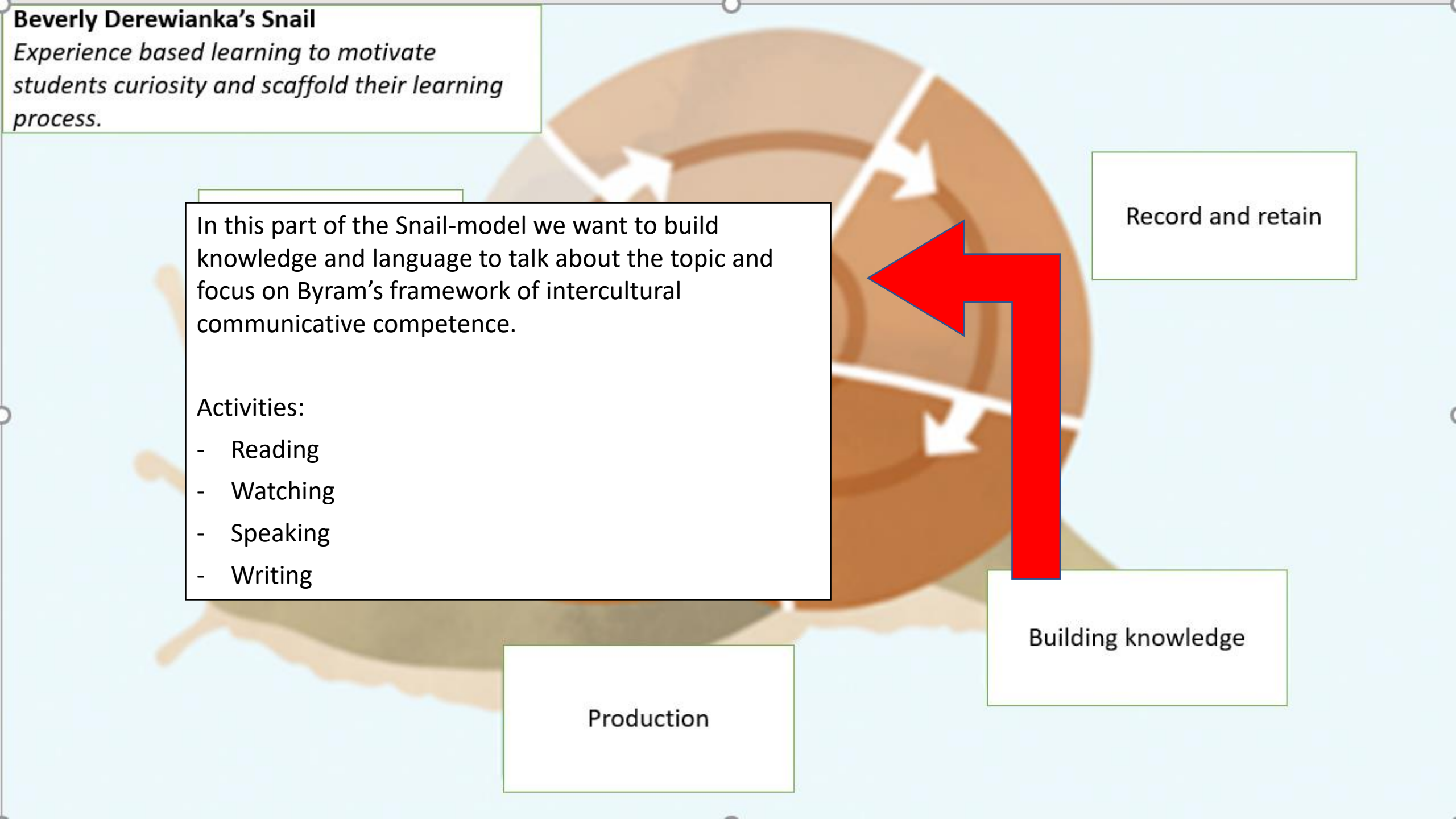
Activities:

