



**Language Learning with Certified Live Online Language Teachers**



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# Teacher Manual

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## 2 LANCELOT General Introduction

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### 2.1 General Introduction

Angela McLachlan

#### 2.1.1 Orientation

##### Welcome to the LANCELOT Certificate in Live Online Language Teaching!

This course will:

- introduce you to the potential of the live online environment for language teaching and learning
- provide instruction and guidance in methodology, intercultural communicative competence and the range of technologies available

Your trainer will be available to you throughout the course, asynchronously, via email, and at certain times synchronously, via *Instant Messenger* or *Skype*. If you have any concerns or problems, please feel free to get in touch.

There is also a general *Course Forum*, which you access by clicking on the link in the left-hand menu. The trainer will access this forum regularly, and you are encouraged to do the same, as important matters will be discussed there. Please start off by adding an introduction to yourself in this *Course Forum*. Please also send a digital picture of yourself to your tutor along with the skills audit which you can find in the resources in Technical Setup.

Before we begin the training course, please read through the *Course Introduction Handbook* carefully, checking that you have planned sufficient time to complete the activities and that you have received all the documentation listed.

Good luck with your course!

#### 2.1.2 Resources

The following documents can be found in the annex:

- *Course Handbook*
- *ICT Can Do Lists*

#### 2.1.3 Technical Setup

Heike Philp

#### 2.1.4 Orientation

##### Technical Setup and Skills Analysis

At the beginning of the course and **during the week leading up to the first synchronous group session**, we invite all trainees to join one of the tutors for a technical check.

During the technical check, we will ask you to join the virtual classroom in order to check whether your audio and video settings work properly. The same virtual classroom will also be used during the main part of the course, so it is important to get your settings optimised for this environment.

##### Technical Skill Analysis

We would like you to download the Technical Skills Analysis from the following download page and, after completion, send it to your trainer.

### Internet Connection

As a presenter or host of a meeting we recommend a minimum of DSL/ Cable/ LAN connection.

As a participant, modem or dial-up speed is sufficient. In the case of Acrobat Connect, we recommend ISDN speed (56 kb/sec).

### WLAN

We do not recommend the use of WLAN during a synchronous virtual classroom session since WLAN connectivity speed tends to fluctuate during sessions. Using a LAN cable lancelotcourse is highly recommended.

### Microphone Set-up

During the first synchronous session, you will most likely have to adjust your audio settings. Generally the mic boost needs to be enabled; however some soundcards do not support mic boosting. If you encounter trouble, we are here to help you solve the problem.

## 2.1.5 Resources

The following document can be found in the annex:

- *Technical Skill Analysis*

## 2.1.6 Course Bibliography

*Angela McLachlan*

## 2.1.7 Orientation

The LANCELOT course is based on three strands:

- Methodology
- Intercultural Communicative Competence
- Technology

Throughout the course, a number of books, articles and websites are referred to. You will find the complete lists under *Resources*. Please feel free to download these for reference. There is also a 'General' list, which gives titles you may find of interest.

## 2.1.8 Resources

The following documents can be found in the annex:

- *Bibliography ICC- each LB version*
- *Bibliography ICC- full version*
- *Bibliography ICC- general*
- *Bibliography Language Teaching Methodology*
- *Bibliography Technology*

## 2.2 Development Portfolio

*Angela McLachlan*

### 2.2.1 Orientierung

The **Development Portfolio** is 40% of your overall final mark, and is designed as both a personal record of learning and as an assessment tool. Throughout the course, you will collect a significant amount of the work you undertake as a series of word documents and other media (pictures, sound files, video), and this will inform your development as a live online language teacher. At the end of course weeks 5 and 10 you will submit this collection of materials by email to your trainer/assessor.

You will work both individually and with peers, for example, designing teaching and learning activities, and creating the materials for them so that you will have a useful resource bank of ideas and activities to use or adapt for future lessons, and these too will be collected in your portfolio. You can refer to your course handbook for details of portfolio content, or download the table under *Resource*. You will also be told within the individual learning units what work should be saved as a word document, and stored in your portfolio. Please create a local portfolio folder on your own computer desktop which you will upload to us later.

### 2.2.2 Resources

The following document can be found in the annex:

- *Development Portfolio*

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# 3 Learning Block 1

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## 3.1 Introduction to Learning Block 1

Gary Motteram

### 3.1.1 Orientation

#### Welcome to Learning Block 1!

The objectives of this unit are to:

- begin to understand the potential of the live online environment for language teaching and learning
- reflect on current practice in the face-to-face environment and to discuss ways in which this might be adapted to new environments
- gain a preliminary understanding of the key issues in Intercultural Competence (IC) and Intercultural Communicative Competence (ICC) in language teaching and learning
- engage with new technologies
- begin to get to know the group

#### We will do this through a number of topic areas and by the end of this block you should have:

- watched and evaluated a short live online teaching scenario
- begun to consider ways in which your current teaching skills can be applied in the live online environment
- read and made notes on the introductory materials on ICC
- explored the potential of instant messaging in language teaching and learning
- participated in the group session and familiarised yourself with some features of a live online environment
- produced initial written documents for your development portfolio

#### What you need to do in this unit to be ready for the group session:

1. Watch and evaluate the teaching scenario.
2. Read the Learning Units on ICC, Instant Messaging and Ice-breakers in Language Learning, and complete the relevant tasks and activities.
3. Visit the course forum at least once.

Please use the checklist downloadable from Resources in the Development Portfolio to help you manage your studies:

- The checklist is designed to help you to manage what you are expected to do in each block
- Try to spread your learning sessions out during the week and keep a note of the time you spend on each part

Don't forget you can ask questions in the *Course Forum* at any time and the tutor will visit this on a regular basis.

### 3.1.2 Group Session

What you need to do in this unit to be ready for the group session:

1. Watch and evaluate the teaching scenario

2. Read the Learning Units on ICC, Instant Messaging and Ice-breakers in Language Learning, and complete the relevant tasks and activities
3. Visit the *Course Forum* at least once and make a contribution

## 3.2 Lesson Observation 1

Angela McLachlan

### 3.2.1 Orientation

Observing experienced teachers at work is a traditional feature of teacher education courses. At the beginning of the LANCELOT course you will watch and evaluate several clips of live online lessons to give you a sense of how language lessons may work live online. These scenarios will inform your perceptions of what constitutes effective practice in the live online environment, and act as a springboard for both debate and reflection.

All constructive criticism is valid where there is a clearly defined rationale for your criticism. You should make particular reference to what you consider to be the strengths and weaknesses of the scenarios you observe, explaining why.

### 3.2.2 Resources

The following document can be found in the annex:

- *Lesson Observation Sheet 1*: A word document with the observation targets detailed in the writing exercise.
- *Lesson Plan- Lesson Observation LBI*: A lesson plan detailing target group, lesson aim, lesson objectives, learning outcomes.
- *Schritte Lektion1 TrainerScript*: The original trainer script in German published by Max Hueber Verlag which needed to be adapted for the live online environment.
- *Erste Schritte Lesson Observation LBI*: A set of PowerPoint Slides used in this teaching scenario, which help you see the context and how the teaching material was adapted for this environment (all students were asked to purchase and use the main text book published by Max Hueber Verlag, ISBN 978-3-19-001686-0, 32 pages).
- *schritte-lhb-S1-kovo01*: Sample copyable material provided by Max Hueber Verlag.
- An audio file used in the B1 exercise (08Title08.zip)

You will also find an audio file (08Titel8.zip) regarding Task B1 on the InLearn platform (see "Lesson Observation 1", Resources-Download).

Copyrighted teaching material is provided by Max Hueber Verlag. The sample lesson used in this recording is a sample lesson that can be downloaded from the following homepage [http://www.hueber.de/sixcms/list.php?page=info\\_vorkurs\\_ersteschritte\\_ese](http://www.hueber.de/sixcms/list.php?page=info_vorkurs_ersteschritte_ese).

### 3.2.3 Scenario

German lesson (16mins): Please refer to the InLearn in "Lesson Observation", Scenario, to watch the recorded lesson observation. This recording is a segment taken from a German lesson for beginners and reflects the first 30mins. of a course with a new group of students which consisted of members of the LANCELOT project team. The project team members were already familiar with this virtual classroom environment and already knew how to use the text tool. Nevertheless, for the sake of being authentic, the teacher explained the use of the text tool again in the beginning of this clip.

Just prior to this exercise, the language learners listened to six different audio files whilst looking at a set of 6 pictures. They were asked to match the appropriate picture with the recording.

Distractions/ Disturbances: Often, lessons don't go quite as planned. How do you deal with disturbances during a live online lesson? In this recording the following happened:

1. The person visible in background to the right of the trainer is a German student who unexpectedly came early for a local lesson. Since this was the first time she had ever observed a live online lesson in a virtual classroom, the trainer spontaneously invited her to listen and watch the German lesson.
2. One of the participants was a 'silent observer' from the University of Manchester, who did not remain as silent as originally planned. Being a German teacher herself, she could not keep herself from commenting and assisting the students in the text chat.

Please watch and see how the teacher responded to these challenges.

### 3.3 Becoming a Live Online Language Teacher

Angela McLachlan

#### 3.3.1 Orientation

In this Learning Unit, we will start to think about the characteristics of live online language teaching and learning, and how we may adapt our current practice in face-to-face classrooms, to ensure effective teaching and learning in a wholly new environment. Essentially we remain a learning facilitator, but there are ways of creating and presenting materials, organising learning activities for both individual learners and groups of learners, that are unique to the live online environment.

- We need to be aware that there are currently little or no commercially-available teaching courses or materials specifically designed for live online delivery. Embarking upon the teaching of a live online course may involve increased time investment in materials design. Live online language teachers have to be particularly aware of **copyright**, and not infringe copyright by reproducing copyrighted material in any way in their lessons. Naturally, you can still recommend a particular course book to your learners, but you will not be able to adapt these for live online delivery unless permission to do so is explicitly given.
- Similarly, **technical skills**, managing a live online environment and an understanding of how the range of technological tools available in any given environment can support language learning may represent an entirely new aspect of your professional development.
- We also need to be aware that bringing together teacher and learners for a live online session may bring with it a number of **pragmatic difficulties**, such as time differences, domestic or working commitments which may limit availability for daytime or evening study, the baseline PC skills of the learners themselves, and also possibly their lack of up-to-date hardware and software.
- Another challenge may be that your learners are not used to working and learning online, either one-to-one with the teacher, or with a larger group.
- We also need to understand that language learning does not start and finish at the beginning and end of the live online lesson. As in the face-to-face classroom, learners will also need "non face-to-face" i.e. **asynchronous support**, perhaps in the form of some email communication, homework to be undertaken asynchronously and so on.

The successful live online language teacher has a deep understanding of all the issues unique to that environment, remodels the strengths of the effective face-to-face language classroom for the live online classroom, and brings them all together, creating a supportive, successful and sustainable live online language teaching and learning experience.

### 3.3.2 Task

What might be the potential of IMs in live online language teaching and learning? Take about half an hour and conduct a web search (Google Scholar is a good place to access more academic pieces, though any effective search engine will locate relevant information of a more practical approach). Choose three pieces and scan them for the key points, making notes of these in writing. We will discuss your findings in the whole-group synchronous session, and compile a list of their relevance for both synchronous and asynchronous teaching input. Teachers can also plan to use IMs to encourage synchronous interaction between learners away from the classroom, and independent of the teacher.

## 3.4 Icebreakers in Language Learning

*Gary Motteram*

### 3.4.1 Overview

#### Icebreakers in Language Learning

Circulating information before the learning programme has formally begun offers the advantage that learners new to the online environment are encouraged to start to familiarise themselves and to interact with that new environment, and each other, from a very early stage.

As in any learning situation, using ice-breakers in language learning provides a springboard to initial communication, and can be an effective way of getting people to speak to each other. Ice-breakers which involve giving or asking for particular information about co-learners also facilitate the 'getting-to-know-each-other' process in a non-threatening way. The term 'ice-breaker' is slightly different from the term 'warm-up' or 'starter activity', in that it refers primarily to a group of learners who have not previously met.

### 3.4.2 How to

Where learners share a common first language, ask them to submit a brief bio before the first learning session. Include your own bio so that teacher-learner, learner-teacher and learner-learner talk is promoted within the same activity.

Summarise these into statements such as 'I have a dog called Sam'.

Circulate the summarised statements via email or the programme notice board/bulletin board prior to Session 1. Learners must identify who matches the various statements through a process of verbal Q & A during Session 1.

Timing ice-breakers appropriately is important. If the group consists of four learners, working with 15 statements (3 per learner, plus teacher) a maximum of 15 minutes should be enough for this activity.

## 3.5 Intercultural Communicative Competence (ICC)

*Serpil Sahin Gonul*

### 3.5.1 Orientation

The aim of the Intercultural Studies in LANCELOT is to give you an idea about what *Intercultural Competence* (IC) is and how to apply it in your online foreign language teaching (FLT).

The terms IC and *Intercultural Communicative Competence* (ICC) have been widely used recently in a variety of areas connected with international, thus intercultural, contexts and interactions among people and/or groups of people. These terms are mostly used interchangeably to refer to the same thing. In fact, IC is one of the components of ICC. In order to understand and apply IC in your lessons, you should have a general idea about ICC and understand some common terms used in both subjects.

Since *intercultural communication* involves "interaction with people from another culture in a foreign language (Byram 1997)" which is satisfactory to all *interlocutors*, ICC represents an important point to consider in FLT and FLL (foreign language learning).

### Cultural or Intercultural?

While the term *Culture* is sometimes associated with a *single* country, region or nationality, it may also refer to *several* countries, regions or nationalities. Intercultural communication, by definition, is associated with several countries, regions or nationalities. Thus in FLT, in the context of 'intercultural communication', Byram noted that "cultural knowledge refers to a structured way in which ideas and facts about the target language (TL) country or countries are presented and contrasted with ideas and facts about one's own country" (Byram 1991 cited in Nizegorodcew 2002). So in the ICC field, we prefer to use the term "intercultural" - rather than a "cultural" approach because our aim is not merely to "give learners only fragmentary information about the target culture" but rather to "raise their cultural awareness" and help them contrast cultural information with their own native culture. (Nizegorodcew 2002)

Our aim as teachers in FLT should be to help the learner to become an *intercultural speaker* by involving them in an *intercultural foreign language teaching* (IFLT) and *learning* (IFLL) environment. This is only possible through *intercultural awareness* obtained by both teachers and learners.

For the definitions of the expressions, please refer to the Glossary.

### 3.5.2 Explanation

Although the focus of Intercultural Aspects is on the Intercultural Competence (IC), it would be more helpful for us to concentrate on the components of Intercultural Communicative Competence (ICC), under which IC is but one component. Once we have a basic understanding of ICC in general, we will be better able to understand the very nature of the subject and the place IC occupies within ICC.

#### Components of ICC:

In an intercultural teaching and learning environment, linguistic and cultural aspects must be taken into account together. In this respect, ICC in FLT consists of 4 components

- Linguistic Competence
- Sociolinguistic Competence
- Pragmatic Competence
- Intercultural Competence

(based on and adapted from the classification made in Common European Framework of Reference for Languages (CEF) and Byram (1997))

1. **Linguistic Competence** is the ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language. It includes lexical, grammatical, semantic, phonological, orthographic and orthoepic competencies.
2. **Sociolinguistic Competence** is the ability to give to the language produced by an interlocutor - whether native speaker or not - meanings which are taken for granted by the interlocutor or which are negotiated or made explicit with the interlocutor. It is concerned with the knowledge and skills required to deal with the social dimension of language use. The matters treated here are those specifically relating to language use such as linguistic markers of social relations, politeness conventions, expressions of folk wisdom, register differences, dialect and accent etc.
3. **Pragmatic Competence** is concerned with the user/learner's knowledge of the principles according to which messages are:
  - a) organised, structured and arranged ('discourse competence');

- b) used to perform communicative functions ('functional competence');
  - c) sequenced according to interactional and transactional schemata ('design competence').
  - a) **Discourse competence** is the ability to use, discover and negotiate strategies for the production and interpretation of monologue or dialogue texts which follow the conventions of the culture of an interlocutor or are negotiated as intercultural texts for particular purposes. It includes knowledge of and ability to control the ordering of sentences in terms of flexibility, turn taking, thematic development, coherence and cohesion.
  - b) **Functional competence** is concerned with the use of spoken discourse and written texts in communication for particular functional purposes. Conversational competence is not simply a matter of knowing which particular functions (micro functions) are expressed by which language forms. Participants are engaged in an interaction, in which each initiative leads to a response and moves the interaction further on, according to its purpose, through a succession of stages from opening exchanges to its final conclusion. Competent speakers have an understanding of the process and skills in operating it. A macro function is characterised by its interactional structure. More complex situations may well have an internal structure involving sequences of macro functions, which in many cases are ordered according to formal or informal patterns of social interaction (schemata).
  - c) **Interaction schemata:** Functional competence also includes knowledge of and ability to use the schemata (patterns of social interaction) which underlie communication, such as verbal exchange patterns.
4. **Intercultural Competence** indicates the emphasis on skills, knowledge and attitudes other than those which are primarily linguistic. In the models developed to cover IC, the following dimensions are commonly referred to and found useful to apply in FLT, too.
- a) **Attitude**
  - b) **Awareness**
  - c) **Interaction**
  - d) **Knowledge**
  - e) **Respect**
  - f) **Role behavior**

We should note that language skills are critical to developing intercultural competence. The skill of 'interaction' is communicative in a broader sense, and any comprehensive account of teaching and assessing ICC must include all the competences discussed above. For developing linguistic skills, please refer to the methodological aspects part of the Teacher Manual. The following Learning Units of this part of the Teacher Manual will mainly focus on the dimensions listed under IC above.

### 3.5.3 How to

Recently, there has been an increase in the number of the intercultural training programmes for business and educational purposes. This is due to the ever-increasing demand for these competencies. The main reason for this is the difficulty and/or complexity involved in managing intercultural encounters effectively.

Although our main interest is Intercultural Competence (IC) in Foreign Language Training (FLT), it is useful to take a look at the suggestions for a good intercultural training programme for general purposes. According to Brislin and Yoshida (1994), for instance;

#### A good training programme should aim to:

1. assist people to positively enjoy intercultural contact to benefit from it;

2. assist people to develop positive and respectful intercultural relationships, in which the positive feelings are reciprocated;
3. assist people in intercultural settings to accomplish the tasks associated with their work;
4. assist people to deal effectively with the inevitable stress that accompanies intercultural experiences.

They propose the following four-step approach to intercultural training to achieve these aims:

1. Step one is awareness raising,
2. Step two is knowledge provision,
3. Step three is emotional management, and
4. Step four is skills development.

### **How to combine language and culture in FLT**

Particularly for FLT, Byram (1990:20 cited in Nizegorodcew 2002) developed an integrated model of language and culture teaching. The model consists of the following four components:

1. L2 (second language; foreign language) learning: skill oriented teaching with a focus on the TL (target language), mainly through the TL medium
2. Cultural experience: knowledge oriented teaching with a focus on the TL culture, through the TL medium
3. Language awareness: socio-linguistic knowledge oriented teaching with a comparative focus, through the L1 (first language; native language) medium
4. Cultural awareness: knowledge oriented teaching with a comparative focus, through the L1 medium.

Nizegorodcew (2002) argues the strong and weak points of Byram's model. According to her, the objection is its excessive use of L1 and its knowledge orientation. Yet, the model is useful because it turns our attention to the cultural components of TL teaching. It seems that both the language and cultural awareness components could be taught through the TL medium, by means of integrating them with the development of TL skills and the cultural experience components. Thus, the process of TL skill development can be closely linked with cultural knowledge learning.

Then, Nizegorodcew (2002) suggests that specific new aspects of the TL culture can be best highlighted by contrasting them with the L1 culture which is familiar to the students. In such a way students can get an opportunity of leaving a monocultural ('tourist') level of TL development, ridden by clichés and stereotypes and enter an intercultural level, when they start noticing cultural differences and coping with intercultural communication.

### **How to approach IC issues in FLT**

On the LOTE website, common features of intercultural language teaching are stated as follows:

1. exploration by the learners of the target language and culture and of their own language and culture;
2. discovery of the relationship between language and culture;
3. developing conceptual and analytic tools for comparing and understanding cultures;
4. developing a reflective capacity to deal with cultural difference and to modify behaviour where needed.

### **How to develop ICC**

- We have to consider that, in addition to communication skills, other abilities such as personal attributes, psychological acclimation, and cultural awareness are also indispensable for being competent in different cultures. (Chen 1992)

- In intercultural communication programs, effective training examines how individuals can better adapt to a new environment. (acc. to Bennet 1986 in Chen 1992) So, in FLT, too, we have to try to anticipate how to help our students adapt to the TL culture while also helping them to be aware of their own language and culture.
- In order to develop our students' competency in intercultural settings, we should help them "possess the conceptual 'why' and behavioural 'how' elements regarding the host culture". (Chen 1992) In other words, we should help them constitute an understanding of fundamental cultural perspectives such as beliefs, values and attitudes (i.e., conceptual 'why' elements) and demonstrate cultural practices in the everyday life of the people of the target culture (i.e., behavioural 'how' elements).
- We have four primary training approaches that we can adapt in line with what is the most appropriate in our teaching environment. These approaches show what lies beneath "the conceptual abilities, as a precursor of the behavioural skills". (Chen 1992):
  1. The Cognitive Approach focuses on the understanding of a culture's people, customs, institutions, and values. This approach often uses lectures, readings, films, and other multimedia presentations to transmit information.
  2. The Effective Approach usually applies simulation methods to create a specific environment or situation that is as similar as possible to that of the host culture, and requires participants to be actively involved in the learning process.
  3. The Self-Awareness Approach assumes that individuals who know themselves better will know their culture better and will consequently be more competent in the other culture.
  4. The Cultural-Awareness Approach is designed to give participants an understanding of their own cultural values and examine contrasts with the host culture in order to apply the insights to improve intercultural competence.

### 3.5.4 Glossary

**Culture:** *Culture* has been defined as shared interpretations about beliefs, values and norms which affect the behaviours of people (Adams, 1995; Lustig & Koester, 1999 cited in Davis, N. et al 2005).

**Intercultural Awareness:** Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the world of origin and the world of the target community produce an intercultural awareness. Intercultural awareness includes an awareness of regional and social diversity in both worlds. In addition to objective knowledge, intercultural awareness covers an awareness of how each community appears from the perspective of the other, often in the form of national stereotypes. (CEF)

**Intercultural Communication:** *Intercultural Communication* is a field of study that focuses on the interactions among people from different cultures (Kecskes, 2004 cited in Belz & Thorne ). Scollon and Scollon (2001 cited in Belz & Thorne ) indicate that intercultural communication involves the study of distinct cultural or other groups in interaction with one another.

**Intercultural Communicative Competence (ICC):** *Intercultural Communicative Competence (ICC)* is an attempt to raise students awareness of their own culture and help them to interpret and understand other cultures. It is not just a body of knowledge but a set of practices requiring knowledge, skills and attitudes. (Chris Rose, British Council, Italy)

**Intercultural Competence (IC):** *Intercultural Competence* is being able to interact with people from another country and culture in a foreign language being able to negotiate a mode of communication and interaction which is satisfactory to oneself and the other interlocutors. Knowledge of the other culture is linked to language competence through the ability to use language appropriately and having awareness of the specific meanings, values and connotations of language. (Byram 1997)

**Intercultural Foreign Language Learning (IFLL):** *Intercultural Foreign Language Learning (IFLL)* is described as an emerging pedagogy that has strong connections to inquiry thinking, requiring learners to adopt an inquiring state of mind,

to notice and question assumptions and to reorient themselves in relation to others. A critical dimension of understanding language in use is that language cannot be separated from its social and cultural contexts. To become an effective learner in this context, students must develop a variety of learning strategies from reflective observation to active experimentation. (SEDL, LOTE Ced)

**Intercultural Foreign Language Teaching (IFLT):** *Intercultural Foreign Language Teaching (IFLT)* recognizes that language and culture are intertwined and that by adopting an inquiring and reflective approach to language learning, students can come to develop Intercultural Competence, that is, students come to understand their own cultural locatedness, the boundaries of the target language, and are able to successfully engage other cultures. (SEDL, LOTE Ced)

**Intercultural Speaker:** *Intercultural Speaker* is someone with some degree of intercultural competence who is able to see relationships between different cultures, both internal and external to a society and is someone who is able to mediate, that is, interpret each in terms of the other, either for themselves or for other people. It is also someone who has a critical and analytical understanding of (parts of) their own and other cultures, someone who is conscious of their own perspective, of the way in which their thinking is culturally determined, rather than believing that their understanding and perspective is natural. (Byram 2000)

**Interlocutor:** *Interlocutor* is someone who takes part in a conversation, often formally or officially; one's conversational partner. (Wikipedia)

### 3.5.5 Multiple Choice

**How can you combine intercultural issues in your teaching?**

- I reserve separate time to give facts and opinions about the TL culture
- I enable students to contrast their native culture with the TL culture
- I focus the students on their native culture only

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- Wikipedia. <http://en.wikipedia.org/wiki/Interlocutor>

## 3.6 Instant Messaging

*Heike Philp*

### 3.6.1 Orientation

The Instant Messenger is rightly called the 'web's phone system'. It has indeed started to replace the need to pick up the phone to call someone at all. An Instant Messenger, however, does much more. The following pages will provide you with an overview of the features of Instant Messengers and will enable you to familiarise yourself with their use.