- Reading
- Watching
- Speaking
- Writing

Record and retain

Building knowledge

Production






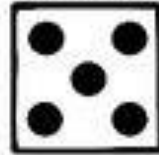


Building
knowledge
1:
Vocabulary

Amish - keyword

Keyword	Wordclass	Explanation	Sentence using the word
To be shunned			
Religious			
Descent			
Isolated			
Modesty			
Value			
Community			
Equal			

Vocabulary 2

Vocabulary Roll

Define the word 	Give a synonym 
Give an antonym 	Use the word in a sentence 
Draw a picture of the word 	Act the word out 

Task based learning

– 1 (warm up)

Knee to knee

Student A; Face the smartboard

Student B; Back to the smartboard

Teachers puts a word/picture on the smartboard

Student A; Explain the word

Student B; Try to guess the word

Together; Make a sentence with the word



Points of reflection

Which parts of the activities forces the students to speak english?

Did they listen, read, speak or write??

What part of the Byram Framework are we adresssing?

Knowledge 1: Read the text The Amish and quiz

Devide and Conquer the text

- *How to read a text while moving*

The Amish - True or false?

Cross off the right one!

Amish women are not allowed to cut their hair?



Amish people wish for everybody to be equal?



Amish people avoid modern technology.



Amish people believe that God, family and the Amish community are the most important values.



Points of reflection

Which parts of the activities forces the students to speak english?


Did they listen, read, speak or write??


What part of the Byram Framework are we adresssing?

Warm up 3. ESL Discussion topics

→ ↻ 🏠 ⚠ Ikke sikker | esldiscussiontopics.com/life.html

Random Team Gen... 🌐 ESL getting student... 🌐 Ny fane 🌐 view-source:chrom... 🇩🇰 Dansk Prøveform B... 🌐 Engelskmateriale... 📄 Akademisk skrivning

 ESL Discussion Topics Home About



Life
ESL discussion questions about living.

See more ESL discussion topics

PDF (Individual)

Life

1. What is your earliest memory from childhood? How did you feel?
2. What makes a happy childhood in your opinion?
3. Should a school education prepare people for work or for life?
4. Why are teenagers often so grumpy? Will this ever change?
5. What is the most important lesson a teenager should learn about life?
6. How important is it to go to university nowadays?
7. Could young men benefit from a year of tough military service?
8. What should a young person look for in a partner?
9. Should young adults enjoy themselves and not the world before getting married?
10. How should we decide who to marry?
11. What is the best age to have children in your opinion?
12. What is the best place of advice you would give to a new mother or father?
13. Is it possible for both parents to work full time and raise a family?
14. Can a person live a happy life without being married?
15. What makes a successful career? Is it about money, status or something else?
16. Is it possible to begin a new career after 50? Why or why not?
17. What is the ideal age to retire in your opinion?
18. How would you like spend your retirement years? What will you do?
19. Is death something we should fear or just accept?
20. Do you believe there is life after death?
21. What is the meaning of life?

PDF (Pairs)

Life (Student A)

1. Why is your earliest memory from childhood? How would you feel?
2. Should a school education prepare people for work or for life?
3. What is the most important lesson a teenager should learn about life?
4. Could young men benefit from a year of tough military service?
5. Should young adults enjoy themselves and not the world before getting married?
6. What is the best age to have children in your opinion?
7. Is it possible for both parents to work full time and raise a family?
8. What makes a successful career? Is it about money, status or something else?
9. What is the ideal age to retire in your opinion?
10. Is death something we should fear or just accept?

Life (Student B)

1. What makes a happy childhood in your opinion?
2. Why are teenagers often so grumpy? Will this ever change?
3. How important is it to go to university nowadays?
4. What should a young person look for in a new job?
5. How should we decide who to marry?
6. What is the best place of advice you would give to a new mother or father?
7. Can a person live a happy life without being married?
8. Is it possible to begin a new career after 50? Why or why not?
9. How would you like to spend your retirement years? What will you do?
10. Do you believe there is life after death?