Instant messaging is a form of real-time communication between two or more people based on typed text messages. These are sent via computers that are simultaneously active and connected to the Internet, or within an organization, to a local network. Instant messaging is literally 'instant', i.e. messages are sent and received without any time-delay. This is the essential difference between IMs and traditional e-mail.

Instant messages typically are recorded or logged in a local message history. This facilitates quick, safe, and constant exchange of information such as the URLs of web pages.

### 3.6.2 Description

**Features and controls available in Instant Messaging Systems are as follows:**

- **Presence awareness:** A visual display indicator showing the availability status of an instant messaging user (e.g.: "busy", "away", "available").
- **Contact list:** List of contacts with whom a direct communication can be opened instantly when they are "available", traditionally referred to as a "buddy list".
- **Text chat:** A real-time text chat window in which instant messaging users can type text messages to each other
- **Chat History Log:** Ability of the IM application to store a full record of all text exchanges with other contacts
- **Interoperability with other IM networks:** Ability to contact and communicate with multiple IM networks simultaneously
- **Conference:** Ability to support text chat exchanges among multiple users simultaneously
- **VoIP:** Support for VoIP (audio) communication (VoIP = Voice over Internet Protocol)
- **Video:** Support for video communication
- **Call-out to traditional phones:** Support for direct dialing of international phone numbers

- **Sharing files:** Ability to send files directly to contacts
- **Sharing Images:** Ability to showcase any type of digital image in real-time
- **Secure / encrypted communication:** Ability to protect all IM communication via encryption algorithms

### 3.6.3 Tools

- **Yahoo Messenger:** [messenger.yahoo.com](http://messenger.yahoo.com)  
Yahoo! Messenger is a popular instant messaging client and protocol provided by Yahoo! There are 21 million active Yahoo! users (September 2005).
- **Microsoft Live Messenger:** [messenger.msn.com](http://messenger.msn.com)  
With 29 million active users (Nielsen//NetRatings, August 2005) and 155 million total (April 2005) it is the amongst the most popular Instant Messenger. It integrates Voice over IP and Video and the it can communicate with Yahoo! users.
- **AIM Pro :** <http://aimpro.premiumservices.aol.com/>  
AOL Instant Messenger is free and can be downloaded and installed by anybody, even by non-AOL members. 53 million active users (Nielsen//NetRatings, August 2005), 195 million total (January 2003).
- **Skype:** [www.skype.com](http://www.skype.com)  
Skype became popular through his excellent voice quality. If you and your friends, family or business contacts are using webcams, you can also make free video calls. You can even call landlines and mobile phones at really cheap per minute rates. There are 100 million total users (April 2006). Approx. 8 Mill online at any given time.
- **Google Talk:** [www.google.com/talk/](http://www.google.com/talk/)  
To use any of the services by Google you need an official invitation by a gmail or googlemail user and you need to create a gmail account. Then you can download and install Google Talk. Google Talk has excellent Voice over IP functionality but can not create conference calls. Simple and inviting interface design.
- **ICQ:** <http://www.icq.com/>  
ICQ ("I Seek You") was one of the first IMs on the market. With 20 million active worldwide, 400 million total users, ICQ is the most popular of all Instant Messengers.
- **Gizmo Project:** <http://www.gizmoproject.com/>  
An internet telephone. As simple as an instant messenger.
- **Apple iChat:** <http://www.apple.com/ichat/>  
iChat is a AOL Instant Messenger (AIM) and Jabber client for Mac OS X. Using a Jabber-like protocol and Bonjour for user discovery, it also allows for LAN communication. iChat's AIM support is fully endorsed by AOL, and uses their official implementation of the AIM OSCAR protocol.
- **Qnext:** <http://www.qnext.com/>  
Qnext is a Java-based P2P client that provides instant messaging, audio chat, video conferencing, music streaming, file transfer and file sharing. It can act publicly with existing instant messaging networks such as MSN, AIM, Yahoo and ICQ or used privately. This Universal Instant Messenger keeps you connected to all popular IM's, you can also Talk Online anywhere around the world for free, host a live Video Conference or Transfer Files of any size with complete security. 20 million peak simultaneously on-line users, 221 million active users.
- **Trillian:** <http://www.ceruleanstudios.com/>  
Trillian is a fully featured, stand-alone, skinnable chat client that supports AIM, ICQ, MSN, Yahoo Messenger, and IRC. It provides capabilities not possible with original network clients, while supporting standard features such as audio chat, file transfers, group chats, chat rooms, buddy icons, multiple simultaneous connections to the same network, server-side contact importing, typing notification, direct connection (AIM), proxy support, encrypted messaging (AIM/ICQ), SMS support, and privacy settings.

- Pidgin: <http://pidgin.im/pidgin/home/>  
Pidgin is a multi-protocol instant messaging (IM) client for Linux, BSD, MacOS X, and Windows. It is compatible with AIM and ICQ (Oscar protocol), MSN Messenger, Yahoo!, IRC, Jabber, Gadu-Gadu, SILC, Novell GroupWise Messenger, Lotus Sametime, and Zephyr networks.
- Ineen: <http://www.ineen.com/>  
Ineen is free to download and allows you to make free pc calls.
- Jabbin: <http://ww.jabbin.com/>  
Jabbin is an Open Source Jabber client program that allows free PC to PC calls using the VoIP system over the Jabber network.
- Jabber: <http://www.jabber.org/>  
Jabber is best known as "the Linux of instant messaging" -- an open, secure, ad-free alternative to consumer IM services like AIM, ICQ, MSN, and Yahoo (see the IM quickstart). 13.5 million enterprise users (Osterman Research, August 2005), this does not count users via ISPs and other service providers estimated to be more than 400 million total.
- Meebo: <http://www.meebo.com/>  
Meebo, the web's instant messenger, lets you access IM from any browser. Meebo supports msn, yahoo, aol/aim, google talk (gtalk), jabber and ICQ and can be accessed in an Internet cafe.
- KoolIM: <http://www.koolim.com/>  
KoolIM is a web-based IM service that aggregates multiple messengers on one page - AIM, MSN Messenger, Yahoo! Messenger, ICQ and Jabber.
- AIM: <http://www.aim.com/>  
Email, IM, text, voice and video.
- Invite: <http://www.invite.com/>  
Invite let's you chat with all your contacts from YAHOO, MSN, AOL and ICQ. It allows you to make Free Video & Worldwide PC to PC Calls, read news via RSS and also to watch TV.
- WebMessenger : <http://www.webmessenger.com/>  
WebMessenger Mobile Platform (WMP) is a software that provides mobile data communications and instant messaging. WMP's Real Time Messaging feature supports corporate instant messaging systems including IBM Lotus IM, Jabber Inc., XCP Enterprise Server, Microsoft Live Communications Server and Exchange IM. WMP also supports public instant messaging networks including MSN, Yahoo!, AOL and ICQ. WMP is available in a Windows version for enterprises and SUN Solaris version for wireless carriers and ISPs. Also available is WebMessenger Mobile for Skype a client that lets you take Skype on the road. WebMessenger Mobile for Skype client requires download and it is free.

### 3.6.4 How to

#### How to use Instant Messaging in connection with the virtual classroom

When we think of an Instant Messenger (IM), the first thing that comes to mind is its ability **to bridge distances**. This is especially true because of the different times zones that have to be overcome in distance language learning.

Traditionally the Instant Messenger such as MSN or Yahoo Chat! were used for text chat. Recently, Instant Messengers have been developed with excellent voice quality (Skype, Google Talk) and Video (Skype, MSN, Yahoo Chat!) and have become gateways to phone any telephone around the world at low cost.

Communication via instant messaging can be less intrusive than communication via phone, which is partly a reason why instant messaging is becoming more and more important in every day business and academic use.

In combination with the virtual classroom technology (Breeze, now known as Acrobat Connect etc.) it can take on an additional role: **the 'virtual hallway or auditorium' of a school or the door to the virtual classroom.** In the auditorium or hallway, learners meet and chat informally. Students and teachers alike exchange information and ask for directions as to where the language course takes place. Appointments are made easier and when the lesson is cancelled, then this information too can be communicated via IM. A latecomer's question: "Where is it taking place?" can be answered by pasting the link to the venue in the text chat. This way, an Instant Messenger can complement the use of virtual classroom technology and can be used as a back-up venue for instruction, when a virtual classroom is not accessible due to technical problems.

**3.6.5 Resources**

- Wikipedia on Instant Messaging: [http://en.wikipedia.org/wiki/Instant\\_messaging](http://en.wikipedia.org/wiki/Instant_messaging)
- List of major instant messaging applications: [http://en.wikipedia.org/wiki/List\\_of\\_instant\\_messaging\\_clients](http://en.wikipedia.org/wiki/List_of_instant_messaging_clients)
- Full Comparison Table of all major instant messaging applications: [http://en.wikipedia.org/wiki/Comparison\\_of\\_instant\\_messengers](http://en.wikipedia.org/wiki/Comparison_of_instant_messengers)
- IM Radio - all about instant messaging: <http://www.msgworld.konphuzion.net/radio/>.
- Custom news radar on Instant Messaging: Clicking on below link will open a new window for you with a news radar on Instant Messaging. All of the latest information on Instant Messengers and their use, implications and applications are collected through RSS. Everytime you click on it, the information will be different!  
[http://grazr.com/gzpanel.html?file=http://www.mysyndicaat.com/myfeed/feed/RobinGood\\_Instant%20Messaging%20Newsradar%20by%20Robin%20Good](http://grazr.com/gzpanel.html?file=http://www.mysyndicaat.com/myfeed/feed/RobinGood_Instant%20Messaging%20Newsradar%20by%20Robin%20Good)

**3.6.6 Checklist**

|                  | Yahoo Messenger | Microsoft Live Messenger | AIM Pro | Skype                    | Google Talk | ICQ | Gizmo Project | Apple iChat | Qnext         |
|------------------|-----------------|--------------------------|---------|--------------------------|-------------|-----|---------------|-------------|---------------|
| Cross-Platform   | Win, Mac, Unix  | Win, Mac                 | Win     | Win, Mac, Lin, Pocket PC | Win         | Win | Win, Mac, Lin | Mac         | Win, Mac, Lin |
| Web-Based Access | ✓               | ✓                        |         |                          |             |     |               |             |               |
| Multi-networking | ✓               | ✓                        |         |                          | ✓           |     | ✓             | ✓           | ✓             |
| VoIP             | ✓               | ✓                        | ✓       | ✓                        | ✓           | ✓   | ✓             | ✓           | ✓             |
| Video            | ✓               | ✓                        | ✓       | ✓                        |             | ✓   |               | ✓           | ✓             |
| PSTN             | ✓               |                          |         | ✓                        |             |     | ✓             |             |               |
| SMS Enabled      |                 | ✓                        |         | ✓                        |             | ✓   |               |             |               |

|                             |                          |          |                              |                        |                        |                       |                        |                     |                        |
|-----------------------------|--------------------------|----------|------------------------------|------------------------|------------------------|-----------------------|------------------------|---------------------|------------------------|
| File sending                | ✓                        | ✓        | ✓                            | ✓                      | ✓                      | ✓                     |                        | ✓                   | ✓                      |
| History                     | ✓                        | ✓        |                              | ✓                      | ✓                      | ✓                     |                        |                     | ✓                      |
| RSS Support                 |                          |          |                              |                        |                        |                       |                        |                     |                        |
| Open-Source/<br>Proprietary | P                        | P        | P                            | P                      | P                      | P                     | P                      | P                   | P                      |
| Price                       | Free                     | Free     | Free                         | Free                   | Free                   | Free                  | Free                   | Free with OS X      | Free                   |
|                             |                          |          |                              |                        |                        |                       |                        |                     |                        |
|                             | <a href="#">Trillian</a> | Pidgin   | <a href="#">Ineen</a>        | <a href="#">Jabbin</a> | <a href="#">Jabber</a> | <a href="#">Meebo</a> | <a href="#">KoolIM</a> | AIM<br>Triton       | <a href="#">Imvite</a> |
| Cross-Platform              | Win                      | Win, Lin | Win,<br>Mac,<br>Pocket<br>PC | Win,<br>Mac, Lin       | Win,<br>Mac, Lin       | Web<br>Based          | Web<br>Based           | Win,<br>Mac,<br>Lin | Win                    |
| Web-Based<br>Access         |                          |          |                              |                        |                        | ✓                     | ✓                      | ✓                   |                        |
| Multi-networking            | ✓                        | ✓        |                              | ✓                      | ✓                      | ✓                     | ✓                      |                     | ✓                      |
| VoIP                        | ✓                        |          | ✓                            | ✓                      |                        |                       |                        | ✓                   | ✓                      |
| Video                       | ✓                        |          | ✓                            |                        |                        |                       |                        | ✓                   | ✓                      |
| PSTN                        |                          |          |                              |                        |                        |                       |                        | ✓                   |                        |
| SMS<br>Enabled              |                          | ✓        |                              |                        |                        |                       |                        | ✓                   |                        |
| File sending                | ✓                        | ✓        |                              | ✓                      | ✓                      |                       |                        |                     | ✓                      |
| History                     | ✓                        |          |                              | ✓                      |                        |                       |                        | ✓                   | ✓                      |
| RSS Support                 |                          |          |                              |                        |                        |                       |                        |                     | ✓                      |

|                             |                                       |      |      |      |      |      |      |      |      |
|-----------------------------|---------------------------------------|------|------|------|------|------|------|------|------|
| Open-Source/<br>Proprietary | P                                     | P    | P    | O    | P    | P    | P    | P    | P    |
| Price                       | Free/ \$25<br>annually Pro<br>Version | Free |

### 3.7 Audio conferencing

Heike Philp

#### 3.7.1 Orientation

Using voice over IP, any computer or telephone connected to the internet via a broadband connection can call another computer or phone at a fraction of the usual cost, or absolutely free. In other words, VoIP can turn a standard Internet connection into a way to place free phone calls. The practical upshot of this is that by using some of the free VoIP software that is available to make Internet phone calls, you are bypassing the phone company (and its charges) entirely.

VoIP is increasingly replacing traditional voice communications and access to it can take place today from most any kind of telephony device, whether physical or digital. Traditional telephones can easily access low-cost VoIP services like JaJah.com without changing any telephony hardware. Even mobile phones can now access VoIP telephony services from multiple providers making it possible for users to save significantly on long-distance and international calls and taking greater advantage of new complementary services like conferencing, scheduling, recording and more.

Key benefits of using VoIP:

- Lowering cost of traditional phone calls
- Being able to use your phone line from wherever you are

#### 3.7.2 Description

VoIP is increasingly replacing traditional voice communications and access to it can take place today from most any kind of telephony device whether physical or digital. Traditional telephones can easily access low-cost VoIP services like JaJah.com while maintaining their telephony hardware intact. Even mobile phones can now access VoIP telephony services from multiple providers making it possible for users to save significantly on long-distance and international calls and taking greater advantage of new complementary services like conferencing, scheduling, recording and more.

Key features characterizing computer based VoIP tools include the following:

- **Full-duplex:** Ability for two or more users to talk simultaneously.
- **Audio conferencing:** Call and talk simultaneously with multiple persons in the same call.
- **Echo cancellation:** Echo cancellation is a feature which allows the VoIP system to cancel out the echo generated by listening to your callers via computer speakers.
- **Integrated video conferencing:** Integrated video conferencing ability
- **Integrated text chat:** Text chat while talking
- **File sending:** Send files to the people you are talking to
- **Audio/call recording:** Record VoIP phone calls to your computer
- **Call to landlines:** Call directly traditional landlines and mobile phones
- **Receive from landlines:** Receive calls directly traditional landlines and mobile phones

- **SMS Service:** Send text-based messages to mobile phones and other systems that can receive them
- **Web-based:** Can access the VoIP system independently of the type of operating system used.
- **Latency:** In VoIP terminology, latency refers to a delay in the delivery of the "packets" containing the voice-information bits sent from one Internet user to another one. VoIP latency has been a common problem for VoIP users in the first few years of use but it is now generally an issue limited to users on slow dial-up connections. VoIP latency is usually based on physical distance, number of "hops" (internet servers through which the packets need to go through), and / or issues with voice-to-data conversion.
- **Codecs:** To be transmitted over the internet, voice packets are compressed just like digital images are normally compressed into jpeg files for standard usage. Unlike digital images, voice can be compressed with a number of different compressors called "codecs". Different codecs produce different quality voice transmissions optimized for different types of internet connection speeds.

### 3.7.3 Tools

#### List of dedicated VoIP tools:

- **Skype:** <http://www.skype.com>
- **JaJah:** <http://www.jajah.com/>
- **Gizmo Project:** <http://www.gizmoproject.com/>
- **Ineen:** <http://www.ineen.com/>
- **Babble:** <http://www.babble.net/>
- **Voxwire:** <http://www.voxwire.com/>
- **iVocalize:** <http://www.ivocalize.net/>
- **Google Talk:** <http://www.google.com/talk/>
- **Raketu:** <http://www.raketu.com/en/index.php>
- **Windows Live Messenger:** <http://get.live.com/messenger/overview>
- **Yahoo Messenger:** <http://messenger.yahoo.com/>
- **AIM Triton:** [http://www.aim.com/get\\_aim/win/latest\\_win.adp?aolp=0](http://www.aim.com/get_aim/win/latest_win.adp?aolp=0)
- **Vonage:** <http://www.vonage.com>

### 3.7.4 Tools

To test your microphone, use the Sound recorder in Windows.

Go to **START | Programs | Accessories | Entertainment |** (select) **Sound Recorder |** (click on) **Record.**



If your microphone works, you should see the green line flickering. Then click on **Stop Recording.**



To listen to the recording click on play.



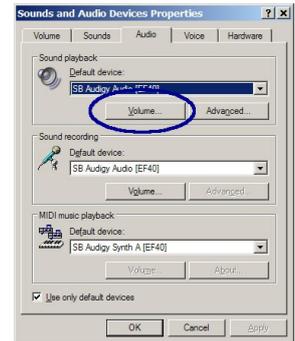
If you experience any problems with your sound, refer to the 'How to optimise your audio settings in this section'.

### 3.7.5 How to 2

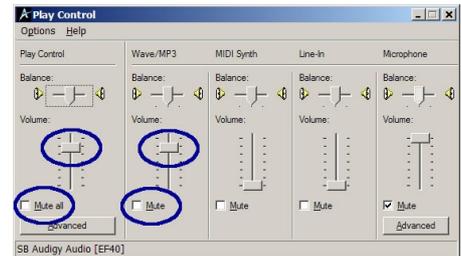
How to optimise your audio settings Audio conferencing/Voice over IP requires a headset and a microphone. The following description includes guidelines on how to adjust the audio properties in Windows in order to be able to speak and listen.

#### a) I can not hear anything ....

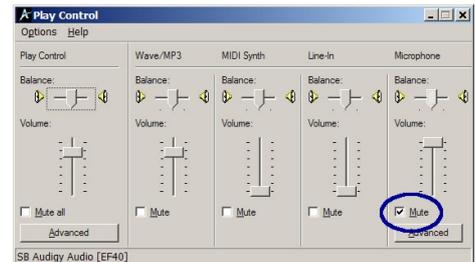
Open the audio properties in windows. Go to START | (Settings) | Control Panel | Sound and Audio Devices | (click on the third tab) Audio | (click on) Volume in the section Sound Playback/ Volume control



Move the bar of Volume AND of Wave to top position and unselect Mute, as shown on the picture below.



If you still can not hear anything, make sure your speakers or the headset is plugged in properly. Do not unmute the microphone in the Volume Control, otherwise your partner will hear an echo or a strong whistle tone.



Tip: In Sound and Audio Properties, if you select the option 'Place volume icon in the task bar'.



To access the volume control, click on speaker icon in system tray.

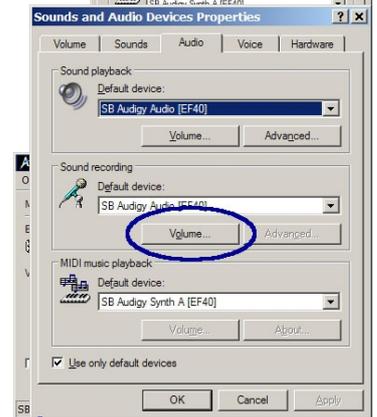


**b) My microphone does not seem to work, nobody hears me ...**

Open the audio properties in windows. Go to **START** | (Settings) | **Control Panel** | **Sound and Audio Devices** | (click on the third tab) **Audio** | click on **Volume** in the section **Recording Control**



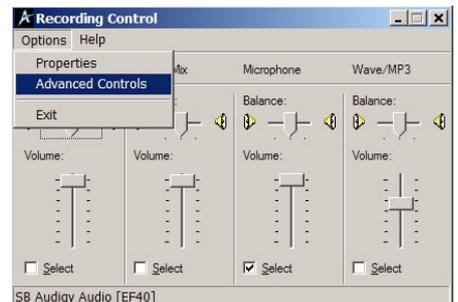
Select the Microphone and make sure that the bar is near the top.



**c) People hear me, but the sound is interrupted and sentences do not seem to be complete ...**

Select the microphone boost (20dB): Open the audio properties in windows. Go to **START** | (Settings) | **Control Panel** | **Sound and Audio Devices** | (click on the third tab) **Audio** | click on **Volume** in the section **Recording Control**

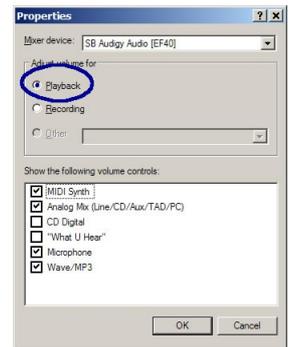
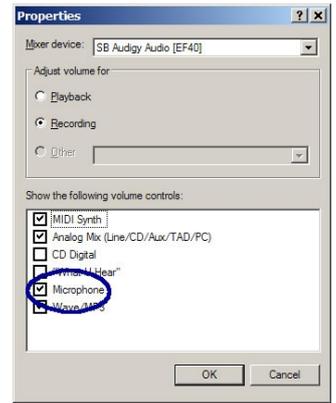
Go to **Options** | (click on) **Advanced Controls**



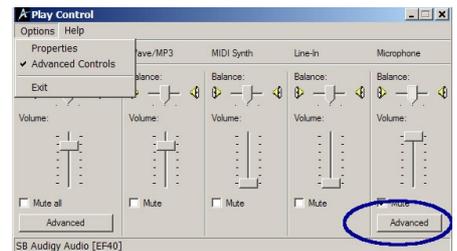
**Note:** Very often these Advanced Controls are greyed out and can not be selected. This might have to do with the fact, that the microphone simply is not listed amongst all of the different sliders. To list all of the possible sliders, go to **Options | Properties** and checkmark every item on this list in the window. Then click on **OK** to return to the Recording Control.

**Note:** Very often, even when the microphone is listed, the Advanced Controls are still greyed out. This is one of the mysteries of Microsoft Windows sound properties. If this happens, do not despair, you will likely be able to select the Advanced Controls in the Volume control panel.

In the Recording Control Go to **Options | Properties |** (select the radio button) **Volume Control/ Sound Playback |** (click on) **OK**



In the Volume Control go to Options | select **Advanced Controls**



Then you will see a new button in the microphone section, called Advanced. Finally, you have reached the microphone boost. Place a checkmark in the box.



### 3.7.6 Checklist

|             |       |       |               |       |        |         |           |
|-------------|-------|-------|---------------|-------|--------|---------|-----------|
|             | Skype | JaJah | Gizmo Project | Ineen | Babble | Voxwire | iVocalize |
| Full Duplex | ✓     | ✓     | ✓             | ✓     | ✓      |         |           |

|                               |                    |               |                                 |                        |                   |                             |                             |
|-------------------------------|--------------------|---------------|---------------------------------|------------------------|-------------------|-----------------------------|-----------------------------|
| Audio conferencing            | ✓                  | ✓             |                                 | ✓                      |                   | ✓                           | ✓                           |
| Echo cancellation             | ✓                  | ✓             |                                 | ✓                      |                   | ✓                           | ✓                           |
| Integrated video conferencing | ✓                  |               |                                 | ✓                      |                   |                             |                             |
| Integrated text chat          | ✓                  |               | ✓                               | ✓                      |                   | ✓                           | ✓                           |
| File sending                  | ✓                  |               |                                 |                        |                   |                             |                             |
| Audio/ call recording         |                    |               |                                 | ✓                      |                   |                             | ✓                           |
| Call to landlines             | ✓                  | ✓             | ✓                               |                        | ✓                 |                             |                             |
| Receive from landlines        | ✓                  | ✓             | ✓                               |                        | ✓                 |                             |                             |
| Send SMS                      | ✓                  | ✓             |                                 |                        | ✓                 |                             |                             |
| Web-based                     |                    | ✓             |                                 |                        |                   | ✓                           | ✓                           |
| Price                         | Free               | Free          | Free                            | Free                   | Free              | From \$37/ month (10 users) | From \$40/ month (10 users) |
|                               |                    |               |                                 |                        |                   |                             |                             |
|                               | <b>Google Talk</b> | <b>Raketu</b> | <b>Microsoft Live Messenger</b> | <b>Yahoo Messenger</b> | <b>AIM Triton</b> | <b>Vonage</b>               |                             |
| Full Duplex                   | ✓                  | ✓             | ✓                               | ✓                      | ✓                 | ✓                           |                             |
| Audio conferencing            |                    | ✓             |                                 | ✓                      |                   |                             |                             |
| Echo cancellation             |                    |               | ✓                               | ✓                      | ✓                 |                             |                             |
| Integrated video conferencing |                    |               | ✓                               | ✓                      | ✓                 |                             |                             |
| Integrated text chat          | ✓                  | ✓             | ✓                               | ✓                      | ✓                 |                             |                             |
| File sending                  | ✓                  | ✓             | ✓                               | ✓                      | ✓                 |                             |                             |
| Audio/ call recording         |                    |               |                                 |                        |                   |                             |                             |

|                               |      |      |      |      |      |      |  |
|-------------------------------|------|------|------|------|------|------|--|
| <b>Call to landlines</b>      |      | ✓    | ✓    | ✓    | ✓    | ✓    |  |
| <b>Receive from landlines</b> |      |      |      | ✓    | ✓    | ✓    |  |
| <b>Send SMS</b>               |      |      |      |      |      |      |  |
| <b>Web-based</b>              |      |      |      |      |      |      |  |
| <b>Price</b>                  | Free | Free | Free | Free | Free | Free | \$14.99 for unlimited local and regional calls<br>\$24.99 for unlimited long distance call(US, Canada) |

### 3.7.7 Glossary

**Voice over Internet Protocol**, also called **VoIP**, IP Telephony, Internet telephony, Broadband telephony, Broadband Phone and Voice over Broadband is the routing of voice conversations over the Internet or through any other IP-based network. Protocols which are used to carry voice signals over the IP network are commonly referred to as Voice over IP or VoIP protocols. They may be viewed as commercial realizations of the experimental Network Voice Protocol (1973) invented by the ARPANET.ce providers. Some cost savings are due to utilizing a single network to carry voice and data, especially where users have existing underutilized network capacity they can use for VoIP at no additional cost. VoIP to VoIP phone calls on any provider are typically free, whilst VoIP to PSTN calls generally costs the VoIP user.

### 3.7.8 Resources

- **Web Definitions for VoIP:** [http://www.google.com/search?hl=en&lr=&defl=en&q=define:VoIP&sa=X&oi=glossary\\_definition&ct=title](http://www.google.com/search?hl=en&lr=&defl=en&q=define:VoIP&sa=X&oi=glossary_definition&ct=title)
- **Voice-Over-Internet Protocol:** An overview of VoIP from the Federal Communications Commission. With news, FAQs, factsheets, and findings. <http://www.fcc.gov/voip/>
- **What Is VoIP?** <http://www.oreillynet.com/pub/a/network/2005/09/02/what-is-voip.html>
- **VoIP – Wikipedia:** [http://en.wikipedia.org/wiki/Voice\\_over\\_IP](http://en.wikipedia.org/wiki/Voice_over_IP)
- **VOIP Wiki - a reference guide to all things VOIP:** <http://www.voip-info.org/wiki/>
- **How VoIP Works :** <http://electronics.howstuffworks.com/ip-telephony.htm>
- **Custom news radar on Voice over IP:** Clicking on below link will open a new window for you with a news radar on Voice over IP. All of the latest information on Voice over IP and their use, implications and applications are collected through RSS. Every time you click on it, the information will be different!  
[http://grazr.com/gzpanel.html?file=http://www.mysyndicaat.com/myfeed/feed/RobinGood\\_VoIP%20Newsradar%20by%20Robin%20Good](http://grazr.com/gzpanel.html?file=http://www.mysyndicaat.com/myfeed/feed/RobinGood_VoIP%20Newsradar%20by%20Robin%20Good)

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## 4 Learning Block 2

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### 4.1 Introduction to Learning Block 2

*Serpil Sahin Gonul*

#### 4.1.1 Orientation

The objectives of this unit are to:

- continue to understand the potential of the live online environment for language teaching and learning
- reflect on the learning goal of a particular teaching approach, and to evaluate to what extent this goal may be achieved in a synchronous online environment
- be able to apply theory to practice and to discover the characteristics of perceived Intercultural Communicative Competence (ICC) that are common to people from different cultures
- engage with whiteboarding and live annotation tools
- familiarise yourself with the peer-to-peer activity and with the tools that are used to complete the peer-to-peer task

We will do this through a number of topic areas and by the end of this block you should have:

- watched and commented on a short live online teaching scenario (GS)
- begun to consider ways in which to what extent the learning goal of your particular teaching approach may be achieved in a synchronous online environment (GS)
- reflected on the questions and discussed them with your peer, read the notes on perceived ICC and summarised the similarities and differences between your ideas and the others' (P2P, RO & GS)
- explored the potential of whiteboarding and live annotation tools in language teaching and learning (RO)
- participated in the peer-to-peer activity and familiarised yourself with the tools that are used to perform the peer-to-peer task (P2P)
- participated in the group session (GS)
- produced further written documents for your development portfolio

NB Some of the topics are described as "Read only" (RO), others are labelled "Peer-to-Peer" (P2P) and some are specifically aimed at the "Group Session" (GS). Try to be as well-prepared as possible for the Group Sessions.

What you need to do in this unit to be ready for the group session:

1. Watch and evaluate the teaching scenario
2. Reflect on the learning goal of your particular teaching approach relating it to the synchronous online environment
3. Answer the questions stated in the Learning Unit Perceived ICC and discuss them with a colleague
4. Read the Learning Units on Perceived ICC and Whiteboarding, and complete the relevant tasks and activities
5. Complete the peer-to-peer activity and read the Knowledge Units explaining how to use the relevant tools for the peer-to-peer task
6. Keep your writings reflecting upon the related topics in the relevant tasks and activities in your development portfolio
7. Visit the course forum at least once

- Read the references in How to to manage your study time throughout the course
- Don't forget you can ask questions in the Course Forum at any time. Your trainers will visit this forum on a regular basis.

### 4.1.2 Peer to Peer

This week's peer-to-peer activities consist of four parts. Please refer to How to to learn what is meant by "Peer-to-Peer activity".

1. Meet in pairs using your preferred Instant Messenger mentioned in Learning Block 1.
2. Start a session in Vyew and experiment with Vyew's whiteboard functionalities. Please refer to the following How to to learn how to use Vyew.
3. Invite one of your peers to work with you on creating an ice-breaker for demonstration in the live group session at the end of this Learning Block. Although you will create this in pairs or groups of three, only one of you will conduct the activity, so you need to decide who will act as the teacher. Following on from the ideas for ice-breakers demonstrated in the group session of Learning Block 1, and reflecting on the writing exercise you did, design an ice-breaker activity of between 5 and 10 minutes long. You should create a scenario: for example, this is a group of three advanced learners of English; their PC skills are varied. The scenario should be available as a word document for inclusion in your development portfolio.
4. Discuss the questions mentioned in Perceived ICC.

### 4.1.3 How to

Throughout the LANCELOT course, the weekly activities are grouped in the following three main activities:

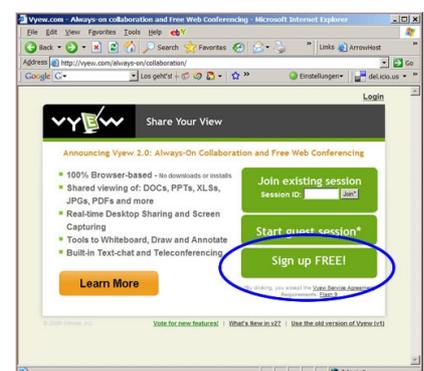
- 2 hrs synchronous group sessions
- 2 hrs synchronous peer-to-peer activities
- 6 hrs asynchronous reading and reflective writing exercises

Peer-to-peer activities are activities, during which you meet your fellow trainees or peers in the group in a more private online setting. Sometimes you will meet in pairs, sometimes as triads. Why is this above-mentioned time requirement important? Because many of the tools that we would like you to get to know throughout the course are synchronous in nature. This means you can only try them out with someone else. Whilst text or voice chatting via Instant Messenger (Skype, MSN etc.), you can experiment with all of the functionalities and your peer will be able to give you feedback as to what he/she sees on his/her screen.

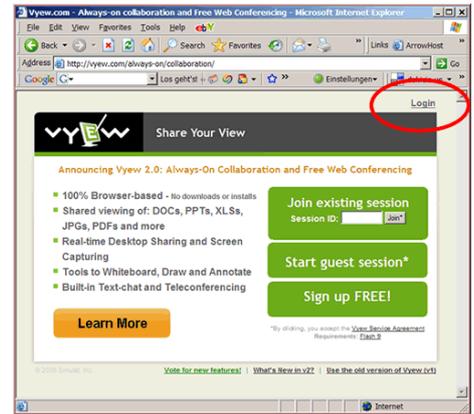
#### How to sign up for and start a Vyew session

The following are step-by-step instructions on how to register with Vyew: <http://www.vyew.com>

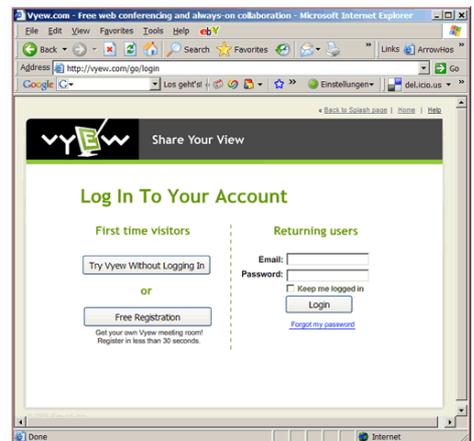
Step 1) Sign up with Vyew; it's free.



Step 2) You will receive an email for verification of your email address. Proceed to Log-in.



Step 3) Add your email and password in the section Returning user. Next: Click on Join My Session. You will find that you can return again and again to this session and previously used images etc. are still available.



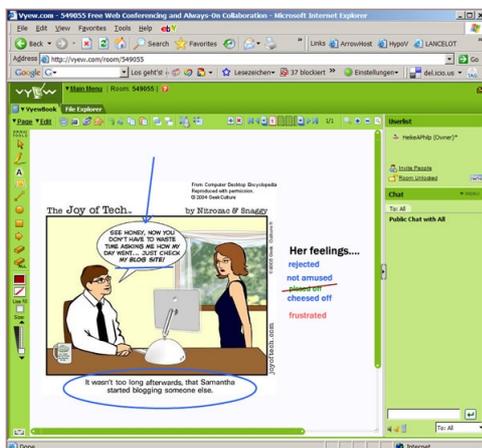
Step 4) Invite your peer by telling him the session ID no.

Step 5) Use the tool to upload a picture, take a screenshot of your desktop and *have fun*. Prepare ice-breaker activity.

### 4.1.4 Group Session

This week's synchronous online session has two key elements:

1. To present an ice-breaker activity that you have prepared in pairs or groups of three in advance
2. To discuss the questions mentioned in Perceived ICC



#### Task 1

In preparation for Task 1, you may need to read through the Icebreakers in Language Learning mentioned in Learning Block 1 in order to refresh your memory on the topic. Then, you need to read through the materials in Language Teaching Methodology in a Live Online Environment (1). Make sure that you have looked at Task 3 under Peer to Peer and the following Writing Exercise.

#### Task 2

You need to reflect on the questions stated in Reflection, to discuss them with your peer (See Peer to Peer 4), and look through the the input materials on Perceived ICC. Then, think about the issues raised there and summarise the similarities and differences between your ideas and the

others'. (More details here) Be prepared to present your ideas and discuss them as the whole group in the synchronous session.

## 4.2 Lesson Observation (2)

Angela McLachlan

### 4.2.1 Orientation

Following on from Lesson Observation (1) and the synchronous whole-group session in Learning Block 1, if you are new to the live online environment, you will now have gathered some initial impressions, and made some preliminary observations about teaching and learning languages synchronously online. Observation 2 is a short clip showing a teacher practising simple directions and making use of a map. Watch the clip, and make your comments and observations as you did for Observation 1. Are there any particular issues you think are important for live online delivery with a group of learners?

### 4.2.2 How to

As you did in Learning Block 1, refer to the following features to guide your observation. If there are additional features or issues you identify within the scenario, please also ensure you make note of those to share with the whole group.

- Methodology
- Lesson aims
- Lesson structure
- Teaching approach
- Teaching and learning content
- Range of activities
- Suitability of materials
- Teacher talk and learner talk
- Promoting individual language skills
- Use of target language (TL) evidence of ICC issues or cultural input
- Group interaction
- Other observations

### Learning Environment & Technology

- Does the learning environment appear to support language teaching and learning?
- Strengths/weaknesses?
- Audio & video quality
- Range of tools employed
- Suitability of tools employed to particular activities
- Teacher technical management skills
- Learner appropriation of tools
- Teacher roles
- Learner roles
- Other observations

### 4.2.3 Scenario

Scenario: Italian lesson - Sai indicare la strada (directions): This 7 min recording features a listening and speaking game to learn common Italian expressions used when directing someone to find a certain place. Initially, the language learners listened to new vocabulary being introduced by the teacher.

Then the game was played twice: First of all, the teacher asked the learner to take a pen and 'walk' the way, following her directions. Then she turned the situation around: the learner was asked to provide directions and the teacher followed

them. Notice, what happened when she decided to have a little stop over in the coffee bar...

**NOTE:** The voice quality in this recording does not reflect the actual voice quality of the virtual classroom environment. Whatever the environment, the voice quality always deteriorates due to compression techniques of the recording devices. (Scenario: see CD-Rom)

#### 4.2.4 Resources

The following document can be found in the annex: Sai Indicare La Strada

### 4.3 Language Teaching Methodology in a Live Online Environment (1)

Angela McLachlan

#### 4.3.1 Orientation

The purpose of this learning unit is to promote discussion and encourage trainees to reflect on the learning goal of their particular teaching approach, and to evaluate to what extent this goal may be achieved in a synchronous online environment. We will do this in several ways:

- firstly through the theme of '**Communicative Language Teaching**' (CLT);
- iteratively through the ongoing design and testing of **teaching activities**, which you undertake in each learning block in the numbered learning units entitled 'Live Online Teaching and Learning in Practice', and again
- iteratively through the **discussion** which commences in Learning Block 3 on 'Exploring Synchronous Online Methodologies: Towards Effective Practice'.

Trainees will also refer to their own prior knowledge of language teaching methodologies, and to their professional experience, and critique CLT in the context of their growing knowledge of the live online environment, and the implications and potential of that environment for teaching and learning languages.

#### 4.3.2 Overview

As language teachers, you will already be familiar, either in practice or in theory, with a range of language teaching methodologies. Some of the most widely-applied methodologies include:

- Communicative Language Teaching (CLT)
- The Grammar-Translation Method
- The Direct Method
- The Audio-lingual Method
- The Silent Way
- Suggestopedia
- Community Language Learning
- Total Physical Response
- Content-based, Task-based and Participatory Approaches
- Learning Strategy Training, Cooperative Learning and Multiple Intelligences
- The Oral Approach
- Situational Language Learning
- Whole Language
- Neurolinguistic Programming

- The Lexical Approach
- Competency-based Language Teaching
- The Natural Approach
- Cooperative Language Learning
- Focus-on-Form Method
- Cognitive Methods
- Language Awareness Approach

(Compiled and summarised from Larsen-Freeman, 2000 and Richards & Rodgers, 2001)

### 4.3.3 Definition

Nunan (1991) posts five features of Communicative Language Teaching

- an emphasis on learning to communicate through **interaction in the target language**
- the introduction of **authentic texts** into the learning situation
- the provision of opportunities for learners to focus, not only on the language, but also on the **learning process** itself
- an **enhancement of the learner's own personal experiences** as important contributing factors to classroom learning
- an attempt to link classroom language learning with **language activation outside** the classroom

In our activity and lesson planning, we can relate these features to Hymes' (1979) notion of 'communicative competence', which is based on "possibility, feasibility, appropriateness and accepted usage".

As you plan, you may also keep in mind the "3Ps" - presentation, practice, production.

### 4.3.4 Task

Think about the following ideas and then make a contribution to the course forum. You may want to add to your colleagues contributions or add your own new piece. How would you characterise your own preferred approach to language teaching? It may differ from the communicative approach, and that is perfectly acceptable. Explain why you teach the way you do, and in what ways you believe it leads to effective language learning. There are no right or wrong 'answers' here: it depends on your professional judgment. We are beginning to evaluate our methods, approaches and activities by reflecting on our current practice as language teachers as a springboard for exploring ways of establishing effective practice in the live online environment. Please include some examples of activities you use to promote communication in the language classroom: For example, can you add to this list: ice-breakers, warm-up games or activities, role-play, pair and group work, games and quizzes, memory games.

## 4.4 Perceived ICC

*Serpil Sahin Gonul*

### 4.4.1 Orientation

In this Learning Unit, the main purpose is to apply theory to practice.

For this purpose, you should keep in mind the theoretical information given in Learning Block 1, blend it with your own opinion and reflect upon the characteristics of ICC that you perceive. To reflect upon this, the questions in the Knowledge Unit Reflection will help you formulate your opinion. After thinking over these questions on your own, you are expected to

discuss these questions, first with your partner in a synchronous peer-to-peer activity, and then synchronously as the whole group to discover the characteristics of perceived ICC that are common to people from different cultures.

After that, you are expected to read the extracts cited from the article "Intercultural communication competence: Identifying key components from multicultural perspectives" by Lily A. Arasaratnam & Marya L. Doerfel (2005) in the Knowledge Unit [Writing Exercise](#) and then reflect upon and formulate your opinions on the subject.

#### 4.4.2 Reflection

Please follow the steps below:

- Answer the following questions\* on your own.
- Then have a discussion with your partner.
- Finally discuss them in the group.

The five questions below are posed to explore issues related to two primary questions: "How is ICC defined in a **vernacular** meaning?" and "What are the characteristics of **perceived ICC** that are common to people from different cultures?" (which are stated as research questions as the former RQ1 and the latter RQ2 by Arasaratnam & Doerfel 2005, p. 144 ). Kindly answer the questions in your own words in such a way as to accurately reflect your own personal opinion.

1. How would you define intercultural communication?
2. Can you identify some qualities or aspects of people who are competent in intercultural communication?
3. Can you identify some specific individuals whom you think are particularly competent in intercultural communication and say why you perceive them as such?
4. What are aspects of good communication in your culture/opinion?
5. What are aspects of bad communication in your culture/opinion?

\* These questions are taken from Arasaratnam & Doerfel (2005, p. 146-147).

For the definitions of the expressions in bold, please refer to the Glossary.

#### 4.4.3 Writing Exercise

First, go to the following link and read the abstract of the article "Intercultural communication competence: Identifying key components from multicultural perspectives" by Lily A. Arasaratnam & Marya L. Doerfel (2005) in order to gain a general idea of what the article is about. You can find the link for the abstract of this article in the Knowledge Unit References. Then, read the following extracts from the same article by Lily A. Arasaratnam & Marya L. Doerfel (2005):

"The results from semantic network analysis reveal 11\* unique dimensions, namely heterogeneity, transmission, other-centered, observant, motivation, sensitivity, respect, relational, investment, and appropriateness. It is interesting to note that even though the dimensions are unique, they complement one another in their overall description of a competent intercultural communicator." (p. 159)

There seems to be a typo here. It should read 10 unique dimensions.

For the definitions of these dimensions, please refer to the [Glossary](#).

"One of the purposes of this study was to construct a definition of ICC. Results indicate that "intercultural" encompasses ethnic, religious, cultural, national, and geographic variances and "communication" is perceived to be verbal exchange of ideas and messages through the use of language, and involves an element of understanding on the part of the participants." (p. 159-160)

Finally, summarise in writing what the similarities and the differences are between the opinions you have held up to this point in terms of the definition of ICC and the ideas stated in the abstract and above. In your comparison, consider particularly "11 actually 10 because of the typo mentioned above unique dimensions of ICC" stated above and the

definitions of which you have read in the Glossary. Did you think and discuss similar ideas or were your ideas different? If so, in what way?

#### 4.4.4 Glossary

**Appropriateness:** *Appropriateness* is an additional dimension to the negatives or opposites of the ones which provide insight into the fourth question on the list, namely into 'the aspects of good communication'. It provides insight into the fifth question on the list, namely into 'the aspects of bad communication'. The lack of appropriateness is defined as incompetent or bad communication. (concluded and adapted from the article by Arasaratnam & Doerfel 2005, p. 159).

**Heterogeneity:** *Heterogeneity* dimension is one of the two dimensions which provide insight into the first question in the list, namely into 'the definition of intercultural communication'. It refers to the mixed background dimension in which intercultural communication is described as people of two different ethnic groups or cultures trying to communicate, perhaps despite their differences. (concluded and adapted from the article by Arasaratnam & Doerfel 2005, p. 155).

**Intercultural Communication:** *Intercultural Communication* occurs whenever a message produced in one culture must be processed in another culture. (Samovar and Porter 1997, p. 8; cited in Arasaratnam & Doerfel 2005, p. 155)

**Intercultural Communicative Competence (ICC) :** *Intercultural Communicative Competence (ICC)* is an attempt to raise students' awareness of their own culture and help them to interpret and understand other cultures. It is not just a body of knowledge but a set of practices requiring knowledge, skills and attitudes. (Chris Rose, British Council, Italy)

**Intercultural Competence (IC):** *Intercultural Competence (IC)* is being able to interact with people from another country and culture in a foreign language - being able to negotiate a mode of communication and interaction which is satisfactory to oneself and the other interlocutors. Knowledge of the other culture is linked to language competence through the ability to use language appropriately and having awareness of the specific meanings, values and connotations of language. (Byram 1997)

**Investment:** *Investment* is one of the three dimensions which provide insight into the fourth question in the list, namely into 'the aspects of good communication'. This dimension shows a strong preference to one's ability to take time to listen, talk, know, and make friends. (concluded and adapted from the article by Arasaratnam & Doerfel 2005, p. 158).

**Motivation:** *Motivation* is one of the two dimensions which provide insight into the third question in the list, namely into 'specific individuals who are perceived to be competent intercultural communicators, and their qualities'. It indicates that competent intercultural communicators are able to show interest, make an effort to talk and understand and extend help. (concluded and adapted from the article by Arasaratnam & Doerfel 2005, p. 157).

**Observant:** *Observant* is one of the two dimensions which provide insight into the second question on the list, namely into 'the qualities of competent intercultural communicators'. This dimension describes individuals who are open to others, better in communicating, show interest in differences and are aware of these, and have a level of exposure to these differences that make them able to pick up on these. (concluded and adapted from the article by Arasaratnam & Doerfel 2005, p. 157).

**Other-centered:** *Other-centered* is the second dimension which provides insight into the second question on the list, namely into 'the qualities of competent intercultural communicators'. It implies that competent intercultural communicators are person-centered, sensitive, and kind, have experience with different cultures, want to learn about cultural matter, and are good at these processes. In this sense, it resembles empathy. (concluded and adapted from the article by Arasaratnam & Doerfel 2005, p. 157).

**Relational:** *Relational* is the second dimension which provides insight into the fourth question on the list, namely into 'the aspects of good communication'. This dimension describes a communicator who is able to make friendly personal conversation and ask questions about one's family. (concluded and adapted from the article by Arasaratnam & Doerfel 2005, p. 158).

**Respect:** *Respect* is the third dimension which provides insight into the fourth question on the list, namely into 'the aspects of good communication'. This dimension includes the ability to look people in the eye and show respect in the use of

language. Competent communicators are described as polite, able to relate at the level of other, and able to save face with the other. (concluded and adapted from the article by Arasaratnam & Doerfel 2005, p. 158).

**Sensitivity:** *Sensitivity* is the second dimension which provides insight into the third question on the list, namely into ‘specific individuals who are perceived to be competent intercultural communicators, and their qualities’. It indicates that competent intercultural communicators ask questions, are sensitive to the background of others, are kind, and again, show a global outlook. This sounds similar to the knowledge component. (concluded and adapted from the article by Arasaratnam & Doerfel 2005, p. 158).

**Transmission:** *Transmission* is the second dimension which provides insight into the first question on the list, namely into ‘the definition of intercultural communication’. It refers to the nature of communication as an exchange of information between individuals from different beliefs, communicating outside their group. This dimension includes the idea that ‘communication’ is messages and ideas being conveyed across to the others and that these are understood. (concluded and adapted from the article by Arasaratnam & Doerfel 2005, p. 155-156).