Beverly Derewianka's Snail
Experience based learning to motivate students curiosity and scaffold their learning process.

Experience/field
work

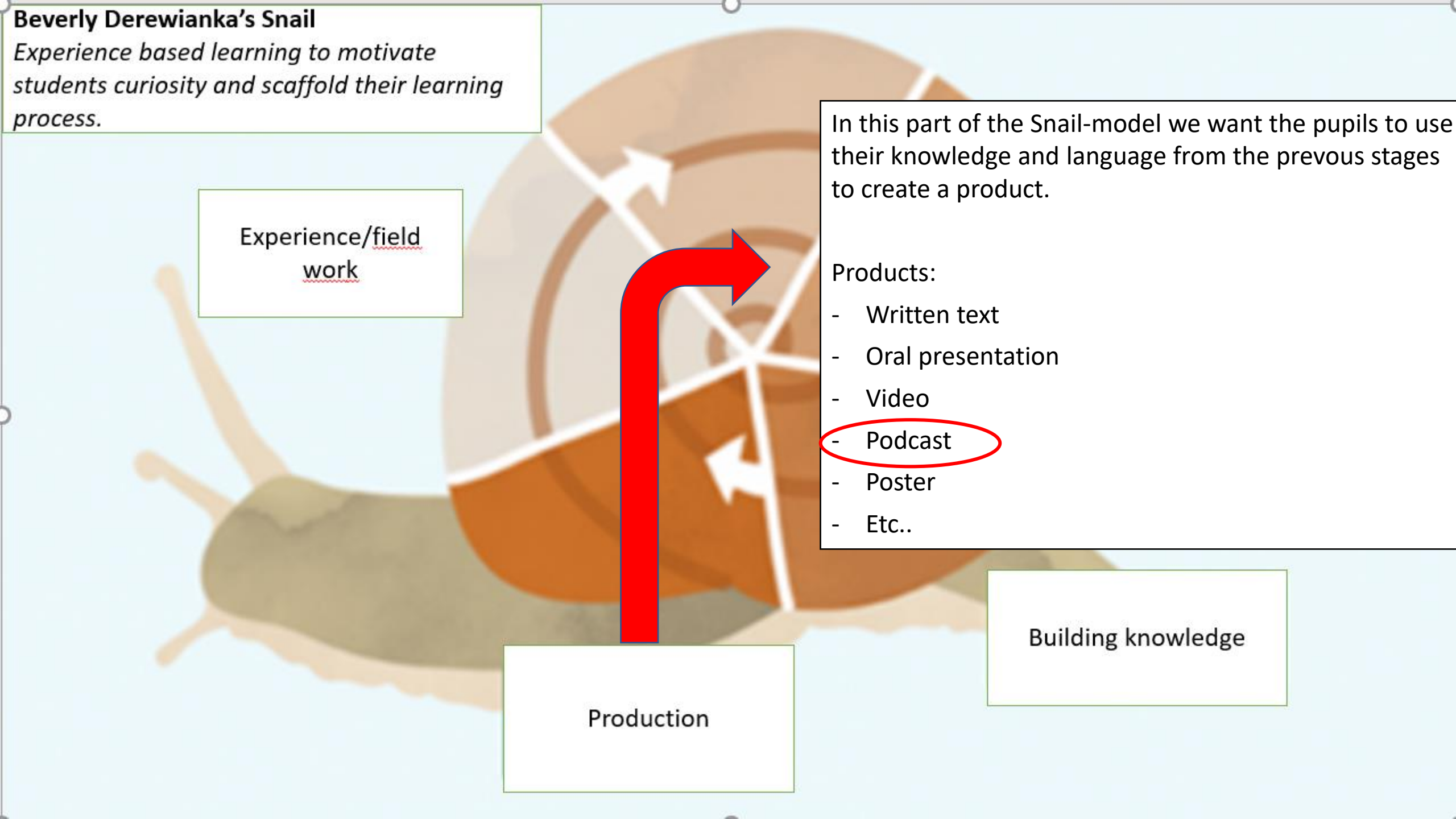
In this part of the Snail-model we want the pupils to use their knowledge and language from the previous stages to create a product.