**Vernacular:** In this context, the term ‘vernacular’ refers to “casual variety used spontaneously rather than self-consciously” (Wikipedia), or to “the plain variety of language in everyday use by ordinary people” (Random House Webster’s). So, here, you are expected to define ICC “using plain, everyday, ordinary language” (Random House Webster’s), i.e. you are not supposed to give a formal, text book definition .

#### 4.4.5 References

Arasaratnam, Lily A. & Doerfel, Marya L. (2005) "Intercultural communication competence: Identifying key components from multicultural perspectives." *International Journal of Inercultural Relations*. Volume 29, Issue 2, March 2005, Pages 137-163. <http://tinyurl.com/2ftea2>

Random House Webster’s. Electronic Dictionary and Thesaurus, College Edition version 1.0, (adj. 4., n. 9.)

Wikipedia. <http://en.wikipedia.org/wiki/Vernacular>

## 4.5 Whiteboarding

*Heike Philp (Originally researched and compiled by Robin Good)*

### 4.5.1 Orientation

Whiteboarding tools are often an integral part of many web conferencing, presentation and online collaboration tools.

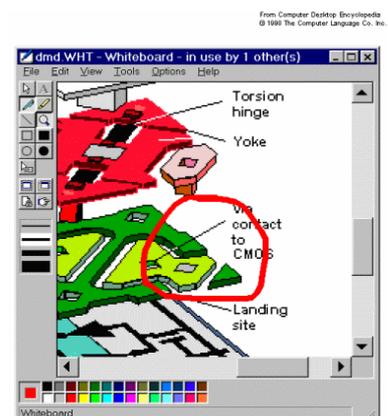
Whiteboarding and live annotation tools can be divided into two main categories:

1. traditional conferencing whiteboards and
2. application-independent screen annotation tools.

**Traditional conferencing whiteboards** share many similarities with the original Microsoft NetMeeting whiteboard facility and only recently have some companies started to look into revising and innovating that original whiteboarding approach.

The main limitation of traditional whiteboarding facilities is that they have been largely designed by technical developers who had no knowledge or awareness of effective visual communication principles and usability rules. The end result has been a long crop of web conferencing tools integrating a feature set not serving the presenter in effectively annotating and marking up the material being presented. The major limitations have always been the crude intrusiveness of the annotation marks generated by these tools as well as the lack of more appropriate and intuitive annotation devices.

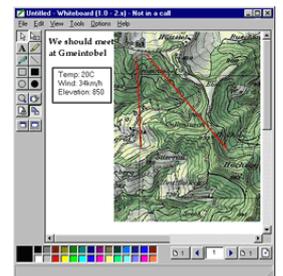
**Application-independent screen annotation tools** have generally been better in this respect as most of them have been borne out of training and educational needs.



### 4.5.2 Description

The typical toolset making up a whiteboarding facility generally includes:

- Freehand drawing
- Line drawing
- Empty rectangle and ellipse
- Real-time pointer - laser pointer
- Marker with preset symbols
- Arrow - pointer
- Highlighter - emphasize
- Numbered marker
- Spotlight
- Text tool
- Eraser (individual - global)
- Fill Color choice
- Line thickness



The key functions available to the user should normally include:

- Import an existing picture
- Take a screenshot of any open window/application
- Multiple simultaneous whiteboards

Other relevant functions that may be included are:

- Saving/Loading annotations
- Hide/Display annotations at will
- Edit and move each individual annotation element
- Interactivity among multiple users\*



The original Microsoft **NetMeeting whiteboard feature set** included the ability to:

- Review, create, and update graphic information.
- Manipulate contents by clicking, dragging, and dropping information on the whiteboard with the mouse.
- Cut, copy and paste information from any Windows-based application into the Whiteboard.
- Use different-colored pointers to easily differentiate participants' comments.
- Save the Whiteboard contents for future reference.
- Load saved Whiteboard pages, enabling you to prepare information before a conference, then drag and drop it into the Whiteboard during a meeting. (Source: Microsoft NetMeeting)



\*Recent whiteboarding tools offer the possibility to have multiple users (at a distance) take advantage of these tools simultaneously offering the opportunity to collaboratively interact with the material being presented.

### 4.5.3 How to

A whiteboard might, in essence, be compared to the use of the black board in class - yet it is profoundly different. Just how different it is in fact can be seen in the numerous publications which were produced by the academic world after the installation of thousands of **Interactive Whiteboards (IWB)** in Schools in England, for example, during the last decade.

Implementing Interactive Whiteboards in English schools seem to have gone hand in hand with more student centered schooling styles. The benefits are great and the debate about the appropriate pedagogical use of this new 'toy' is unabated. Many articles which discuss the implications of this tool on classroom activities, speak volumes: Giving every pupil a voice, Letting the students take over.

And there are those who express a word of caution: The aim of the [ESRC funded project](#): Interactive Whiteboards as Pedagogic Tools in Primary School puts it this way: *The interactive whiteboard is becoming a common feature of primary classrooms in the UK and Britain appears to be leading the world in introducing this technology. However, this is taking place in the absence of a clear conception of the whiteboards as communicative and pedagogic tools. Policy for the introduction of whiteboards appears to be 'technology-led' rather than 'educationally-led'. Research on their use so far also seems predicated on the assumptions that the introduction of this new technology will transform teaching and do so for the better. Experience of earlier educational ICT initiatives show that these are dubious assumptions.*

### 4.5.4 Explanation

An Interactive Whiteboard (product names such as SMART Board, Promethean ACTIVEBoard or Team Board) is a touch sensitive white screen, of similar size than the 'old blackboard', which it replaced. There is a beamer and a computer. The beamer (projector) and the IWB are connected to a computer or a laptop. This way, the large IWB in a real classroom can display everything that a computer/ laptop can display with the added advantage that it can be annotated by the students or the teacher using a special pen. This pen looks like a real pen, but acts like a mouse in as much as it can use colors and shapes of the drawing tools, which are similar to that of MS Paint, a graphic editing program.

Whilst this kind of technology in a real classroom requires expensive hardware, its functionalities are identical to the ones of the whiteboards tools described under the section whiteboarding. Comparing the 'old' conventional black board to the functionalities of the IWBs, the following benefits have been mentioned frequently:

- Save lessons and return to earlier work
- Accessing web-based resources
- Unlimited space
- Highlighting facility
- Magnifier
- Eraser
- Different coloured pens
- Keeps the (real) classroom cleaner
- Ability to draw accurate shapes
- Easy graph making facility
- Ability to print and email work
- Play DVDs and
- Handwriting recognition

One of many examples....

Jonathan Finkelstein in his new book: "Learning in Realtime" compares the use of the whiteboard with a sports ground or a sports field. A few lines and a few rules are often the recipe for a prolonged interactive and creative time of collaboration.

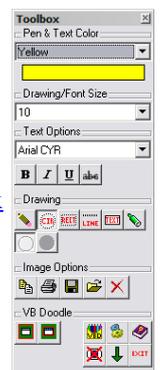
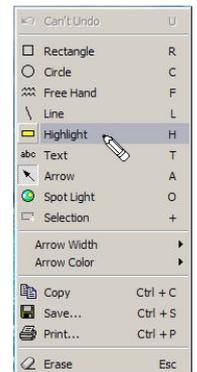
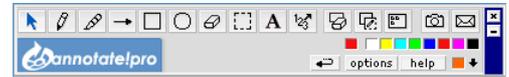
### 4.5.5 Tools

Whiteboarding and Screen Annotation Tools can be grouped in:

1. Software based tools
2. Web-based tools and
3. Web conferencing tools

#### 1. Software based screen annotation tools

- **AnnotatePro:** Professional screen annotation tool for Windows. Well engineered, full featured, easy to use.  
<http://www.annotatepro.com/>
- **WinPointer 3:** Fully-featured and easy to use real-time screen annotation tool with multiple layers of annotations, hiding or displaying each layer separately, or together.  
<http://www.pcmag.com/article2/0,1895,1735437,00.asp>
- **Milori - Training Tools:** Windows software which provides excellent live annotation and markup tools. Can work in conjunction with any other screen sharing or web presentation technology:  
<http://www.milori.com/products/trainingtools/>
- **Deskmarker by Delight Software:** Very simple tool integrates only a live freehand marker with color and thickness controls, pen transparency and the ability to colorize windows controls with transparency.  
<http://www.deskmarker.com/en/index.php>
- **SlideMate:** Live screen annotation on any application or document, text, multiple tools, color and thickness choice, ability to save. Can work as if using a blackboard, whiteboard or a transparent layer on top of the screen:  
<http://www.ypgsoft.com/markpen/index.htm>
- **VBDoodle:** VBDoodle is a freeware that allows you to both capture and annotate anything being shown on your computer screen. It integrates basic text, highlighter, simple shapes, color and thickness choice.  
<http://www.hopkinsprogramming.net/software/vbdoodle/>
- **Virtual Board:** Virtual Whiteboard is a screen annotation tools and integrates screen capture, zooming, live annotation and markup, text annotation, saving and loading of annotations, use of clipart and an effectively designed user interface.  
<http://lightools.fredisland.net/>
- **Talk and Write:** Talk and write is a Skype-enabled application which allows you to upload and share a whiteboard and any document with anyone among your Skype contacts.  
<http://www.talkandwrite.com/>
- **M2 ScreenInk:** For Tablet PCs.  
<http://www.marauderzstuff.com/programs/m2screenink/default.aspx>



#### 2. Web-based Tools

- **Vyew:** Web-based service which provides excellent live annotation and markup tools. Any file or image can be annotated live, zoomed and worked on collaboratively: <http://www.vyew.com>

- **Depicto:** Free web-based whiteboard allows the upload and live annotation of multiple digital images.  
<http://www.depicto.us/depicto/index.php>
- **Groupboard:** Groupboard is a set of multi-user java applets including whiteboard, chat, message board, games and voice conferencing. It can easily be inserted into your website with a few lines of HTML code.  
<http://www.groupboard.com/>
- **ImaginationCubed:** A demonstrative collaborative whiteboarding space supported by a live screen recorder.  
<http://www.imaginationcubed.com/LaunchPage>

### 3. Web Conferencing Tools that integrate effective whiteboarding and live annotation tools

- **PresenterNet:** PresenterNet integrates interactive two-way whiteboard. <http://www.presenternet.com>
- **Vocalize:** iVocalize integrates a good set of annotations tools, full whiteboard, and ability to let all attendees interact live with these tools <http://www.ivocalize.com/>
- **InstantPresenter:** <http://www.instantpresenter.com/>
- **Convoq:**<http://www.convoq.com/>
- **Acrobat Connect (formerly known as Breeze):** <http://www.adobe.com/products/breeze/>

4.5.6 Checklist

|  | <i>AnnotatePro</i> | <i>Milori Training Tools</i> | <i>Pointer (by Geneva Logic)</i> | <i>Slidemate</i> | <i>ActivePen</i> | <i>WinPointer 3</i> | <i>Desk-marker</i> | <i>VBDoodle</i> | <i>Depicto</i> | <i>Vyew</i> |
|--|--------------------|------------------------------|----------------------------------|------------------|------------------|---------------------|--------------------|-----------------|----------------|-------------|
| <b>Freehand drawing</b>                  | ✓                  | ✓                            | ✓                                | ✓                | ✓                | ✓                   | ✓                  |                 |                |             |
| <b>Line drawing</b>                      | ✓                  | ✓                            | ✓                                | ✓                | ✓                | ✓                   |                    |                 |                |             |
| <b>Empty rectangle and ellipse</b>       | ✓                  | ✓                            | ✓                                | ✓                | ✓                | ✓                   | ✓                  |                 |                |             |
| <b>Real-time pointer - laser pointer</b> |                    | ✓                            | ✓                                |                  |                  |                     |                    |                 |                |             |
| <b>Marker with preset symbols</b>        |                    |                              |                                  |                  |                  |                     |                    |                 |                |             |
| <b>Arrow - pointer</b>                   | ✓                  | ✓                            | ✓                                |                  | ✓                |                     |                    |                 |                |             |
| <b>Highlighter - emphasize</b>           |                    | ✓                            | ✓                                |                  | ✓                | ✓                   |                    |                 |                |             |
| <b>Numbered marker</b>                   | ✓                  |                              | ✓                                |                  |                  |                     |                    |                 |                |             |
| <b>Spotlight</b>                         |                    | ✓                            | ✓                                |                  | ✓                |                     |                    |                 |                |             |
| <b>Text tool</b>                         | ✓                  | ✓                            | ✓                                |                  | ✓                |                     |                    |                 |                |             |
| <b>Eraser (individual - global)</b>      | ✓                  | ✓                            | ✓                                | ✓                | ✓                |                     | ✓                  |                 |                |             |

|  |         |         |      |  |                            |        |   |      |      |      |
|--|---------|---------|------|--|----------------------------|--------|---|------|------|------|
| <b>Undo</b>  | ✓       | ✓       |      |  | ✓                          | ✓      |   |      |      |      |
| <b>Import an existing picture</b>                        |         |         | ✓    |  | ✓                          |        |   |      |      |      |
| <b>Take a screenshot of any open window/ application</b> | ✓       | ✓       | ✓    |  | ✓                          | ✓      |   |      |      |      |
| <b>Hiding desktop icons</b>                              |         |         |      |  |                            |        |   |      |      |      |
| <b>Saving/ Loading annotations</b>                       |         | ✓       |      |  |                            | ✓      |   |      |      |      |
| <b>Hide/ Display annotations at will</b>                 |         |         |      |  |                            | ✓      |   |      |      |      |
| <b>Edit and move each individual annotation element</b>  |         |         |      |  |                            |        |   |      |      |      |
| <b>Interactivity among multiple users*</b>               |         |         |      |  |                            |        |   |      |      |      |
| <b>Price</b>   | \$19.95 | \$74.95 | \$49 | 1-200 Users:<br>419.95 per<br>user/<br>Unlimited<br>\$2000 | From \$20.95<br>to \$29.95 | \$7.97 | Free - \$15<br>for<br>commercial<br>use | Free | Free |      |
| <b>Free Trial</b>  | ✓       | ✓       |      | ✓  | ✓                          | ✓      | ✓                                       |      |      | Free |
|  |         |         |      |  |                            |        |   |      |      |      |

|  | <u>iVocalize</u> | <u>Group-board</u> | <u>Netmeeting</u> | <u>GoTo Meeting</u> | <u>Presenter Net</u> | <u>Instant Presenter</u> | <u>Deskmarker</u> | <u>Convoq</u> | <u>Adobe Breeze</u> |  |
|--|------------------|--------------------|-------------------|---------------------|----------------------|--------------------------|-------------------|---------------|---------------------|--|
| <b>Freehand drawing</b>                  | ✓                | ✓                  | ✓                 | ✓                   | ✓                    | ✓                        | ✓                 |               |                     |  |
| <b>Line drawing</b>                      | ✓                | ✓                  | ✓                 | ✓                   |                      | ✓                        |                   |               |                     |  |
| <b>Empty rectangle and ellipse</b>       | ✓                | ✓                  | ✓                 |                     | ✓                    | ✓                        | ✓                 |               |                     |  |
| <b>Real-time pointer - laser pointer</b> | ✓                | ✓                  |                   | ✓                   | ✓                    |                          |                   |               |                     |  |
| <b>Marker with preset symbols</b>        |                  |                    |                   |                     |                      |                          |                   |               |                     |  |
| <b>Arrow - pointer</b>                   |                  | ✓                  | ✓                 | ✓                   | ✓                    |                          |                   |               |                     |  |
| <b>Highlighter - emphazier</b>           | ✓                |                    | ✓                 | ✓                   |                      |                          |                   |               |                     |  |
| <b>Numbered marker</b>                   |                  |                    |                   |                     |                      |                          |                   |               |                     |  |
| <b>Spotlight</b>                         |                  |                    |                   |                     |                      |                          |                   |               |                     |  |
| <b>Text tool</b>                         | ✓                | ✓                  | ✓                 |                     | ✓                    | ✓                        |                   |               |                     |  |
| <b>Eraser (invidividual - global)</b>    |                  | ✓                  | ✓                 | ✓                   |                      | ✓                        | ✓                 |               |                     |  |
| <b>Undo</b>                              | ✓                |                    |                   |                     | ✓                    |                          |                   |               |                     |  |

|  |  |      |      |           |                                     |                    |                                |                       |  |  |
|--|--|------|------|-----------|-------------------------------------|--------------------|--------------------------------|-----------------------|--|--|
| <b>Import an existing picture</b>                        | ✓  | ✓    | ✓    |           |                                     |                    |                                |                       |  |  |
| <b>Take a screenshot of any open window/ application</b> | ✓  | ✓    | ✓    |           |                                     |                    |                                |                       |  |  |
| <b>Hiding desktop icons</b>                              |  |      |      |           |                                     |                    |                                |                       |  |  |
| <b>Saving/ Loading annotations</b>                       |  | ✓    | ✓    |           |                                     |                    |                                |                       |  |  |
| <b>Hide/ Display annotations at will</b>                 | ✓  |      |      |           |                                     |                    |                                |                       |  |  |
| <b>Edit and move each individual annotation element</b>  |  | ✓    |      |           |                                     |                    |                                |                       |  |  |
| <b>Interactivity among multiple users*</b>               | ✓  | ✓    | ✓    | ✓         | ✓                                   |                    |                                |                       |  |  |
| <b>Price</b>   | From \$20/month (5 users) to \$1200/month (1000 users) | Free | Free | From \$49 | From \$39.95/month to \$59.95/month | From \$49 to \$599 | Free - \$15 for commercial use | From \$495 to \$19200 | From \$375/month per user to \$750/month |  |
| <b>Free Trial</b>  | ✓  | ✓    | ✓    | ✓         | ✓                                   | ✓                  | ✓                              |                       |  |  |

## 4.5.7 Resources

- **How To Use Interactive Whiteboards with Modern Languages:**  
<http://www.ltscotland.org.uk/mfle/creativeteaching/interactivewhiteboards/howtousewhiteboards.asp>
- **Whiteboarding 101 (video):** Learn tips and tricks for effective (traditional) whiteboarding, including how to frame issues, how to use color and the importance of using conventions. Some of this well applies to online whiteboarding and is therefore valuable advice to follow: [http://news.zdnet.com/2036-2\\_22-5806933.html](http://news.zdnet.com/2036-2_22-5806933.html)
- **Whiteboard – Wikipedia:** <http://en.wikipedia.org/wiki/Whiteboard>
- **Microsoft NetMeeting - Whiteboard information:** That's where it all started:  
<http://www.microsoft.com/windows/NetMeeting/Features/Whiteboard/default.ASP>
- **Whiteboarding in the classroom:** [http://physicsed.buffalostate.edu/AZTEC/BP\\_WB/](http://physicsed.buffalostate.edu/AZTEC/BP_WB/)
- **Educational software employing group competition using an interactive electronic whiteboard:**  
<http://www.amazon.com/gp/product/B00081OECG/ref=nosim/002-5669269-8100040?camp=2025&dev-t=D26XECQVNV6NDQ&link%5Fcode=xm2&n=551440>
- **Interactive whiteboards enhance the learning experience for deaf, hard-of-hearing students**  
<http://www.amazon.com/gp/product/B00082LWY8/ref=nosim/002-5669269-8100040?camp=2025&dev-t=D26XECQVNV6NDQ&link%5Fcode=xm2&n=551440>
- **The Digital Whiteboard: A Tool in Early Literacy Instruction:**  
[http://www.readingonline.org/electronic/RT/2-04\\_column/index.html](http://www.readingonline.org/electronic/RT/2-04_column/index.html)
- **Host a virtual meeting: collaborate with a video link and a whiteboard:**  
<http://www.amazon.com/gp/product/B0007UUBTS/ref=nosim/002-5669269-8100040?camp=2025&dev-t=D26XECQVNV6NDQ&link%5Fcode=xm2&n=551440>
- **Custom news radar on Whiteboarding:** Clicking on below link will open a new window for you with a news radar on Whiteboarding. All of the latest information on Whiteboarding and its tools and applications are collected through RSS. Everytime you click on the following link, the information will be different!  
[http://grazr.com/gzpanel.html?file=http://www.mysyndicaat.com/myfeed/feed/RobinGood\\_Whiteboarding%20Newsradar%20by%20Robin%20Good](http://grazr.com/gzpanel.html?file=http://www.mysyndicaat.com/myfeed/feed/RobinGood_Whiteboarding%20Newsradar%20by%20Robin%20Good)

## 4.6 Development Portfolio

*Angela McLachlan*

### 4.6.1 Orientation

The Development Portfolio is 40% of your overall final mark, and is designed as both a personal record of learning and as an assessment tool. Throughout the course, you will collect a significant amount of the work you undertake as a series of word documents and other media (pictures, sound files, video), and this will inform your development as a live online language teacher. At the end of course weeks 5 and 10 you will submit this collection of materials by email to your trainer/assessor.

You will work both individually and with peers, for example, designing teaching and learning activities, and creating the materials for them so that you will have a useful resource bank of ideas and activities to use or adapt for future lessons, and these too will be collected in your portfolio. You can refer to your course handbook for details of portfolio content, or download the table under 'Resources'. You will also be told within the individual learning units what work should be saved as a word document, and stored in your portfolio. Please create a local portfolio folder on your own computer desktop which you will upload to us later.

## 4.6.2 Resources

The following document can be found in the annex: Development Portfolio

## 4.7 Course Bibliography

*Angela McLachlan*

### 4.7.1 Orientation

The LANCELOT course is based on three strands:

- Methodology
- Intercultural Communicative Competence
- Technology

Throughout the course, a number of books, articles and websites are referred to. You will find the complete lists under *Resources*. Please feel free to download these for reference. There is also a 'General' list, which gives titles you may find of interest.

### 4.7.2 Resources

The following document can be found in the annex:

- Bibliography ICC
- Bibliography Language Teaching Methodology
- Bibliography Technology

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# 5 Learning Block 3

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## 5.1 Introduction to Learning Block 3

Heike Philp

**The objectives of this unit are to:**

- continue to explore the live online environment and its possibilities
- explore Synchronous Online Methodology by means of a model: the Hexagon
- gain a deeper understanding of the key issues in Intercultural foreign language teaching and learning and in intercultural differences in the virtual environment
- explore the potential of screen sharing techniques and familiarize yourself with scheduling tools
- utilise these scheduling tools to meet in groups of threes and fours during the peer-to-peer sessions

We will do this through a number of topic areas and by the end of this block you should have:

- watched and evaluated a short live online teaching scenario( -> Lesson Observation (3) )
- begun to consider ways to apply the model of the Hexagon in the live online environment
- read and made notes on Foreign Language Learning & Teaching in the Virtual Environment
- deepened your understanding on Intercultural Differences in the Virtual Environment
- explored tools for screen sharing
- participated in the group session and familiarized yourself with some features of a live online environment
- produced initial written documents for your development portfolio

**What you need to do in this unit to be ready for the group session:**

1. Watch and evaluate the teaching scenario
2. Conduct the peer-to-peer activity
3. Explore the Hexagon model and start reflecting upon applications for lesson design
4. Visit the course forum and make contributions

Don't forget, you can ask questions in the *Course Forum* at any time. Your trainer will visit this forum on a regular basis. The LANCELOT Team wishes you an effective learning week!

### 5.1.1 Peer to Peer

There are several activities to do with one of your peers in this Learning Block. You should plan your time carefully to ensure that you can do these before the group session. If you can, arrange to work with someone in your group who you have not yet worked with before.

1. You will be working together creating a teaching and learning activity of some 5-10 minutes in length, which one of you will demonstrate in the whole-group session in the role of 'teacher'. Having observed 3 live online teaching scenarios, and participated in two live sessions, you will becoming more familiar with what works, and what doesn't, in the live online language classroom. You may choose to create any kind of activity you wish, according to your own preferred methodology. We will evaluate it as a group in terms of its appropriacy for the live online environment. So, for example, you may choose an introductory, a reinforcement or embedding activity in the

communicative tradition, but it is entirely up to you and your peers. Give yourself a reasonable amount of time for this task, however, do not spend more than a maximum of one hour on it. You may feel that you wish to spend longer on it, but it is not necessarily a good idea to do so. Remember, this activity will represent no more than 5-10 minutes of an actual teaching session, and therefore, it is not feasible to spend four or five times the amount of time on preparation than on delivery. Naturally, as we familiarise ourselves with this new environment, we expect to spend more time on tasks than we would if we were already familiar with the platform. One hour is a reasonable amount of time to devote to this type of activity. As you demonstrate your T&L activity in the whole-group synchronous session, you will also be asked to justify your methodological approach. You will also benefit from self-evaluation, and from the feedback given by the trainer and your peers. You should provide details of the activity as a word document for inclusion in your development portfolio. The range of activities that you demonstrate the group, and evaluate as a group, will contribute to a very useful materials bank that you can all benefit from after the course in your professional practice as live online language teachers. Remember that, although you will be preparing this activity in pairs, only one of you will demonstrate it in the live environment.

2. Prepare your scale as mentioned in the [Task](#) of Intercultural FLL&T in the Virtual Environment
3. Download the document “matching exercise” in [KU "file exchange"](#), meet with your partner, discuss together which of the following items goes under these two headings and choose the item from the checklist which has helped you come to this decision:
  - Recommendations for Low-Context instructional designers
  - Recommendations for High-Context learners to adapt to a low-context IBL learning environments

### 5.1.2 Group Session

#### Preparation for the synchronous group session

This week's synchronous online session has two key elements:

1. To discuss the Hexagon as a model for lesson planning by applying it to the teaching and learning activities, which you presented during the first hour of the group session
2. To discuss intercultural aspects in a virtual environment using the scale for self-assessment and by discussing the matching exercise (maze)

##### Task 1

In preparation for Task 1, you may need to read through the Section 'Exploring Synchronous Online Methodology: Introducing the Hexagon' and download the image from the Resource page. (Tip: To save the hexagon-final-version.jpg image and to see it in sharper focus, right mouse click on link and select 'Save target as..'). Study the hexagon image.

##### Task 2

Read the definition of “Intercultural Communication” under KU Glossary. Keeping this definition in mind, read the examples under KU Example and complete the “An intercultural maze” exercise. Finally, describe 5 interactions in which you have been an active participant and which you would regard as intercultural experiences. Then create a scale and place these 5 communication experiences on the following scale based on their degree of intercultural intensity. To download the scale, go to the Task in Intercultural FLL&T in the Virtual Environment, right mouse click on the image and select 'Save picture as...!'

## 5.2 Lesson Observation (3)

Angela McLachlan

### 5.2.1 Orientation

As in Learning Blocks 1 and 2, you will observe and evaluate a short live online teaching scenario. As you note your observations and reflections, start to build up a list of what you consider to be effective practice in this environment. It may

be useful to include what you consider to be ineffective practice. Give the rationale for your observations, as these will inform our exploration of synchronous online methodology later in this Learning Block.

### 5.2.2 Scenario

#### Scenario: Screen sharing Date and Time

The teaching scenario you will observe in this Learning Block aims to build on the previous scenarios you have observed, evaluated and discussed. As you become more familiar with this new teaching and learning environment and have looked at ways teachers use the environment to facilitate effective learning, you may find that some of your original observations and reflections are beginning to change, or indeed, that some of them are being confirmed.

Observing teachers experienced in this environment will enable us to begin to draw together our observations and reflections. We will then evaluate these observations and reflections in terms of successful learning. Finally we will identify, and understand, what makes good practice.

This short sequence shows a teacher using the **Screen-sharing facility to practise time telling as part of a larger lesson**. The lesson plan and materials used are included in Resources.

Click on the link below to watch the teaching scenario. Note your observations and reflections according to the suggested criteria. Please remember to note any issues or ideas you identify as important, and those which might not be included in the suggested criteria, so that we may share these in whole-group discussion. (see CD-ROM for the recording).

### 5.2.3 Resources

The following documents can be found in the annex:

- Calendar blank
- Calendar this week
- Lesson Observation Sheet 1
- Lesson on time and appointments 1
- Times dates and appointments

### 5.2.4 Task

#### Identifying Effective Practice

Let's begin to draw together initial thoughts on what we consider to be effective practice in this environment. For example, consider and comment on the following point: teachers should ensure that all learners have an equal chance to participate in the live online session, and embed this very carefully into lesson and individual activity planning. Please remember, the scenarios you observe will not necessarily demonstrate every possible aspect of teaching and learning in this environment: their principle function is to familiarise you with 'real' teaching and learning sessions, and to act as a springboard for reflection and discussion.

Be prepared to discuss your ideas in the Group Session.

## 5.3 Exploring Synchronous Online Methodology: Introducing the Hexagon

*Angela McLachlan*

### 5.3.1 Orientation

Language teachers in the face-to-face classroom adopt a particular methodology, or blend of methodologies, and also have a particular, often personal approach to the way they facilitate language learning. The online environment is no different, and as you work through the course and begin to gain professional experience, your preferred methodology and approach may evolve and develop. Here, we will begin to explore issues and perspectives in establishing a methodology, and relate it

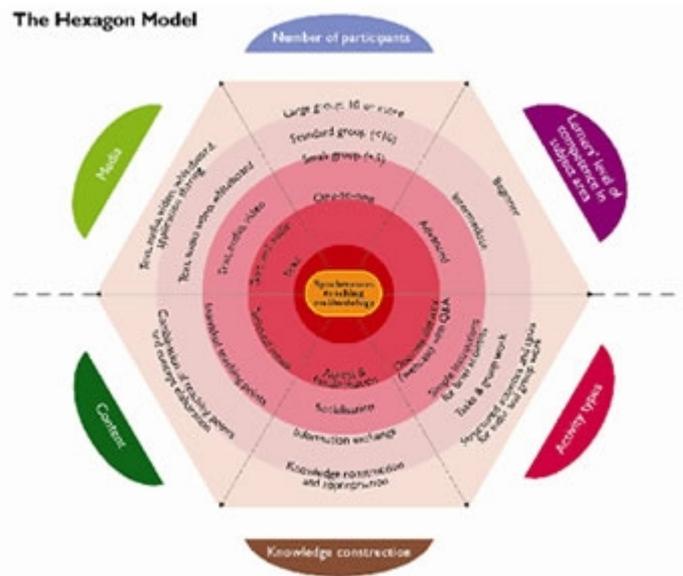
closely to our work in identifying effective practice. The Hexagon model presented under 'Resources' aims to promote individual and whole-group exploration of the issues and perspectives of teaching and learning in this environment.

Take some time to read the accompanying texts, and as you do so, begin to consider in what ways the teaching and learning activities you devised in Learning Block 2, and presented to the group in the synchronous session, fit this model. You will do this in more detail under 'Mapping T&L Activities to the Hexagon', but it will be useful to be thinking about that as you read.

### 5.3.2 Explanation

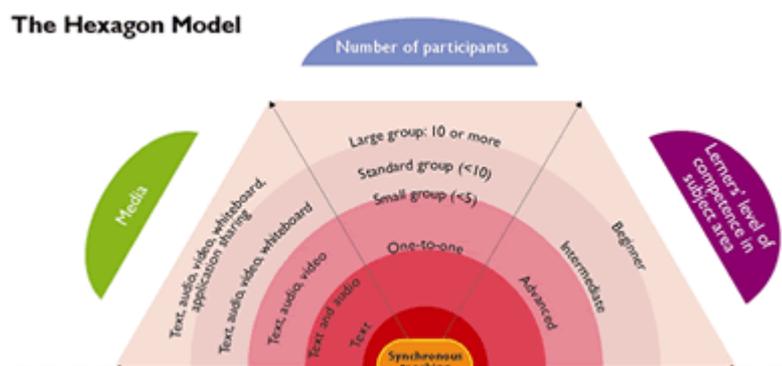
#### The Hexagon: A Model for Synchronous Online Language Teaching and Learning

As you consider the Hexagon model under 'Resources', you may find it helpful to read these accompanying notes. As you read, make note of any points you find of interest and that can help inform your practice as a synchronous online language teacher. Remember that you may not necessarily agree with some of the statements, and you should note also why this is the case. In the writing exercise, you will map the two Teaching and Learning activities you created and demonstrated in the synchronous session of Learning Block 2 to the Hexagon, so as you read, keep in mind your T&L activities, and the evaluative feedback you got from the trainer and the rest of the group, as well as your own personal evaluation.



#### The Upper Half of the Hexagon

Media: it is possible that using a range of media within a single session can add complications for both teachers and learners, and place additional demands upon the system. Teachers may feel that staying closer to the centre of the Hexagon poses fewer 'risks'; others may argue that a media-rich teaching and learning session facilitates language learning in ways that would not be possible in a technically simple session, for example using simply text and audio. As in the f2f



environment, teachers should choose a particular medium for a particular learning activity with care.

#### Number of Participants

Currently, there is no evidence to suggest that a teaching and learning session for more than 10 people within an integrated webconferencing system provides an optimal language learning experience - however, there is no evidence to suggest that with a robust system, and a highly skilled teacher, this may not be possible. To run an effective synchronous session, maintaining focus with sustained levels of engagement and interactivity may well pose considerable challenges to the synchronous online teacher.

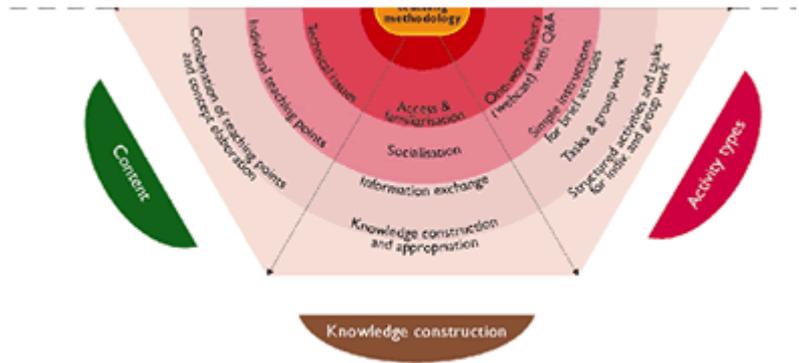
#### Learners' Level of Competence in Subject Area

Working with beginners is placed at the outer edge of the Hexagon, to illustrate the contention that this is more complex per se than working with advanced language learners. Some teachers may disagree with this.

## The Lower Half

### Content

Currently, one of the greatest challenges for the synchronous online language teacher, both in terms of pedagogy and time, is how to create and deliver effective learning content. Some teachers may feel that an inherent part of any T&L session has to address prevailing technical issues. As we move away from the centre, teaching individual 'points' such as a particular grammatical concept, or using a certain text to work on reading skills (eg reading for gist) may be considered less complex than bringing a number of individual points together across the whole session, or a number of sessions. Careful longer-term lesson planning should enable teachers to overcome these complexities where they exist.



### Knowledge Construction

This segment reflects Gilly Salmon's 2003 model, which is grounded in social constructivist theories of learning. It is generally accepted that in models of e-learning, processes of higher-order knowledge appropriation are only possible once other processes have been set in motion. So according to this model, deep learning would not take place until learners are familiar with the learning environment, and each other; are comfortable as a group, and are socialising well, and meaningful and relevant information is being exchanged.

### Activity Types

We can argue that the types of activities a teacher may design and employ in a synchronous online session may depend on how comfortable both he/she and the group of learners feel within and with the synchronous environment. Over time, in this, as in any other learning environment, the range and depth of complexities of individual activities, and indeed whole sessions, may become easier to plan for and manage. It could also be argued that as we employ increasingly complex activities, what we gain in terms of effective teaching and learning content, we may lose in terms of technological 'risk'.

## 5.3.3 Writing Exercise

### Mapping the Learning Block 2 Teaching and Learning Activities to the Hexagon

As indicated in the 'explanation' section, you should now take some time to consider where on the Hexagon you would place the two teaching and learning activities you prepared and demonstrated in Learning Blocks 1 & 2. We will discuss your thoughts on the Hexagon in the synchronous session of Learning Block 4. This input will also form part of your development portfolio.

## 5.3.4 Resources

The following document can be found in the annex:

- The Hexagon Model

## 5.4 Intercultural FLL&T in the Virtual Environment

### Serpil Sahin Gonul

Comparable to the distinction made between “cultural” versus “intercultural” in Learning Block 1 (LB1), we also need to clearly differentiate between “intercultural” and “cross-cultural” in FLL&T. Our point of focus here is on “intercultural” and “in the virtual environment”. The term “virtual environment” is used to cover “both ‘synchronous’ and ‘asynchronous’ via the Internet”. In this Learning Unit, the difference between the terms “Intercultural” and “cross-cultural” will be clarified in order to capture the essence of the term “intercultural” in FLL&T. After that, the advantages of the virtual environment in intercultural FLL&T will be mentioned.

### 5.4.1 Explanation

#### ‘Intercultural’ or ‘cross-cultural’?

It is important to differentiate between these two terms as the following reasons below explain: Spencer-Oatey (2004) states that the terms ‘cross-cultural’ and ‘intercultural’ are often regarded as interchangeable, but in fact they are different. Cross-cultural studies are comparative in nature, and compare, for example, English strategies for starting conversations with German strategies; intercultural studies, on the other hand, examine interactions between people from different cultural backgrounds, such as conversations between English and German students. The focus of intercultural communication studies is typically on communication between people who speak different languages, have different ethnic backgrounds, and/or have different nationalities.

According to Belz & Thorne (2005, pp. ix), the term “intercultural” has “the potential for FLE (Foreign Language Education) to serve as a site for the complexification of the self on linguistic, social, cultural, and ethical planes through lived experiences of communicative interaction with persons from other cultures in both additional and native language.”

Kecskes (2004, pp. 1-2) points out that intercultural communication differs from cross-cultural communication in that cross-cultural communication “is usually considered a study of a particular idea(s) or concept(s) within several cultures that compares one culture to another on the aspect of interest,” while intercultural communication “focuses on interactions among people from different cultures” (cited in Bertz & Thorne 2005, pp. ix).

Scollon and Scollon (2001, p. 539) further observe that intercultural communication involves “the study of distinct cultural or other groups in interaction with one another”. In the cross-cultural paradigm, on the other hand, “the members of distinct groups do not interact with each other ... but are studied as separate and separable entities” (cited in Bertz & Thorne 2005, pp. ix).

Bertz & Thorne (2005, pp. ix-x) draws two analogies. The first regards the similarity of cross-cultural communication and traditional classroom-based FL instruction where learners study the language and the culture of a different group but typically do not interact with members of that group during instructional periods. The second analogy concerns the parallels between intercultural communication in general and Internet-mediated Intercultural Foreign Language Education (ICFLE) in particular where interaction with members of the studied culture forms the leading classroom activity.

## 5.5 The Advantage of the Virtual Environment in Intercultural FLL&T

Handling Intercultural Foreign Language Learning and Teaching matters in the virtual environment is considered to be more advantageous by many scholars. As Kinginger (2004, p. 103) states “the hallmark of ICFLE is the inclusion of living, breathing human representatives of the languages and cultures under study in classroom-based FL instruction. (cited in Bertz & Thorne (2005, pp. x) As Bertz & Thorne (2005, pp. x) emphasize: “the Internet serves as the mediator of this inclusive process”. . . “ It is the means by which educators may bring together those who represent various national, ethnic, socio-economic, social class, and faith-based viewpoints via classroom practices generally termed “telecollaborative” (see Glossary ) in a supportive environment and in pedagogically sound ways to develop what Byram (1997) has described as “intercultural competence” as well as “grammatical and pragmatic FL competencies.”

### 5.5.1 Glossary

- **Telecollaborative foreign language learning and teaching (FLL&T):** *Telecollaborative foreign language learning and teaching (FLL&T)* involves the use of Internet communication tools by internationally dispersed students of language in institutionalized settings in order to promote the development of (a) foreign language (FL) linguistic competence and (b) intercultural competence. (Belz 2003, p. 69)
- **Intercultural communication:** *Intercultural communication* occurs when large and important cultural differences create dissimilar interpretations and expectations about how to communicate competently. (Lustig & Koester, 2006, p. 52)

### 5.5.2 Example

Read the following examples and go to the Knowledge Unit Task after reading them.

#### Example 1

Tony Duffy is from the UK and he was brought up in a British, Anglo-Saxon culture. After teaching English to foreigners in the UK, he went to Spain to teach English. He has been living and teaching English in the Basque Country for several years. Now, he feels that he belongs to two cultures: a British, Anglo-Saxon culture through his upbringing and a Spanish/Basque/European social culture through adoption. He says that “when I first came to live in Spain I found it somewhat difficult to adapt to the way that people spoke in bars when ordering food or drink. Being British, I was used to asking things using ‘please’ and polite forms in general. However, in Spanish and Basque it is the custom to use imperative, or indirect imperative forms to ask for things, something that even now makes me feel uncomfortable. I have since adopted a middle position, using a question form with polite intonation to make requests and this seems the most acceptable compromise to me. However, I still feel uncomfortable using direct imperatives without any ‘softeners’ in such situations.”

#### Example 2

Neslihan Baltacıoğlu is a Turkish woman. She was born and grew up in Ankara, the capital and the second biggest city of Turkey. At the age of 27, she got married to a Croatian man and went to live in Zagreb, Croatia for about 7 months. It was her first time she had ever been abroad. She says “because my husband was Croatian, I knew something about the country, people and language a little, and he helped me a lot.” Then, she and her husband went to live in Budapest, Hungary. Neither of them spoke any Hungarian but they had some friends who could speak English. Her landlady who was Hungarian could speak only some German which Neslihan couldn’t speak, and she was able to speak Hungarian very little then.

#### Example 3

Ana Lorenzon was born in Vancouver to a Northern Italian family who immigrated to Canada in the very early 1950’s. Her parents spoke a Venetian dialect to each other. Hence the first language she learnt was a Venetian dialect. She was brought up with Italian traditions and culture. She perfected her English after starting school and being exposed to television. She virtually grew up with two different cultures, but her parents were not involved in her second culture in Canada. Once she had finished her university studies, she decided to move to Italy after meeting her future husband. She says that, “it turned to be a traumatic experience. Although I had an Italian background, it was outdated and from a different region than the one I had moved to. It was outdated because my parents along with all the other Italian immigrants in Vancouver did not evolve as did their counterparts who remained in Italy; hence they had and rejected an outdated view of what Italian life back home was all about. Perhaps I was slightly privileged having had some Italian cultural background, but none the less it was very hard going.”

#### Example 4

Ivana Tsvetkov is from Slovakia. She attended university in Germany. When she went to Göttingen, she was not able to make friendships with the German students. She started conversations with them, but they led nowhere. She says that, “when I met a Russian or Bulgarian student, they immediately proposed to go to drink a coffee. When I met a German student, it was a small talk without any further plans to meet again. When I met some English students, they also were interested in communicating while drinking a coffee in the town. So I had a little bit a hard time to integrate into the German student groups and actually I didn’t manage it really. I had only very few German contacts with students who were very interested in meeting new cultures and people.”

#### Example 5

Veronica Olguin Partida is from Mexico. Her husband was sent to work to Buenos Aires, Argentina, where Spanish is spoken. They went to a restaurant in Puerto Madero, which is one of the most elegant areas in Buenos Aires. She says, “it was time for dessert so my husband wanted ‘strawberries and cream’, he ordered them and the waiter couldn’t understand ‘fresas’ as opposed to Argentinean Spanish ‘frutillas’. He had to order in English.”

### 5.5.3 Task

#### Asynchronous self-study activity:

Follow the steps below:

- Read the definition of “intercultural communication” under KU Glossary.
- Keeping this definition in your mind, read the examples under KU Example.
- Go to the following page Task - Text 2 and do “An Intercultural Maze” exercise.
- Finally, describe 5 interactions in which you have been an active participant and which you would regard as intercultural experiences. Then create a scale and place these 5 communication experiences on the following scale based on their degree of intercultural intensity. Please use either a power point presentation slide or a word document to represent this so you will be able to screencast it during the group session. While placing your experiences on the following scale from the most intercultural towards the least intercultural, remember that “Situations in which the individuals are very different from one another are most intercultural, whereas those in which the individuals are very similar to one another are least intercultural.” (Lustig & Koester, 2006, p. 52)



#### Whole group synchronous activity:

Screen-share your own scale showing the interactions you have experienced with other participants. Briefly talk about each interaction and explain why you have ordered them in this way from most to least intercultural.

### 5.5.4 Task

An Intercultural Maze – see CD-Rom

### 5.5.5 References

Belz, Julie A. (2003) Linguistic Perspectives on the Development of Intercultural Competence in Telecollaboration. *Language Learning & Technology*. Vol. 7, No. 2, May 2003, pp. 68-117 <http://llt.msu.edu/vol7num2/pdf/belz.pdf>

Belz & Thorne (2005) "Internet-mediated intercultural foreign language education and the intercultural speaker." [http://language.la.psu.edu/~thorne/belz\\_thorne\\_AAUSC2005.pdf](http://language.la.psu.edu/~thorne/belz_thorne_AAUSC2005.pdf)

Kecskes, Istvan. (2004) "Lexical Merging, Conceptual Blending, Cultural Crossing." *Intercultural Pragmatics* 1 (1): 1-4.

Kinginger, Celeste. (2004) "Communicative Foreign Language Teaching Through Telecollaboration." In *New Insights Into Foreign Language Learning and Teaching*. (eds.) Oliver St. John, Kees van Esch, and Eus Schalkwijk, 101-113. Frankfurt: Peter Lang.

Lustig, Myron W. & Koester, Jolene. (2006) *Intercultural Competence: Interpersonal Communication Across Cultures*. Boston: Pearson.

Scollon, Ron, and Suzanne Wong Scollon. (2001) "Discourse and Intercultural Communication." In *Handbook of Discourse Analysis*, (eds) Deborah Schiffrin, Deborah Tannen, and Heidi E. Hamilton, 538-547. Malden, MA: Blackwell.

Spencer-Oatey, Helen (2004) "253. Sociolinguistics and Intercultural Communication" in U. Ammon, N. Dittmar, K. Mattheier and P. Trudgill (eds) *Sociolinguistics: An International Handbook of the Science of Language and Society*. Berlin: Walter de Gruyter.

## 5.6 Intercultural Differences in the Virtual Environment

Serpil Sahin Gonul

### 5.6.1 Orientation

In this Learning Unit, we will focus on intercultural differences which may arise during an intercultural communication setting between participants of that communication, especially in the virtual environment.

In the following Knowledge Units, you will find some useful information on intercultural differences in the virtual environment. This information will help you take such potential differences into account while planning your virtual lessons and practising them.

Before going through with the Knowledge Unit Task, you should finish reading the Knowledge Units Explanation, Example, Checklist and Glossary.

### 5.6.2 Explanation

According to Bentley & et al. (2004, p. 61), in internet-based learning (IBL), “understanding differing educational values and cultural expectations could provide an important competitive edge for providers (universities, publishing houses, and corporate training entities).” Thus, understanding them could also be helpful for live online language teachers to embed them in the course to satisfy their students.

After stating that “How each of us determines “good” or “quality” instruction is to a large degree founded on what educational values we hold”, they mention that “these values are primarily shaped by:

1. cultural norms
2. the philosophy(s) of learning to which we adhere, and
3. our personal preferences for learning"

Additionally, they list eight educational value differentials or factors for IBL, which can help us make distinctive difference in how the learner perceives quality in instruction, as follows (Bentley, J. P. H. et al. 2004, p. 62-65):

1. Language differential
2. Cultural differential
3. Technical infrastructure differential
4. Local vs global differential
5. Learning style differential
6. Reasoning pattern differential
7. High and low context differential
8. Social context differential

(Not all the differentials will be explained here. Only ‘high and low context’ will be explained below as it is thought it is likely to be something new for you. For more information about the others, please refer to the following document cited in the Knowledge Unit References – Bentley & et al. 2004. For the examples given for each differential, refer to the Knowledge Unit Example.)

#### High context and low context:

**The Context Content of Various Communications**

|                   | DEGREE OF CONTEXT |                     |            |                    |                |                    |                          |                   |
|-------------------|-------------------|---------------------|------------|--------------------|----------------|--------------------|--------------------------|-------------------|
|                   | Words             | Control Over Format | Voice Tone | Immediate Feedback | Nonverbal Cues | Environmental Cues | Direct Physical Exchange | Informal Contacts |
| Person-to-Person  | ■                 | ■                   | ■          | ■                  | ■              | ■                  | ■                        | ■                 |
| Videoconferencing | ■                 | ■                   | ■          | ■                  | ■              | ■                  | ■                        | ■                 |
| Phone             | ■                 | ■                   | ■          | ■                  | ■              | ■                  | ■                        | ■                 |
| Voicemail         | ■                 | ■                   | ■          | ■                  | ■              | ■                  | ■                        | ■                 |
| Fax and Groupware | ■                 | ■                   | ■          | ■                  | ■              | ■                  | ■                        | ■                 |
| Email             | ■                 | ■                   | ■          | ■                  | ■              | ■                  | ■                        | ■                 |

The chart was developed based on suggestions from George Renwick.

In the 1960s, the sociologist Edward T. Hall suggested that the world's cultures could be divided into two categories: high context and low context. Low-context cultures such as America, Britain, and Australia do not usually use social contexts to determine the most appropriate way of replying to messages. But in high-context cultures such as Japan, Russia and countries in Latin America, the context conveys as much information as (or even more than) the meaning of the message. If Hall's theories are applicable to online communication, they may explain why Computer-Mediated Communication (CMC) technologies are problematic for some cultures. (Archee 2003, p. 40). Keeping this knowledge in mind while planning and practising online lessons should help you solve the problems which may occur.

The following table shows the context content of various communications. The progression from personal meeting to email shown in the table involves a declining loss of context. Although many people prefer a face-to-face setting, videoconferencing is the second in the list to have high degree of context.

According to Gundling (1999, p. 30) important messages are best communicated through high-context means. However, "low-context communications may be acceptable or even preferable when there is a strong rapport between the parties." (Renwick, George; cited in Gundling 1999, p. 30). The following figure shows the relationship between rapport and context.