Products:

- Written text
- Oral presentation
- Video
- Podcast
- Poster
- Etc..

Building knowledge

Production



Podcasting – The classroom where every pupil can speak!

Prepare your sentences – feel safe

Differentiating: Adjust demands for each student

Listen to yourself speaking english

Record in small group – feel safe

Motivating to be able to produce coherent language

Podcast on Amish people

Create a podcast about the Amish people.

Your podcast must include:

- Your knowledge about the Amish people
- A comparison between your life and Amish life. Include differences and similarities
- You must include 5 of the topic keywords
- You must use the following chunks:
 - “As a matter of fact...”
 - “As for example”
 - “To start off we want to define...”
 - “We may ask...”
 - “With that said...”



PODCAST PROCESS



1



Jingle

Choose a sound that your listener associates with the podcast

2



Introduction

Use "in medias res" or feedforward quotes

Introduce the topic and host.

Spark the listeners interest



3



Content 1

The maincontent of the podcast.
Don't give away too much - yet

4



Skller

Choose a sound that seperates "chapters"

5



Content 2

Introduce new knowledge or an interview

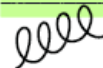
6



Outtro

Sum up what we have listened to.

End todays episode
Play the jingle again



Podcast formats



Solo

A simple monologue podcast where the host speaks directly to the listeners for the duration of the show.



Cohosting

2+ people cohost the show and share the work of writing, discussing hot topics, and interviewing others.



Roundtable

Multiple cohosts (think 4+) who engage in conversations around the same topic or theme on each episode. Roundtables bring



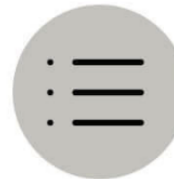
Interviewing

Each episode features an interview with an interesting guest where a topic or theme is explored. This format is often combined with others such as a cohosting podcast.



Narrative

These tell a story, either in a single episode or over the course of a full season normally with more creative production elements.



Other formats

Documentary podcasts build a story in each episode, and typically have immersive production.

Docu-drama podcasts are narrative-type shows that are based on real world events.

The structure of your podcast

Use sound effects to keep your listeners interest	Time	Content	Who?
	00.00	Introjingle	
	00.05	Feedforward quotes <u>or</u> "in medias res"	
	00.20	Jingle finish	
	00.30	Welcome to our podcast... Today we want to talk about...	
		Skinner	
		Content 1: Introducing today's topic	
		Skinner	
		Introduction to guest? /Content 2	
		Skinner	
		Content 3	
		Skinner	
		Outro: Sum up. Thank you for listening Stay tuned for next episode...	
		Jingle - outro	

Sound effects in a podcast



Podcast production

You have to produce a podcast about; Intercultural communicative competence in practice

Your podcast needs to include:

- Why teaching ICC is important
- Present Michael Byram's framework of Intercultural communicative competence
- Present an activity you want to try in your teaching practice (TP).
 - Include:
 - Reflections on which commongoals you want to focus on and which link there is to Michael Byram's framework.







Present your podcast – Listening bingo

Listening bingo

*To give all students a role during presentations and
use as peerfeedback*

Listening: Tick off the words

Multiply		
		X

<u>Equals</u>		
		X

Research		
		X

<u>Strategy</u>		
		X



Do I hear the
word?



Is the word
explained?



Is the word used?



*Mention 2 things from today
that you want to try out in
your TP....*

Check out - circle