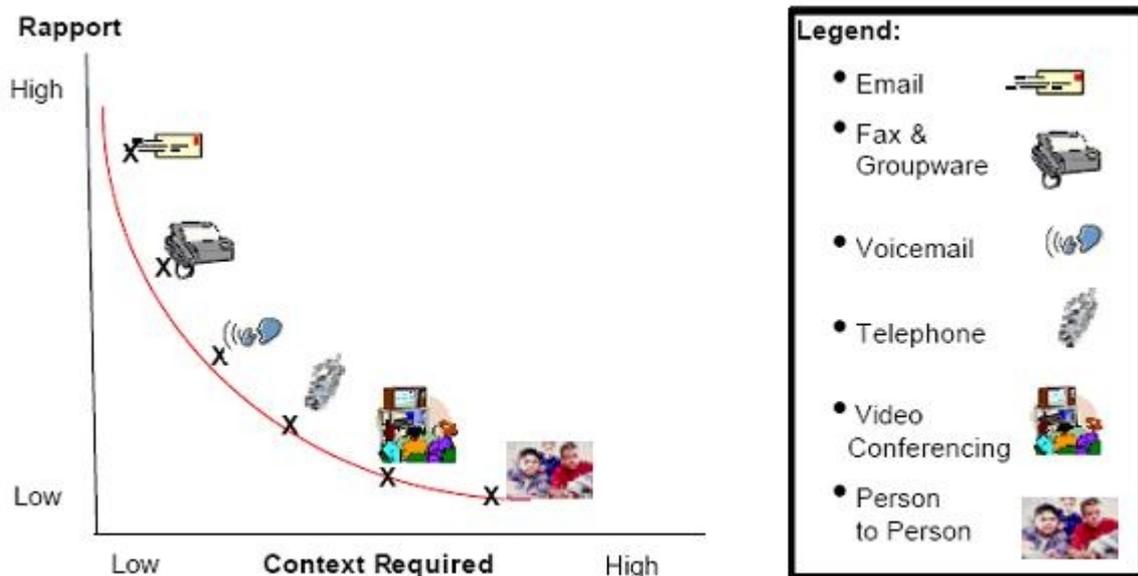


Figure 1. Rapport verses context axis adapted from Gundling (2000).

(taken from Bentley, J. P. H. et al. 2004, p.65)

As Gundling (2004, p. 30) notes "it is essential to select the communication style most appropriate for people and the purpose involved." Thus, it is thought to be useful finally to list the main aspects to consider trying to select the appropriate communication technologies as Gundling (1999, p. 31) points out:

- Availability
- User skills
- Cultural variables
- Level of rapport
- Importance of the message
- Ways to build context
- A regular pattern
- Language modification

- Time windows
- User choice

For a better understanding of each one, please refer to the Knowledge Unit Glossary. You can also use the information given for each of them in the Knowledge Unit Glossary as your checklist while planning and practicing your course.

### 5.6.3 Example

It seems that high and low context help us understand and explain most of the other differentials listed above. Here are some examples (the resources from which the following examples are adapted are given in parentheses in each item):

1. *Language Differential:* Japanese (high-context culture) place great importance on the use of language to convey subtle aspects of feeling and relationships, while Americans (low-context culture) emphasize the information given. (Archee 2003, p. 40)
2. *Cultural Differentials:* When people from low-context cultures use e-mail, they prefer fast turnarounds and quick decisions. These expectations may be totally at odds with those of high-context cultures, who may ignore demanding e-mails from low-context partners and feel forced to make premature decisions. (Archee 2003, p. 40)
3. *Technical infrastructure differential:* Although Western companies are making major investments in technologies designed to make their global communications more efficient, such tools are often underused and even counterproductive in cross-cultural business environments. (Gundling 1999, p. 28)
4. *Local vs global differential:* In internet-based learning courses, it is possible that the teacher is from a low-context culture and the learner is from high-context one. It is important to remember that the learner is usually taking the course from a local perspective and is using its website under varying circumstances, some of which, the teacher is not familiar with. (Bentley & et al. 2004, p. 63)
5. *Learning style differential:* Chinese learners (high-context culture) commonly approach learning through at least four stages: memorization, understanding, application, and questioning or modifying what they have learned. Teachers are expected to adapt to their audience, guiding them step-by-step through the content. (Pratt & et al. 1999, p. 253) In contrast, in Western cultures (low-context culture), effective teachers are described as ‘facilitators’ of student learning. They are to encourage and facilitate the development of independent learning, asking of questions, open discussion of ideas, and challenges to authority. (Pratt & et al. 1999, p. 249)
6. *Reasoning pattern differential:* It is popularly thought that Westerners (low-context culture) prefer a deductive way of thinking, whereas Asians (high-context culture) prefer inductive methods. (Archee 2003, p. 41) Anglo-Americans (low-context culture) use the “bridge” model of thinking, which is characteristic of linear thinking, in that they send ideas explicitly and directly from point A to point B. The meaning found in the words themselves is expected to be enough to communicate. On the other hand, the general Japanese (high-context culture) “stepping stone model” is characteristic of circular thinking and sending ideas indirectly for others to summarise the meaning. The indirect or non-verbal cues in setting, body-language, tone, pauses, silence, and the status of individuals are important to communicate the meaning. (Bentley & et al. 2004, p. 64)
7. *Social context differential:* Comparing with low-context cultures, high-context learners require more social context in order to read the meaning of the communication and how to respond appropriately. They do not receive much meaning if it is presented in text only. (Bentley & et al. 2004, p. 65)

### 5.6.4 Checklist

The following chart lists the characteristics of High-Context and Low-Context cultures. They will help us understand cultural differences among participants. Read them and then go through the Knowledge Unit Task.

| High-Context Culture | Low-Context Culture |
|----------------------|---------------------|
| Implicit messages    | Explicit messages   |

|                                   |                                   |
|-----------------------------------|-----------------------------------|
| Internalized messages             | Plainly coded messages            |
| Nonverbal coding                  | Verbalized details                |
| Reserved reactions                | Reactions on the surface          |
| Distinct in-groups and out-groups | Flexible in-groups and out-groups |
| Strong people bonds               | Fragile people bonds              |
| High commitment                   | Low commitment                    |
| Open and flexible time            | Highly organized time             |

(from Bentley, J. P. H. et al. 2004, p. 64)

### 5.6.5 Task

Before doing the following activities, you should read and study the Knowledge Units Explanation, Example, Checklist and Glossary yourself.

#### Peer to peer activity:

Then, download the document “matching exercise” in the Knowledge Unit File Exchange, meet with your partner, discuss together which of the following items goes under these two headings and choose the item from the checklist which has helped you come to this decision:

- (a) Recommendations for Low-Context instructional designers
- (b) Recommendations for High-Context learners to adapt to a low-context IBL learning environments

Hint: 10 of the items go with (a) and 7 of them go with (b)

#### Group session:

Finally, discuss your decisions with the other peers and with your trainer as the whole group synchronous session.

### 5.6.6 File exchange

The following documents can be found in the annex:

- Answers
- Matching

### 5.6.7 Glossary

**A regular pattern:** Is there a communications agreement so that participants know when to expect messages and in what form? (Gundling 1999, p. 31)

**Availability:** To what extent are the various technology options readily available to everyone involved in a geographically dispersed work group? Which technologies can be used regularly without putting anyone at a disadvantage? (Gundling 1999, p. 31)

**Context:** Context is perhaps the core intercultural issue when using communications technologies. When developing a global communications technology, it is important to consider the amount of context available through different types of interaction. In general, important messages are best communicated through high-context means. The point isn't that high-context forms of communication are always the better, but that it is essential to select the communication style most appropriate for the people and the purpose involved. (Gundling 1999, p. 30.)

**Cultural variables:** Is the communication taking place with members of low- or high-context cultures? Are there other cultural requirements or preferences? (Gundling 1999, p. 31)

**Importance of the message:** Is the message of sufficient priority to dictate a high-context medium, or will a low-context form of communication suffice? (Gundling 1999, p. 31)

**Language modification:** When one language is used, are the native speakers considerate in their speech and transmission of written materials to non-native speakers? (Gundling 1999, p. 31)

**Level of rapport:** How well do the people who are communicating know each other? Does rapport or its lack affect the level of needed context? (Gundling 1999, p. 31)

**Rapport:** Rapport means close agreement or understanding here. (dictionary meaning)

**Time windows:** Do all parties know and respect the most convenient times to send and receive messages across time zones? Are there ways to share private contact numbers that will improve communication while respecting people's personal lives? (Gundling 1999, p. 31)

**User choice:** Have the participants in a given transaction been asked how they would prefer to communicate? (Gundling 1999, p. 31)

**User skills:** Is everyone adequately skilled and comfortable with the different technology options? (Gundling 1999, p. 31)

**Ways to build context:** Are there means for creating greater context to enhance participation, such as in-person meetings, multiple media, and facilitation techniques? (Gundling 1999, p. 31)

## 5.6.8 References

Archee, Raymond K. (2003) Computer Mediated Communication – Online Intercultural Communication. Intercom. September-October 2003. 40-41. [http://www.stc.org/intercom/PDFs/2003/20030910\\_40-41.pdf](http://www.stc.org/intercom/PDFs/2003/20030910_40-41.pdf)

Belz & Thorne (2005) ) "Internet-mediated intercultural foreign language education and the intercultural speaker." [http://language.la.psu.edu/~thorne/belz\\_thorne\\_AAUSC2005.pdf](http://language.la.psu.edu/~thorne/belz_thorne_AAUSC2005.pdf)

Bentley, J. P. H., Tinney, M. V. & Chia, B. H. (2004) Intercultural Internet-Based Learning: Know your Audience and What They Value. Association for Educational Communications and Technology. 27th, Chicago, IL, October 19-23, 2004. 29 March 2006 [http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content\\_storage\\_01/0000000b/80/2b/ca/6d.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/2b/ca/6d.pdf)

Gundling, E. (1999) How to Communicate Globally. Training & Development. June, 29-31.

Pratt, D. D., Kelly, M. And Wong, W. S. S. (1999) Chinese conceptions of 'effective teaching' in Hong Kong: towards culturally sensitive evaluation of teaching. International Journal of Lifelong Education. Vol. 18, No. 4, (July-August 1999), 241-258.

## 5.7 Screen Sharing

*Heike Philp* (Originally researched and compiled by Robin Good)

### 5.7.1 Orientation

**Screen sharing** is generally understood as the ability to transmit the contents of your computer screen to the screens of one or more remotely connected Internet users. In other words, screen sharing allows you to show PowerPoint presentations, Word documents, images and any other software running on your computer to other users at different locations. These users see what you see on your screen in real-time. Traditionally screen sharing has also long been referred to as application sharing. Defined more specifically, application sharing is the ability - not only to show specific applications to other connected participants - but includes the combined ability of screen sharing features with remote control functionality. So, while the terms "application sharing" and "screen sharing" actually mean two different things, they are increasingly used interchangeably as many of the new tools and online services integrate them both.

**Screen-sharing generally requires ample bandwidth** and therefore it is best used when all participants enjoy fast internet connections. The key advantage in using screen sharing tools to present materials to others is generally the ease of use and

immediacy that this approach provides. On the other hand, screen sharing suffers from the limitation that a fast Internet connection is required to achieve effective results. Screen sharing also does not compare well to Web-touring/Co-browsing and PowerPoint dedicated delivery tools. These tools generally provide better quality display and performance while using lower bandwidth.

### 5.7.2 Description

Screen sharing is characterized by the ability to share the contents of your computer screen with one or more remotely Internet-connected users in real time .

Key features that characterize popular screen sharing services and tools include:

- Share only specific applications: This is the ability to select only a specific application or document to be shared with others, preventing attendees from seeing other materials or information they are not intended to see.
- Share specific region of screen: A few rare tools allow for selecting specific region of the screen to be the only content to be shared with other session attendees.
- Change presenter (allow any of the attendees to show their screen): Changing the presenter allows the host to select any of the session attendees to become presenters instantly and therefore become instantly able to share their own screens with others.
- Max Number of simultaneous participants: The number of maximum concurrent participants that can attend a screen sharing session.
- Remote control - Give/share keyboard and mouse control: Remote control is the ability to hand out/share your keyboard and mouse controls with one or more other users.
- Host can be on any platform (Pc, Mac, Linux): The presenter can initiate screen sharing from any computer type independently of the operating system he/she uses.
- Integrates text chat: Text chat facility integration.
- Integrates live annotation: Integration of live markup and visual annotation tools.
- Integrated support for VoIP: Provides the ability for voice communication during the screen sharing session.
- Integrated support for teleconferencing: Provides the ability for telephone-based voice communication during the screen sharing session.
- Recording: A visual recording facility is integrated.
- No download or installation: No software or plugins are required to access the screen sharing functionality.
- Live cursor: The presenter cursor is transmitted live to the other attendees allowing it to act as an effective real-time visual pointer.
- Public URL to join: Allows for the sharing of a public URL that other attendees can easily use to join your meeting.

### 5.7.3 Tools

*Screen Sharing Tools*

**Vyew:** <http://www.vyew.com>

**GoToMeeting:** <http://www.gotomeeting.com>

**Glance:** <http://www.glance.net>

**Persony:** <http://www.persony.com/>

**HelpMeeting Presenter:** <http://www.hostpresentation.com/>



**eBLVD:** <http://www.eblvd.com/>

**ezMeeting:** <http://ezmeeting.com/>

**Netviewer:** <http://www.netviewer.net/>

**WebBrush:** <http://www.stanfy.com/dev/webbrush/>

**Shareitnow:** <http://www.shareitnow.com/>

**BeamYourScreen:** <http://www.beamyourscreen.com/>

**GoMeetNow:** <http://www.gomeetnow.com/>

**Gatherplace:** <http://www.gatherplace.net/>

**WebEx MeetMeNow:** <http://meetmenow.webex.com/>

**BLive Unlimited:** <http://www.blive.com/>

**RealVNC (PC, Mac, Linux):** <http://www.realvnc.com/>

**ISLLight:** <http://www.islight.com>

**Network Streaming:** <http://www.networkstreaming.com/>

**GoToAssist:** <http://www.gotoassist.com/>

**Speed:** <http://www.speed.com>

*Free screen sharing*

**ScreenStream:** <http://www.nchsoftware.com/screen/index.html>

*Free screen sharing one-on-one*

**Depicto:** <http://www.depicto.us/depicto/index.php>

**Bosco Screen Sharing:** <http://www.componentx.com/ScreenShare/>

**Vyew (Web-based):** <http://www.vyew.com>

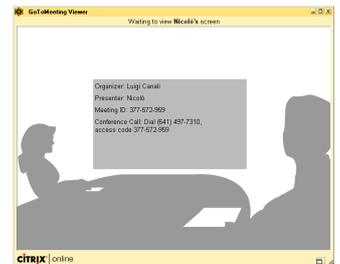
**Share-it now:** <http://www.shareitnow.com>

**Skyfex:** <http://www.skyfexfree.com/>

**GoMeetNow:** <http://www.gomeetnow.com/>

**AOL Instant Messenger Pro:** <http://aimpro.premiumservices.aol.com/>

**WebDialogs Unyte for Skype:** <http://www.webdialogs.com/unyte/>



### 5.7.4 Checklist

|  | Vyew | GoTo Meeting | Glance | Persony | Help Meeting Presenter | eBLVD | ezMeeting | Netviewer | Shareitnow | BeamYour Screen | GoMeetNow |
|--|------|--------------|--------|---------|------------------------|-------|-----------|-----------|------------|-----------------|-----------|
| Share only specific applications                       |      | ✓            |        |         |                        |       |           |           |            |                 |           |
| Change presenter                                       |      | ✓            |        |         |                        | ✓     |           |           |            |                 |           |
| Max Number of simultaneous participants                | N/A  | 200          | 15     | 25      | 100                    | 30    | 15        | N/A       | N/A        | 20              | No limit  |
| Remote control - Give/share keyboard and mouse control |      | ✓            |        |         |                        | ✓     |           |           |            |                 |           |
| Host can be on any platform (PC, Mac, Linux)           |      |              |        |         | ✓                      |       |           |           |            |                 |           |
| Integrates text chat                                   | ✓    | ✓            |        |         |                        | ✓     |           |           |            |                 |           |
| Integrates live annotation                             |      | ✓            |        |         |                        |       |           |           |            |                 |           |
| Integrated support for VoIP                            |      |              |        | ✓       |                        |       |           |           |            |                 |           |
| Integrated support for teleconferencing                |      | ✓            |        | ✓       | ✓                      | ✓     |           |           |            |                 |           |
| Recording  |      | ✓            |        | ✓       |                        | ✓     |           |           |            |                 |           |
| No download or installation for                        | ✓    |              |        | ✓       | ✓                      |       |           |           |            |                 |           |

|  |              |   |                 |         |   |  |   |        |                    |                             |  |
|--|--------------|---|-----------------|---------|---|--|---|--------|--------------------|-----------------------------|--|
| attendees  |              |   |                 |         |   |  |   |        |                    |                             |  |
| Live cursor  |              | ✓   | ✓               |         | ✓   |  |   |        |                    |                             |  |
| Price  | Free         | \$49/m(Monthly Plan), \$39/m(Annual Plan) | \$49/m          | \$99    | \$29.95(2 Seats), \$49.95(10 Seats), 119.95(10 Seats Corporate Edition) | From \$29.95/m(5 Participants ) to \$159.95/m(30 p.) | \$99/m(4 Participants ) or \$299(15 P.) | N/A    | Free or \$30(Plus) | \$59/m                      | \$15.95/m(3 Participants )+\$3/m for each additional participant |
|  |              |   |                 |         |   |  |   |        |                    |                             |  |
|  | Gather place | WebEx MeetMe Now                          | Blive Unlimited | RealVNC | ISLLight  | Spread   | Bosco Screen Sharing                    | Skyfex | AIM Pro            | Web Dialogs Unyte for Skype |  |
| Share only specific applications                       | ✓            |   |                 |         | ✓   | ✓  |   |        |                    |                             |  |
| Change presenter                                       |              |   |                 |         |   |  |   |        |                    |                             |  |
| Max Number of simultaneous participants                | 35           | 10  | 10              | 1       | N/A   | 1000   | 1                                       | 1      | 1                  | 25                          |  |
| Remote control - Give/share keyboard and mouse control | ✓            | ✓   | ✓               | ✓       | ✓   |  |   |        |                    |                             |  |

|  |                       |        |  |  |                    |   |                    |      |      |                  |  |
|--|-----------------------|--------|--|--|--------------------|---|--------------------|------|------|------------------|--|
| Host can be on any platform (PC, Mac, Linux) |                       |        |  | ✓  |                    |   | (Except for Linux) |      |      |                  |  |
| Integrates text chat                         |                       | ✓      | ✓  |  | ✓                  | ✓   |                    |      |      |                  |  |
| Integrates live annotation                   |                       | ✓      |  |  | ✓                  |   |                    |      |      |                  |  |
| Integrated support for VoIP                  |                       |        |  |  | ✓                  | ✓   |                    |      |      |                  |  |
| Integrated support for teleconferencing      |                       | ✓      | ✓  |  |                    |   |                    |      |      |                  |  |
| Recording                                    |                       |        |  |  |                    |   |                    |      |      |                  |  |
| No download or installation for attendees    | ✓                     |        | ✓  |  | ✓                  | ✓   |                    |      |      |                  |  |
| Live cursor                                  | ✓                     |        |  | ✓  |                    | ✓   |                    |      |      |                  |  |
| Price  | From \$29/m to \$99/m | \$49/m | Free+\$0.10 per participant or \$49.95/m( Unlimited) | Free, \$30(Personal) or \$50(Enterprise) | \$125(500 Minutes) | Free(3 Participants), from \$467(5 P.) to \$5886(1000 P.) | Free               | Free | Free | Free or \$100/yr |  |

### 5.7.5 How to

Sometimes it is not easy to decide when to use what kind of tool.

The following is a recommendation for best practise which can be adapted to suit personal preferences.

Key advantages in using screen sharing tools to present materials to participants are generally

- the ease of use
- immediacy this approach provides

On the other hand, key limitations of screen sharing are the need for a fast Internet connection to achieve effective results. Screen sharing also does not compare well against Web-touring/Co-browsing and PowerPoint dedicated delivery tools. These tools generally provide better display properties and performance while using lower bandwidth than screen sharing tools require.

Webtouring or screen sharing the browser window?

When you share a website with your learners and you would like them to take over control, then often it is best to use the webtouring feature. If you need them to access password protected Intranets or websites, then often screen sharing the website is the only possible way to do so.

#### Uploading images onto the whiteboard or screen sharing an image?

Some screen sharing tools reduce the color range to 256 colors to improve on speed. If you screen share a photo, you might be surprised to see what this looks like in 256 colors. Therefore it is often best to try this out beforehand. The image above was shared using the screen sharing function and the image below was uploaded onto the whiteboard.

#### Screensharing PowerPoint or presenting PowerPoint?

In order to present PowerPoint slides you need to switch to the slide show modus of PowerPoint. When you do this, the application itself disappears and the monitor completely fills with the slides. All of the animations and slide transitions are active in slide show modus. If you screen share the slide show, all you need to be careful of is the screen resolution of your participants. This should be set so as to fit their whiteboard size comfortably without having to scroll.

If you upload a presentation, the pages might be rendered static. Should this be the case, annotation tools such as 'realtime pointer' or drawing tools can be used to direct participant attention.

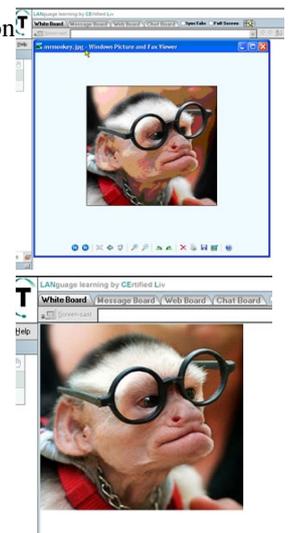
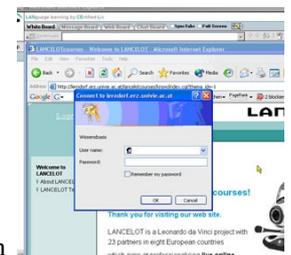
### 5.7.6 Glossary

**Screen Sharing:** Screen sharing is generally understood as the ability to transmit the contents of your computer screen to the screen of one or more remotely connected Internet users.

**Application Sharing:** Application Sharing is an element of remote access that enables two or more users to access a shared application or document from their respective computers simultaneously in real time. Generally, the shared application or document will be running on a host computer, and remote access to the shared content will be provided to other users by the host user. (Source Wikipedia, Application sharing)

### 5.7.7 Resources

- Screen Sharing Tools: [http://www.masternewmedia.org/news/2005/05/24/screen\\_sharing\\_tools\\_the\\_best.htm](http://www.masternewmedia.org/news/2005/05/24/screen_sharing_tools_the_best.htm)
- Best VNC-Based Screen Sharing Solutions: Slashdot Reports: [http://www.masternewmedia.org/news/2004/10/23/best\\_vncbased\\_screen\\_sharing\\_solutions.htm](http://www.masternewmedia.org/news/2004/10/23/best_vncbased_screen_sharing_solutions.htm)



- IBM/Lotus Sametime Guide to Screen Sharing:  
[http://banshee.ssb.yorku.ca/sametime/STHelp/H\\_INFO\\_WITH\\_SS\\_7017\\_OVER.html](http://banshee.ssb.yorku.ca/sametime/STHelp/H_INFO_WITH_SS_7017_OVER.html)
- Vview 2.0 Pre-Release – Video:  
[Http://www.kolabora.com/news/2006/09/21/screen\\_sharing\\_and\\_live\\_annotation.htm](Http://www.kolabora.com/news/2006/09/21/screen_sharing_and_live_annotation.htm)
- Best Practices for Screen Sharing in Adobe Connect (Breeze) Meeting:  
<http://www.adobe.com/resources/breeze/meeting/articles/screensharing.html>
- Screen sharing: <http://www.roseindia.net/opensource/screensharing.php>
- Custom news radar on Screen sharing: Clicking on the link below will open a new window for you with a news radar on Screen sharing. All of the latest information on Screen sharing and its tools and applications are collected through RSS. Every time you click on the following link, the information will be updated!  
[http://grazr.com/gzpanel.html?file=http://www.mysyndicaat.com/myfeed/feed/RobinGood\\_Screen%20sharing%20Newsradar%20by%20Robin%20Good](http://grazr.com/gzpanel.html?file=http://www.mysyndicaat.com/myfeed/feed/RobinGood_Screen%20sharing%20Newsradar%20by%20Robin%20Good)

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# 6 Learning Block 4

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## 6.1 Introduction to Learning Block 4

*Katharina Toifl*

### 6.1.1 Orientation

The objectives of this learning block are:

- practice planning an online language lesson with the help of the Hexagon model
- deepen the understanding of how language learning can be supported by technology
- consider ways that your existing practice with spoken language skills can be adapted to the live online environment
- become aware of how knowledge about foreign cultures is often gained, and what the consequences for intercultural communication are

We will do this through a number of topic areas and by the end of this block you should have:

- Considered the usefulness of the Hexagon model introduced in Block 3 for planning live online lessons (GS)
- Critiqued some online teaching
- Found out how to create a simple graphic
- Explored some of the issues of knowledge in intercultural practice (P2P)
- Been introduced to collaborative browsing/ web touring (RO)
- Reflected further on the impact that technologies play on language teaching methodology (RO)
- Added to your portfolio of ideas about live online teaching

NB Some of the topics are described as "Read only" (RO), others are labelled "Peer-to-Peer" (P2P) and some are specifically aimed at the "Group Session" (GS). Try to be as well prepared as possible for the Group Sessions.

#### **What you need to do to be ready for the Group Session**

1. Watch and evaluate the teaching scenario.
2. Read the Learning Units on the Hexagon, Knowledge in intercultural practice, Webtouring, and technological support of language learning.
3. Meet with a partner and discuss the questions about knowledge in intercultural practice.
4. Prepare an activity mapped to the Hexagon for presentation in the Group Session.
5. Visit the Course Forum at least once.

Don't forget, you can ask questions in the Forum at any time. Your trainers will visit this forum on a regular basis.

### 6.1.2 Peer to Peer

After reading the theoretical input about knowledge in terms of intercultural communication, this week's Peer to Peer activity is designed to explore both your partner's and your own attitudes, in as far as these attitudes may be stated as facts.

To conduct this week's Peer to Peer activity:

1. Contact a partner via email or Instant Messenger ( use the Forum to get the address, if you don't have it already).

2. Choose a Web Conferencing system such as Breeze/ WebTrain/ iVocalize to meet with your partner.
3. Ask him or her the questions listed in LU "Knowledge (ICC)", in Task.
4. Additionally, you could use a screen sharing tool to display the questions on your partner's screen.
5. Note your own answers and also those of your partner and keep them for the Group Session and for later use.

### 6.1.3 Group Session

During the synchronous session you will:

- Practise screen-casting and discuss the Hexagon model as a way of thinking about your live online teaching
- Look at an example of web touring
- Consider the impact of technologies on methodology
- Discuss the issue of knowledge in intercultural practice

## 6.2 Lesson Observation (4)

*Angela Mc Lachlan*

### 6.2.1 Orientation

As in earlier Learning Blocks, we will be observing a teacher in the live online environment in order to evaluate the effectiveness of content, delivery, range of tools employed and other aspects. You may find it useful to look briefly at your notes from previous observations, before watching this scenario. Consider whether you can see any patterns of either effective or ineffective practice emerging.

Don't forget that you should be prepared to discuss your ideas in the Group Sessions.

### 6.2.2 Scenario

The teaching scenario you will observe in this Learning Block aims to build on the previous scenarios you have observed, evaluated and discussed.

As you become more familiar with this new teaching and learning environment and have looked at ways teachers use the environment to facilitate effective learning, you may find that some of your original observations and reflections are beginning to change, or indeed, that some of them are being confirmed.

This scenario shows a teacher using **Images for a quiz on vocabulary (professions) and using diplomatic language**. The lesson plan and materials used are included in Resources.

Click on the link below to watch the teaching scenario. Note your observations and reflections according to the suggested criteria. Please remember to note any issues or ideas you identify as important, and those which might not be included in the suggested criteria, so that we may share these in whole-group discussion.

You can find the scenario on the CD-Rom

### 6.2.3 Resources

The following document can be found in the annex:

- Lesson Profession 10mins

## 6.3 Exploring Synchronous Online Methodology (2): Working with the Hexagon model

Angela McLachlan

### 6.3.1 Orientation

In Learning Block 3 we looked at a model for online synchronous methodology: the Hexagon. In the writing exercise, you mapped a teaching and learning activity to that model, situating it appropriately. Here, we will combine your developing technical skills with our exploration of the methodology.

You will need to learn how to create a graphic (see Creating a simple graphic) to represent your activity on the Hexagon. Doing this will hopefully help you in further lesson planning to think through how you need to bring together different elements to make successful lessons.

See also:

Creating a Simple Graphic

### 6.3.2 Task

As indicated in the Orientation section, and with reference both to your notes in Learning Block 3 (under "Mapping a Teaching and Learning Activity to the Hexagon") and to the Learning Unit on "How to Create a Graphic", take about 30 minutes to represent your activity visually according to the Hexagon. During the whole-group synchronous session, the trainer will invite some of you to screencast and explain your Hexagon. You will need to refer to the Knowledge Unit 'Task' in the Learning Unit 'Creating a Simple Graphic' for an example.

## 6.4 Creating a Simlpe Graphic

Gary Motteram

### 6.4.1 Orientation

Creating simple graphics is a useful skill for working in the online environment. You can make use of Paint, Word, or other more sophisticated software packages. To illustrate how you might use a basic paint tool, we are going to annotate the Hexagon diagram in the way that we'd like you to try it.

See also:

Exploring Online Synchronous Methodology (2): Working with the Hexagon model

### 6.4.2 How to

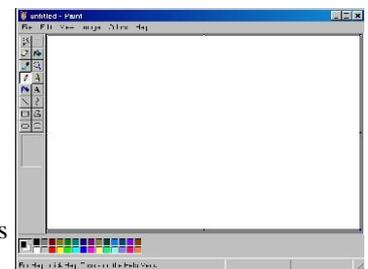
#### Using the Windows Paint tool to create and edit graphics

You will find the Windows Paint tool in the Accessories menu. Click the Start button to bring up the Windows menu, select All Programs> Accessories> Paint. You will end up with the following screen:

This package consists of a number of tools that that you can use to make very simple drawings. Your ability to produce drawings will partly be dependent on your own skills as an artist.

I've created a simple line drawing that we could make use of in a lesson to talk about a house. This house can be coloured on screen by different students, or used as an example of this teacher's limited artistic skills so the students won't be afraid to try for themselves.

To create this graphic, I've simply made use of the the line tools in the left-hand menu. Once the drawing is created, it needs to be saved. You will be able to select different file



formats when you save. Underneath the name of the file you have the option: "Save as type". Here you should select JPEG, which is a better format for displaying on the web. This is also a way of converting files from one file format to another. You can open a picture in Paint that might be in one format, for example bmp, and then save it as a jpeg (or jpg) so that you can use it more effectively in your teaching. If you are not good at making use of a computer drawing package, you can draw pictures by hand and then make use of a scanner to import them.

### 6.4.3 Task

#### Adapting a graphic for use in your teaching

We're going to illustrate how you might take a graphic and adapt it for your teaching. We're going to take the illustration of the Hexagon and are going to add some elements to it to show how it might be used to think about different teaching that you might do in live online sessions. In order to do this, we need to first think of a piece of teaching that we have done over the last few weeks. We could take one of the ice-breaker activities we talked about in Block 2. How would we map the ice-breaker activity on to the Hexagon?

Let's look at the Hexagon in its original state:

Now have a go yourself. If you get stuck, contact one of the tutors, or work with a colleague. Now let's think about a particular activity that we can use to illustrate what we mean. Let's take the ice-breaker that involves telling the story that we discussed in LB2. We can say a number of things about this activity: it can be used with any group size; most likely with beginners and intermediate learners; the instructions are relatively simple and the task is not likely to last too long; it focuses mostly on one teaching point; and uses mainly audio, although the extension of the activity could use text.

In order to prepare this graphic for the presentation in this week's synchronous session, I have had to open the picture in Paint (I have had to make a smaller version of it which I've included in Resources), and using the Eclipse tool, but selecting the colour yellow, I've highlighted the relevant issues.

See also:

Exploring Online Synchronous Methodology (2): Working with the Hexagon model

### 6.4.4 Resources

The following document can be found in the annex:

- The Hexagon Model – small version

## 6.5 Knowledge (ICC)

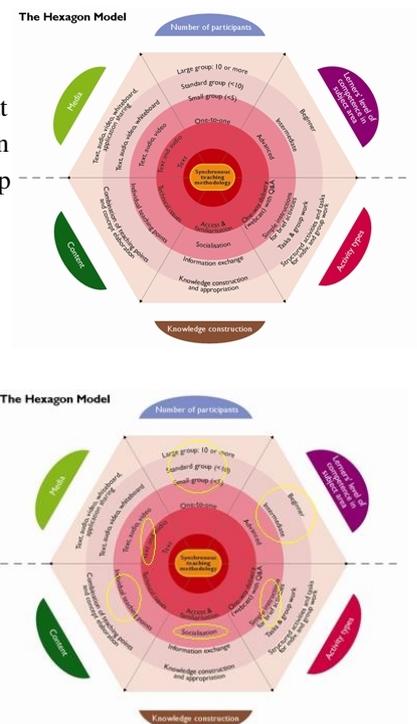
Asli Oguz Salcan

### 6.5.1 Orientation

Some people often start their sentences with phrases like "I feel..." or "I think..." which express their personalized explanations, knowledge, etc. Example: "I don't like black coffee." (i.e. I don't think it is tasty)

Whereas some other sentences, which also express personalized explanations, start with phrases like "It's a fact that..." This characteristic of reflecting personalized opinion can lead to someone saying "Black coffee is a horrible thing"; meaning that the individual who says this sentence regards black coffee as the source of the problem, not his/her own likes or dislikes.

Here are some indicators and situations of various degrees which may help you to see how individuals personalize or generalize knowledge:



1. "Black coffee is horrible, this is a fact. What else can it be? Nobody can possibly like black coffee because it is so horrible. It is inevitable that everybody dislikes black coffee". Such people suppose that what he/she feels, thinks or perceives is also the same for the others. If he/she encounters any differences, these individuals presume that others are completely **wrong** or that they are immature or even that they are ignorant of the issue being discussed.
2. "In my country, we find black coffee horrible. Our culture is like this and people from my culture / country generally do not like black coffee". Individuals like this suppose that people from the same cultural background have the same feelings, tastes, ideas and insight and that a contrary opinion would be quite unlikely.
3. "I'm a chef. All of the other people in my profession believe that black coffee is disagreeable; we don't believe it is tasty." Some people believe that feelings and insights are both personal and can be generalised on to a certain extent; according to them, individuals in the same group (family, culture, workplace, etc) share the same feelings and ideas.
4. "I don't like black coffee; this is 'my' taste. There are many others who do like this drink, but I happen not to". Such people consider that differences in feelings and perceptions do exist and those differences vary from individual to individual. He/She accepts that the negative feelings regarding this drink are a result of his/her own likes and dislikes. Contrary opinion does not represent a problem.

Adapted from Ruben (1976), Chen (1992) and Lustig & Koester (2006)

### 6.5.2 Definition

Knowledge is the awareness and understanding of facts, truths or information gained in the form of experience or learning, or through introspection. Knowledge is an appreciation of the possession of interconnected details which, in isolation, are of lesser value. (en.wikipedia.org/wiki/Knowledge)

In Intercultural contexts, knowledge is the way one expresses and sees him/herself and the world around him/her.

### 6.5.3 Overview

Understanding personal differences plays an important role in intercultural communication - not only to better understand and interact with other people in related contexts, but also to "know ourselves" better.

This approach of self-awareness assumes that people who know themselves better will know their culture better and, as a result, will be more competent in other cultures.

The key words listed below are some individual behaviour indicators in Intercultural Communication. These will be dealt with in this, and the following ICC Learning Units. These topics represent some useful issues that may help individuals to develop a more comprehensive understanding of intercultural communication that will be of benefit in various situations.

- knowledge
- attitude
- respect
- interaction
- awareness
- role behaviour

### 6.5.4 Example

Please listen to the audio file you may find on the CD-Rom and pay attention to how Mark Anderson's ideas and personal experience correspond with the ideas conveyed in this Learning Unit. Please take notes on your findings.

### 6.5.5 References

for Mark Anderson's comments, Show Number 10 at <http://www.absolutely-intercultural.com/?p=23>

Absolutely Intercultural Main page at <http://www.absolutely-intercultural.com>

Chen, Guo-Ming. (1992) "A Test of Intercultural Communication Competence." *Intercultural Communication Studies II*:2. <http://www.trinity.edu/org/ics/ICS%20Issues/02%20ICS%20II%202/Microsoft%20Word%20-%20p%2023%20Chen.pdf>

Lustig, Myron W. & Koester, Jolene. (2006) *Intercultural Competence - Interpersonal Communication Across Cultures*. Fifth Edition. Boston: Pearson.

Ruben, B. D. (1976) Assessing communication competency for intercultural adaptation. *Group & Organization Studies*, 1, 334 – 54.

### 6.5.6 Task

Ask your partner whether he/she agrees or disagrees with the statements below.

If he/she disagrees, how would he/she change that particular statement? Please note down and keep all responses of your partner, and forward these notes to him/her for later use during your face to face session.

1. It is generally believed that English people are cold and unfriendly.
2. All doctors are very hardworking.
3. Air hostesses are very often fun people.
4. It is a fact that Italians talk a lot.
5. In foreign language teaching profession, teachers generally travel to foreign countries frequently.

## 6.6 How can Technology Support Language Learning?

*Angela Mc Lachlan*

### 6.6.1 Orientation

In Learning Block 2, we began to look at ways we can teach languages effectively in the synchronous online environment, basing our methodology on principles of Communicative Language Teaching (CLT). You may make use of a particular approach like CLT, take a more eclectic stance or use an entirely different preferred approach like Task-based Learning (TBL), for example. We chose CLT to act as a springboard for discussion on appropriate methodology.

Here, we will look at an experiment in synchronous distance language learning carried out at Griffith University, and discuss the findings and conclusions of that study. The link to the published paper is given under '*References*'.

### 6.6.2 Overview

Wang investigated how effective language learning can be supported in distance courses using videoconferencing. The videoconferencing tool used was NetMeeting. Overcoming barriers to language learning at a distance, and optimising interaction in the virtual learning environment, are key to Wang's approach to this study.

### 6.6.3 Report

Wang reports on previous research into distance language learning, and cites a number of studies which highlight certain barriers to effective language learning and negotiation of meaning in that context:

- lack of sufficient opportunity to develop speaking and interactional skills
- lack of sufficient academic or teacher support
- lack of spontaneous feedback

- lack of non-verbal information (such as facial expression)

Although, as Wang points out, the language research community remains somewhat divided regarding the advantage of video and audio over an essentially audio-based approach, there is increasing evidence that integrating a multimodal approach (visual, audio and textual) can significantly contribute to distance language learning.

Certainly where teachers work with 2 or more learners in a particular learning group, we can argue that the use of video in synchronous encounters has a positive impact on the relationships within the group:

Wang states:

"From a sociocultural perspective, the impact of video in building a learning community, increasing confidence, and reducing isolation is also largely recognised in the literature...these issues are especially typical of distance learners, who are physically isolated from one another, and video is perceived as being even more crucial in reducing the impact of the distance" (p93)

Where the learning group is a one-to-one, teacher-learner context, we can also argue that the relationship is strengthened, particularly at the early stages, by working in a video-enabled environment. However, as teachers, we should be aware that building relationships, and establishing a meaningful learning community, is not the entire picture. We also have to ensure that the chosen technology supports the language teaching and learning methodology.

As stated, Wang used NetMeeting as the learning environment for this study, and developed 5 criteria for the evaluation in the context of effective learning:

- user-friendliness
- audio and video quality
- other features of pedagogical value (i.e. tools such as White Board)
- reliability
- cost

A series of one-to-one Chinese language lessons were held with a number of participants, all of whom are described as having "basic PC literacy".

#### 6.6.4 Summary

**he conclusions of Wang's investigation may be summarised thus:**

- the learning environment (in this case NetMeeting) was considered by all participants to be user-friendly. They were able to download the necessary software by following the detailed instruction manual provided in advance by the teacher, without any further explicit input from the teacher.

Discussion point: Does a successful initial experience with the technology predispose learners to a positive approach to new ways of learning? In what ways, as teachers, can we ensure a successful initial experience?

- dialling up through a modem did not lead to an optimal audio and video quality; delay in lip synchronisation can impair the process of interaction; interestingly Wang notes that all participants questioned accepted that the technology may at times be unstable, often due to global internet traffic. However, Wang does make the point that scheduling synchronous sessions should be done with reference to times of heavy internet traffic. All participants felt that the "face-to-face" element provided by the use of video was central to their enjoyment and learning.

Discussion point: Can successful live online language teaching and learning only take place via Broadband? Is it feasible to host synchronous sessions always in Internet "off-peak" times? Do you agree that using video enhances the synchronous online encounter?

- Wang looked particularly at the following tools: whiteboard, sharing and file transfer. All participants felt the whiteboard had great pedagogical value, particular in terms of shared writing, linguistic explanation, and giving

instructions. The participants became very comfortable using the whiteboard themselves. The "sharing" function here enabled participants to share multiple programmes or files on their desktop. Some problems arose when a participant tried to share a large JPEG file, but otherwise the speed and efficiency of the sharing function was of high quality. The file transfer function differs from sharing in that it allows users to send and view files, and then to save them to their own PC.

Discussion point: What do you consider to be effective uses of the whiteboard in a synchronous online language lesson? Discuss examples of the kinds of activities, for what kinds of learning outcomes, you would use the whiteboard for. What kinds of files are most suitable currently for sharing? In what ways can you embed that function into your lesson planning? In what ways would you use file transfer? Can we encourage collaborative learning via file share?

- in terms of reliability, Wang noted that the programme employed may itself be reliable, but that it is naturally affected by external factors (such as Internet traffic or learners limited PC capacity). Although several synchronous sessions experienced crashes, and one participant experienced problems with firewalls, Wang concludes that effective learning did take place.
- the programme being evaluated here was NetMeeting which is free to download from the Internet. Main costs were in terms of hardware (webcam and headset). Generally, Wang concludes that synchronous online language teaching provides a low-cost and pedagogically effective means of learning languages.

Discussion point: What other programmes or software are you becoming familiar with (eg Webtrain, Breeze). Can you initiate an evaluation according to these criteria? Do you consider these criteria reasonable? Can you add any other appropriate criteria? Consider also in what ways you are becoming sufficiently technologically skilled to use the tools effectively, and to troubleshoot technical problems with your learners: for example, can you advise on how to address firewall problems?

### 6.6.5 Writing Exercise

With reference to Wang's research, and to your experiences in the LANCELOT course to date, note your initial observations on the way technology has supported learning in general, and language learning in particular. So for example, you can refer to your notes on the teaching scenarios you have observed, with specific reference to the synchronous sessions.

### 6.6.6 References

**Wang, Y (2004)**, Supporting Synchronous Distance Language Learning with Desktop Videoconferencing, *Language Learning & Technology*, 8 (3), 90-121

The full research paper can currently be found at: <http://lmt.msu.edu/vol8num3/wang/> If you cannot access this link, or it becomes defunct, simply search under Wang, and the year, with a choice of keywords, in Google Scholar - this will provide you with up-to-date details of where the paper is fully accessible via the web.

You may also find the following paper of interest: **Chen, Ko, HC, Kinshuk, & Lin (2005)**, A Model for Synchronous Learning using the Internet, *Innovations in Education and Teaching International*, 42 (2), 181-194

## 6.7 Web Touring

*Heike Philp, Originally researched and compiled by Robin Good*

### 6.7.1 Orientation

Web touring or co-browsing is the ability to co-navigate the web with other people at-a-distance. Co-browsing differentiates itself from screen or application sharing because it is not achieved by sending a high rate of screenshots of the presenter screen to one or more participants but by distributing in a synchronous fashion the URL(s) being visited by the presenter to all participants' browsers. Co-browsing, also known as "*web touring*" is particularly effective as it allows the co-navigation of many types of web-based content in a highly efficient way. Participants computers need not to be of the

latest generation and even with a less than perfect Internet connection everyone can see whichever web pages the presenter/moderator selects.

Since only a very small text string containing the URL address of the web page to be viewed is sent to all connected participants, the resources required to those attending are very small, and the performance in viewing the contents presented is only dependent on each individual participant connection speed, browser performance, monitor and graphic board abilities and so on. That is: each participant is only limited by its own gear limits and by the speed of its connection to the Internet.

Web pages visited in a co-browsing session may include PowerPoint presentations previously converted to the HTML format and later uploaded to a web server.

**Limitations of a co-browsing session** are generally the inability to annotate or mark-up the web page contents being presented. This can normally be done in a screen-sharing or application-sharing session - the negative side of such sessions is that they are very data and CPU intensive as they send multiple times per second screen shots of the presenter computer to all attendees screens.

## 6.7.2 Description

Here is a comprehensive list of features and controls available in Web Touring:

**Push Web pages:** Pushing a Web page allows the presenter to force a specific Web page to appear on the end user screen. Pushing Web pages is the very basic level at which co-browsing can be carried out. Some systems force a new browser window on each participant's computer. The use of this feature theoretically leaves participants free to navigate and independently interact with the Web page received.

**Follow-me / Sync-surfing:** Provides a simple means for the presenter/moderator to navigate from link to link and from one Web page to another one while automatically "driving" all attendees. In this fashion all participants' browsers sync-up with whatever URL the presenter goes to. Systems missing this feature require the presenter to type and send out each specific Web page URL that needs to be accessed by the attendees.

**Favorites / Bookmarks:** The Favorites and Bookmarks feature allow the presenter/moderator to save and manage Web page URLs which need to be easily and rapidly accessed during a live session. In this way, the presenter needs not to type complex Web page URL "on the fly" and can be prepare ahead of time a list of Web page addresses that will need to be presented.

**Preview:** The co-browsing Preview feature allows the presenter/moderator to literally pre-view a Web page before broadcasting it to all of the meeting participants. This maybe very useful to check the availability of a page or the actual content being displayed before showing the page publicly.

**Hand-over control:** The Hand-over control feature allows the presenter/moderator in a co-browsing session to give control of the Web tour to any one of the participants in the session. This is very handy in events and presentations where multiple presenters need to take the stage. In most systems, presenters need to be assigned special passwords to access the moderator functions and a unique account must be created for them. The hand-over control feature simplifies this while providing the ability to easily hand-out without prior planning the co-browsing session control to anyone of the participants.

**Pre-caching:** The pre-caching feature allows the automatic and invisible pre-downloading of the web pages to be viewed during a co-browsing session across all attendees. The content of the Web pages is downloaded during idle presentation times and is cached in the memory of each attendees computer. The operation takes place completely in the background, is completely transparent to the user, and can be optionally turned off by attendees. This approach allows very fast access to Web pages during a live presentation, and the ability to maintain greater synch with all attendees.

**Co-scrolling:** Co-scrolling is probably the most sought after advanced feature by end users participating in a co-browsing session. As the name implies, co-scrolling provides the ability to scroll Web pages simultaneously with all meeting participants. When the presenter scrolls a Web page, it simultaneously scrolls on all participants' screens.

**Co-filling:** The co-filling feature originally pioneered by PageShare.com provides ability to fill out online forms, tests and other interactive documents in a collaborative synchronized fashion. The presenter can fill in fields of an online form live, and have the input appear on all attendees forms. Attendees can in turn fill in independently in their forms in the personal sections.

**Shared pointing tool:** A shared pointing tool allows the presenter to show the mouse cursor to participants in real time over the Web page being shown. This technique that is not presently adopted by none of the players in the market is actually a combination of screen sharing and co-browsing. While this feature requires that all participants are forced to view the web page co-browsed in a window that is exactly the same size as the presenter, it does allow the presenter to show a light pointer (its appearance should be available in several formats: laser pointer, arrow, blinking dot, hand pointing, mouse cursor, etc.) moving live over the web page content being displayed.

**History of URLs browsed:** The history of URLs browsed further facilitates the presenter task of going back to Web pages presented during the current or preceding sessions. The feature should allow the history to be shared and be accessed/downloaded by any of the meeting participants.

### 6.7.3 Example

The example is a 2min 30sec recording of a web touring or co-browsing feature. In this case, the sequence was done in WebTrain. It may be found on the CD-Rom.

### 6.7.4 Tools

Only very few tools exist that limit themselves to provide only a co-browsing facility. Here is a list of the products we have found:

**PageShare:** <http://www.pageshare.com/> PageShare is a co-browsing solution designed for sales and service agents to assist their customers with complex online sales transactions. Once two or more users are using PageShare, they are able to surf the net together using pointers and shared form filling features. PageShare has low bandwidth requirement, form synchronization, shared pointer with same spot scrolling, and cookie and chat support.



**Voxwire:** <http://www.voxwire.com/> The Voxwire Meeting Room is an unlimited full-featured web conferencing application which provides VoiceoverIP, group text chat capabilities, co-browsing and presentations.



**iVocalize:** <http://www.ivocalize.com/> iVocalize is a web conference solution for virtual teams, live online seminars, virtual classrooms and presentations to an audience anywhere in the world. Features include synchronized web touring, whiteboard and annotations and recording.

**HotConference:** <http://www.hotconference.com/> HotConference is a web conferencing system with built in audio, text chat, webcam, browser, whiteboard and a co-browsing feature that lets you browse web pages with your attendees. The instant messaging feature allows private one-on-one communication for private discussions. You can capture and archive text discussions by saving them as text files.

**VoiceCafe' TourMaster:** <http://www.voicecafe.com/> VoiceCafe' is a conferencing solution including voice chat, text chat, whiteboard, video images and more. VoiceCafe' also enables you to integrate real-time voice and video right on your web page and communicate with customers and visitors. Another interesting feature is the one that allows you to start web tours with all the attendees.

**FlashMeeting:** <http://flashmeeting.open.ac.uk/> FlashMeeting is a Flash based video conferencing tool. The registered user receives a URL and a unique password for the meeting. Users are provided with video and audio conferencing, along with the ability to perform web tours. There is also a text chat functionality.

**Illuminate vRoom:** <http://www.illuminate.com/vroom> Illuminate vRoom is the scaled down version of a popular cross platform live web conferencing tool that provides e-learning solutions for the real-time organization. Illuminate vRoom integrates Voice over IP, easy-to-use moderator tools and provides support for collaborative web touring.

**ezWebcar:** <http://www.masternewmedia.org/reports/webconferencing/guide/ezwebcar.htm> ezWebcar is an Internet Explorer add-on to co-browse any Web site with your peers. Though the product is **not available anymore** from the original company, it can be still downloaded from a number of places.

**Web Conferencing Central:** <http://www.webconcentral.com/> Web Conferencing Central allows you to share PowerPoint presentations and undertake application sharing, thereby showing your screen to the audience. Remote control too is possible when you pass control of the meeting. There is also a web touring component.

**Asynchronous Co-Browsing Tools**

The following tools allow you to create web tours that you can share with others.

**ezWebtour:** [http://www.sharewareplaza.com/ezWebcar-ezWebTour-download\\_2616.html](http://www.sharewareplaza.com/ezWebcar-ezWebTour-download_2616.html) ezWebTour is a complementary free product extension to ezWebcar. ezWebTour allows you to compile a list of Web pages from different web sites into a single ezWebTour. All of the pages collected in a WebTour can be accessed through one simple URL link that can be easily mailed to your co-surfing invitees.

**Amberjack:** <http://amberjack.org/> Amberjack is a service that enables you to create effective site tours. By guiding your site visitors, Amberjack tours can greatly improve the usability of your website. You provide the URLs you want to include in your tour, select a skin for your narrative boxes and determine what all the button text and links will be for the interface. The tour wizard then provides a code snippet that you place in the template of your website and code for a button to launch the tour.

**TrailFire:** <http://trailfire.com/> TrailFire allows you to place a 'trail mark' (like a 'post-it' note) on a page with your comments. A trail mark can contain text, images, videos and other media types. When you give several marks the same 'trail name' you are forming your own navigation path on the web. We call this a 'Trail'. Trails can be private or public. Trails can be shared via email, by posting them on any website, or by publishing them on Trailfire.com.

**6.7.5 How to**

Access to the Internet provides ample opportunity to enrich a language class with the use of authentic reading material (news clippings, blogs, articles, journals, stock market reports etc.) and downloadable authentic listening material in form of audio and video files. Not all virtual classrooms support true co-browsing. Many, however, allow to push a URL which opens a browser window at the PCs of all of the participants to this very adress. This means, that you can always provide a specific websites for the students, but rarely a complete web tour.

Virtual classroom solutions, which support 'true' co-browsing certainly provide a fascinating tool for language learning allowing the trainer or the student to start a tour and others to continue. There are very few tools around that allow the web tour to continue even into a password protected site.

**6.7.6 Checklist**

|                         | Voxwire | iVocalize | PageShare | Hot Conference | VoiceCafe | FlashMeeting |
|-------------------------|---------|-----------|-----------|----------------|-----------|--------------|
| Push Web pages          | ✓       | ✓         | ✓         | ✓              | ✓         | ✓            |
| Follow me/ Sync surfing | ✓       | ✓         | ✓         | ✓              | ✓         | ✓            |

|                         |   |   |                               |   |  |                 |
|-------------------------|---|---|-------------------------------|---|--|-----------------|
| Favourites/ Bookmarks   |   |   | ✓                             | ✓   | ✓  | ✓               |
| Preview                 |   |   |                               | ✓   |  | ✓               |
| Hand-over control       | ✓   | ✓   | ✓                             | ✓   | ✓  |                 |
| Pre-caching             |   |   |                               |   |  |                 |
| Co-scrolling            |   | ✓   | ✓                             |   | ✓  |                 |
| Co-filling              |   |   | ✓                             |   |  |                 |
| Shared pointing tool    |   |   | ✓                             |   |  |                 |
| History of URLs browsed |   |   |                               |   |  |                 |
| Price                   | 3 Person Room costs \$17 per month; 10 Person Room costs \$37 per month / YES *7 days | from \$20/month (5 users) to \$1200/month (1000 users) / YES *anytime | contact sales department / NO | setup fee of \$14.99, monthly flat rate of \$29.99 / YES *anytime | calculate the price according to your needs / NO | N/A / YES *demo |
|                         |   |   |                               |   |  |                 |
|                         | Elluminate  | ezWebcar  | Web Conferencing Central      | exWebtour   | Amberjack  | TrailFire       |
| Push Web pages          | ✓   | ✓   | ✓                             |   |  |                 |
| Follow me/ Sync surfing | ✓   | ✓   | ✓                             | ✓   | ✓  |                 |
| Favourites/ Bookmarks   |   | ✓   |                               | ✓   | ✓  | ✓               |
| Preview                 |   |   |                               |   |  |                 |
| Hand-over control       | ✓   | ✓   | ✓                             |   |  |                 |
| Pre-caching             |   |   |                               |   |  |                 |

|                         |   |                                    |   |            |            |            |
|-------------------------|---|------------------------------------|---|------------|------------|------------|
| Co-scrolling            | ✓   | ✓                                  | ✓   |            |            |            |
| Co-filling              | ✓   | ✓                                  |   |            |            |            |
| Shared pointing tool    | ✓   |                                    |   |            |            |            |
| History of URLs browsed |   |                                    |   |            |            |            |
| Price / Free trial      | Up to three participants - FREE OF CHARGE/ the five seats conferencing room costs \$180.00. Check the complete pricing chart / YES *15 days | FREE (up to three attendees) / N/A | monthly plan start at \$29 (five participants) / YES *15 days | FREE / N/A | FREE / N/A | FREE / N/A |

### 6.7.7 Resources

**SearchCRM.com:** [http://searchcrm.techtargget.com/sDefinition/0,,sid11\\_gci761648,00.html](http://searchcrm.techtargget.com/sDefinition/0,,sid11_gci761648,00.html)

**Free Dictionary:** <http://computing-dictionary.thefreedictionary.com/collaborative%20browsing>

**Wikipedia:** <http://en.wikipedia.org/wiki/Co-browsing>

**Custom news radar on Web Touring:** Clicking on the link below will open a new window for you with a news radar on Web Touring. All of the latest information on Web Touring and its tools and applications are collected through RSS. Every time you click on the following link, the information will be updated!

[http://grazr.com/gzpanel.html?file=http://www.mysyndicaat.com/myfeed/feed/RobinGood\\_Cobrowsing%20newsradar](http://grazr.com/gzpanel.html?file=http://www.mysyndicaat.com/myfeed/feed/RobinGood_Cobrowsing%20newsradar)

## 6.8 Web Conferencing

*Heike Philp, originally researched and compiled by Robin Good*

### 6.8.1 Orientation

This research report specifically on web conferencing tools and services includes technologies that provide the end user with the ability to access, within an integrated application, a full set of conferencing and/or collaboration features alongside the ability to talk, present and demonstrate to an online audience (of more than 5-6 individuals).

Web Conferencing solutions are also called virtual classrooms, when they are used for educational purposes such as seminars (also called webinars) and language training.

In the late 1990's, WebEx and PlaceWare created the first popular, corporate level, web conferencing systems and Microsoft soon introduced the pioneering free NetMeeting followed by dozens of other vendors.

Web conferencing technologies are generally utilized to hold group meetings or live presentations on the Internet. The term has recently evolved to refer specifically to "live" or "synchronous" meetings, and not to asynchronous discussion boards and forums.

In a web conference, each participant sits at their own computer, and is connected to other participants via the Internet.

Though there is no official reference or guideline stating this, for the purpose of simplicity, the most basic features of a web conference include the following components:

- Text chat
- Co-browsing
- PowerPoint presentation support and/or screen-sharing
- Live annotation/ whiteboarding
- VoIP conferencing

Optional or "advanced" features of web conferencing systems may include any of the following:

- Video conferencing
- recording
- remote control
- security / encryption
- file sharing
- tele-conferencing (telephone-based audio conferencing)
- polls and surveys
- a persistent workspace
- event scheduling
- invitation management
- attendance recording
- and a lot more.

### 6.8.2 Description

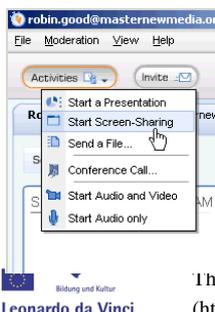
Key features that characterize web conferencing systems include:

**Downloadable Software / Web-based:** Whether the web conferencing system is software-based or web-based. Web-based systems run generally on all types of computers and require no software download or configuration.



**Text chat:** A real-time text-based chat facility allowing synchronous communication among multiple users.

**VoIP:** The ability to talk over the Internet. So-called full-duplex systems allow for synchronous conversations while some older systems provide only for push-to-talk functionality.

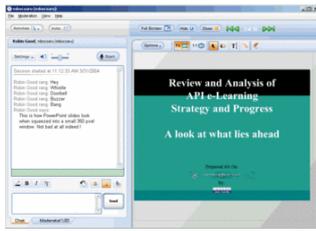


**Screen-Sharing:** The ability to show the contents of one's own screen in real-time to one or more distant users.

**Co-browsing:** The ability to navigate web pages in synch with multiple distant users.



**Presentation Facility:** A facility devoted to the delivery of PowerPoint presentations to online audiences.



**Whiteboard - Live annotation tools:** These are dedicated to provide a whiteboard-like experience where an empty canvas can be used to call up pictures, documents or diagrams and annotate them in real-time.

**Video:** Video facilities offer the ability to present in real-time one or multiple web conferencing participants through their web cams.

**Recording:** The ability to record the web conferencing in real-time including text chat exchanges, audio and the slides, web pages or other content being presented.



**6.8.3 Tools**

**iVocalize:** iVocalize is a very cost-effective, simple-to-use, server-based Web conferencing solution sporting great VoIP, recording abilities, co-browsing and PowerPoint presentation support. <http://www.ivocalize.net>

**Convenos:** Convenos is a web conferencing solution which integrates Skype calls or other audio conferencing tools. A plug-in for Skype allows for an easy hosting of a meeting. <http://www.convenos.com>

**Convoq:** Convoq ASAP is a Flash based conferencing and live presentation technology, innovating in many areas, and introducing new ways of managing meetings and real-time communications effectively. <http://www.convoq.com>

**LiveConferencePro:** Live Conference PRO, developed by Professional Global Marketing, is a powerful low cost web conferencing and live presentation tool that allows meeting presenters to collaborate in real-time with invited participants. <http://www.liveconferencepro.com>

**WebConference.com:** WebConference.com is a fully featured web conferencing system. <http://www.webconference.com>

**InstantPresenter:** InstantPresenter.com is an easy and affordable Flash based web conferencing tool that allows anyone to create an online presentation and conduct online meetings: <http://www.instantpresenter.com>

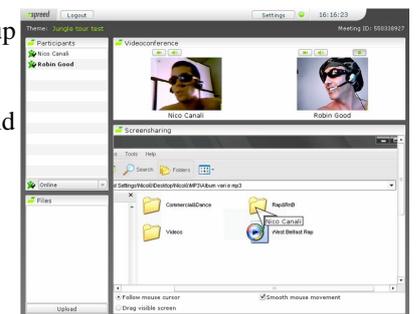
**MegaMeeting:** MegaMeeting provides full-featured web conferencing where participants in many parts of the world integrating voice, chat and video with up to 16 video feeds at a time. <http://www.megameeting.com>

**HotConference.com:** HotConference is a feature rich and low-cost whiteboarding and audio conferencing tool. <http://www.hotconference.com>

**Virtex C3 Collaborator:** This is a video and audio conferencing solution providing high quality interactive meetings and presentations to up-to thousands of participants. <http://www.virtexc3.com/>

**e-Boardroom:** The e-Boardroom Suite combines real time online videoconferencing and flexible document sharing in a simple, user friendly package. Designed with ease of use in mind, the interface requires practically no time to learn. <http://www.e-boardroom.net/>

**Spread.com:** Flash based Spread.com facilitates live online meetings with video, interactive whiteboard, screensharing and remote desktop control. In addition, Spread.com offers chat and PowerPoint presentations. <http://www.spread.com>



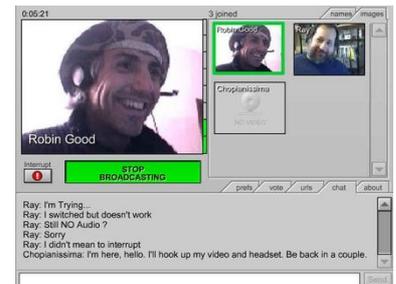
**Persony VShow Professional:** With "Persony VShow", you can share your screen, give presentations, hold webinars, or conduct online trainings. <http://www.persony.com/>

**Space2meet:** Space2meet allows you to share pictures, documents, or desktop applications in real-time. <http://www.space2meet.com/>

**Collanos:** You can share documents, have online discussions, and manage tasks, all in a single, consolidated space. Built on reliable peer-to-peer technology, Collanos Workplace software allows you to work anywhere, anytime, both online and offline. <http://www.collanos.com/>

**Vsee:** VSee is a new P2P video-conferencing technology that integrates text chat, screen and document sharing, annotation and full session recording while remaining extremely easy and simple to use. <http://vseelab.com/>

**Linktivity Webdemo:** WebDemo – a powerful, server-based solution that allows meeting presenters to collaborate real-time with invited participants – excels in its facilities to demonstrate, present and showcase content in any application. <http://www.linktivity.com/>



**Flashmeeting:** Flashmeeting is a Flash based video conferencing tool which works in any browser without the need to install. <http://www.flashmeeting.com/>

**Cloudmeeting:** Advanced meeting and IP telephony product with competitive pricing. <http://www.cloudmeeting.com/>

**Alicestreet:** Alicestreet enables real human interaction in distributed meetings from the ease of your home. <http://www.alicestreet.com/>

**Marratech:** Internet video and web conferencing with a high quality voice over IP and multiple video feeds. <http://www.marratech.com/>

**eMeet Plus:** <http://neotechsoft.co.kr/English/>

**Wave3 Session:** <http://www.wave3software.com/>

**Web4U:** <http://www.webvideo4u.co.uk/>

**BeInTouch (PC):** BeInTouch integrates video and VoIP conferencing for online meetings in a full-featured solution. <http://www.beintouch.com/>

**Avecomm (PC):** Web conferencing software which includes VoIP. <http://www.avecomm.com/>

**Eyeconf (EyeNX):** Eyeconf allows you to create online meetings in real time and provides a feature rich environment with Whiteboard, Text Chat, File Transfer, Voice Messaging, Text Messaging, Voice-over-IP communications, Application Sharing and Document Collaboration. <http://www.eyeconf.com/>

**Smiletiger:** SmileTiger is a web conferencing services with audio/video, PowerPoint presentation, application sharing, white board and other real-time collaboration functions. <http://www.smiletiger.com/>

**I-maginer 2D:** I-maginer is a 3D Web conferencing service with voice, visioconferencing and chat sessions. All types of documents can be presented in this imaginative environment. <http://www.i-maginer.fr/>

**Tixeo:** Tixeo is a 3D meeting environment for online collaboration. <http://www.tixeo.com/>

**WebHuddle (open-source):** WebHuddle is a cross-platform web conferencing solution with a one-to-many voice chat, PowerPoint presentation facility, live annotation and markup tools, application sharing, polling and recording in a secure environment. <http://www.webhuddle.com/>

**DimDim (open-source):** Dimdim allows you to show Presentations, Applications and Desktops to any other person over the internet. <http://www.dimdim.com/>

**WebTrain:** WebTrain web conferencing provides a high quality solution for live, highly interactive web conferences, conventions and seminars. <http://www.webtrain.com/>

**eBLVD:** eBLVD is a full-featured desktop sharing application, which allows for the presentation of slides, conduct web touring as well as integrated voice and text chat. <http://eblvd.com/>

#### 6.8.4 Strategy

Which web conferencing (virtual classroom) solution is best for language teaching? To provide an answer to this question is almost as difficult as answering the following question: *Which car is the best one to drive?* Using this analogy, we may describe it as follows:

##### 1) A company car

Sometimes a LANCELOT trainer will be required to use the solution that is provided to him or her by the university, by the company or by the language school. This might be a company car that is expensive, big, heavy and comes with air conditioning and an automatic drive. This may however also be a car that has been developed by the school itself, a model they have deployed and improved for years. This may also be the car they decided to rent.

##### 2) Public Transport

Maybe you are asked to teach in virtual classrooms with a 'pay-as-you-go' audience. One week the classroom is full with a group of Chinese students and the next week, only 3 individuals turn up. How do you adjust to the change of traffic and inconsistency of the language training program?

##### 3) A taxi service

Sometimes a LANCELOT trainer may be asked to combine systems: online tutoring, virtual classroom teaching, self-learning program, vocabulary training, language exams preparation etc. These will greatly affect the virtual classroom activities because the trainer may be in the role of the facilitator or coach. This may feel like a taxi service which may include helping the customer to go shopping, or conducting a sightseeing tour and to be asked to recommend restaurants, bars, hotels and so on.

##### 4) Low budget cars

Perhaps however, you are asked to combine systems to reduce the overall cost in an effort to increase quality: For example, Skype in connection with a solution that lacks Voice over IP. How do you handle this patchwork? The patchwork meaning too many windows, too many systems.

##### 5) Car maintenance and service check

How much do you know about your own cars? Is it simply enough to know how to fill it up with petrol? Yet, isn't it wise to learn how to check the oil, pump up the tyres and top up the water in the radiator? Won't this simple maintenance prolonging the car's life in much the same way we encourage you to keep a good check on your security and de-frag, clean disk and back-up your computer files? Have a regular tune up done by professionals and/ or ask friends to run a simple maintenance check. Above all, join the support room prior to hitting the road or as soon as you notice performance is lagging.

##### 6) Less is often more

Expensive cars have air conditioning and lots of electronics, a navigation system and a hands-free phone. This is nice and pleasant. But what about if the system doesn't work? Does this necessarily mean that your language lesson is less successful? Comparing "Acrobat Connect (Breeze)" with its multiple video feed feature to "iVocalize" without Video and Screensharing may feel like changing from a Mercedes convertible to a Ford Fiesta. And yet, it is the journey that counts and whether you truly get from A to B. Lack of a comfort zone can challenge the trainer to pour in more imagination, innovation and preparation for the tour. A simple solution may even encourage the students to take a more active role.

### 7) Bumpy roads

The signs of the times tell us: the web conferencing and virtual classroom teaching landscape is still sparsely populated by a few pioneers. The days of Henry Ford's mass production are just about to begin. Whilst the software has become affordable, the majority of people still do not know how to drive. This is why many whom we welcome in a virtual environment have never experienced this space. On the other hand, there are some who have attended presentations and were not impressed by passively listening to a voice and watching a slide show. Web Conferencing still is used as a presentation tool and it will take quite some time until people understand how to use it as a collaboration tool.

### 6.8.5 Checklist

|   | iVocalize                               | Convenos  | Convoq                                   | LiveConfer<br>encePro                  | Instant<br>Presenter          | WebTrain                    | HotConfere<br>nce.com                         | VirtexC3                                 |
|---|---|---|--|--|-------------------------------|-----------------------------|---|--|
| Downloadable<br>Software/ Web-<br>based | WB                                      | WB  | D  | D                                      | WB                            | WB                          | D   | WB                                       |
| Text chat                               | ✓                                       | ✓   | ✓  | ✓                                      | ✓                             | ✓                           |   |  |
| VoIP                                    | ✓                                       | (Integrat<br>es with<br>other VoIP<br>programs) | ✓  | ✓                                      | ✓                             | ✓                           |   |  |
| Screen-Sharing                          |   | ✓   | ✓  |  | ✓                             | ✓                           |   |  |
| Co-browsing                             | ✓                                       | ✓   |  | ✓                                      |                               | ✓                           |   |  |
| Presentation Facility                   | ✓                                       | ✓   | ✓  | ✓                                      | ✓                             | ✓                           |   |  |
| Whiteboard - Live<br>annotation tools   | ✓                                       | ✓   |  | ✓                                      | ✓                             | ✓                           |   |  |
| Video                                   |   |   | ✓  | ✓                                      | ✓                             | ✓                           |   |  |
| Recording                               | ✓                                       |   | ✓  | ✓                                      | ✓                             | ✓                           |   |  |
| Free trial                              | ✓                                       | ✓   | ✓  | ✓                                      | ✓                             | N/A                         | N/A   |  |
| Price (for 10 people)                   | \$40/month                              | \$30/month                                      | \$495/year                               | \$19.95/mon<br>th                      | \$199/month                   | \$78/month                  | \$29.99/mon<br>th                             | \$48/ month                              |
|   |   |   |  |  |                               |                             |   |  |
|   | <a href="#"><u>e-<br/>Boardroom</u></a> | <a href="#"><u>Spreed</u></a>                   | <a href="#"><u>Persony<br/>vShow</u></a> | <a href="#"><u>Space2mee<br/>t</u></a> | <a href="#"><u>Groove</u></a> | <a href="#"><u>vSee</u></a> | <a href="#"><u>Linktivity<br/>WebDemo</u></a> | <a href="#"><u>Cloudmeet<br/>ing</u></a> |

|                                    |             |                                       |                       |            |                         |            |                        |                        |
|------------------------------------|-------------|---------------------------------------|-----------------------|------------|-------------------------|------------|------------------------|------------------------|
| Downloadable Software/ Web-based   | WB          | WB                                    | D                     | WB         | D                       | D          | D                      | D                      |
| Text chat                          | ✓           | ✓                                     | ✓                     | ✓          | ✓                       | ✓          |                        |                        |
| VoIP                               |             | ✓                                     | ✓                     | ✓          | ✓                       |            |                        |                        |
| Screen-Sharing                     |             | ✓                                     | ✓                     |            |                         | ✓          |                        |                        |
| Co-browsing                        |             |                                       |                       |            | ✓                       |            |                        |                        |
| Presentation Facility              |             | ✓                                     | ✓                     |            | ✓                       |            |                        |                        |
| Whiteboard - Live annotation tools | ✓           |                                       | ✓                     |            | ✓                       | ✓          |                        |                        |
| Video                              | ✓           | ✓                                     |                       | ✓          |                         | ✓          |                        |                        |
| Recording                          |             |                                       | ✓                     |            |                         |            |                        |                        |
| Free trial                         | ✓           | ✓                                     | ✓                     | N/A        | ✓                       | N/A        |                        | N/A                    |
| Price (for 10 people)              | \$100/month | \$195/month (free for up to 3 people) | \$99 One Time Licence | Free       | \$2290 One Time Licence | \$75/month | \$799 One Time License | \$320 One Time License |
|                                    |             |                                       |                       |            |                         |            |                        |                        |
|                                    | Be-Intouch  | Avecomm                               | Eyeconf               | Smiletiger | Tixeo                   | WebHuddle  | DimDim                 | eBLVD                  |
| Downloadable Software/ Web-based   | WB          | WB                                    | WB-D                  | WB         | D                       | WB         | D                      | WB                     |
| Text chat                          | ✓           | ✓                                     | ✓                     | ✓          | ✓                       | ✓          |                        |                        |
| VoIP                               | ✓           | ✓                                     | ✓                     | ✓          | ✓                       | ✓          |                        |                        |
| Screen-Sharing                     | ✓           | ✓                                     | ✓                     |            | ✓                       | ✓          |                        |                        |

|                                    |               |            |                                |             |            |      |      |               |
|------------------------------------|---------------|------------|--------------------------------|-------------|------------|------|------|---------------|
| Co-browsing                        | ✓             |            |                                |             | ✓          |      |      |               |
| Presentation Facility              | ✓             |            | ✓                              | ✓           | ✓          | ✓    |      |               |
| Whiteboard - Live annotation tools | ✓             | ✓          |                                | ✓           |            | ✓    |      |               |
| Video                              | ✓             | ✓          | ✓                              | ✓           | ✓          |      |      |               |
| Recording                          | ✓             | ✓          | ✓                              | ✓           |            |      |      |               |
| Free trial                         | ✓             | ✓          | ✓                              | ✓           | ✓          | ✓    |      |               |
| Price (for 10 people)              | \$41.95/month | \$480/year | \$34.95/month (Up to 50 users) | \$180/month | \$73/month | Free | Free | \$59.95/month |

### 6.8.6 Resources

**Wikipedia - Web Conferencing and webinars:** <http://en.wikipedia.org/wiki/Webinar>

**Thinkofit by David Woolley:** <http://thinkofit.com/webconf/index.htm>

**Robin Good's Guide to Best Web Conferencing and Live Presentation Tools:**  
<http://www.masternewmedia.org/reports/webconferencing/>

**Custom news radar on Shared Workspaces:** Clicking on below link will open a new window for you with a news radar on Shared Workspaces. All of the latest information on Shared Workspaces and their use, implications and applications are collected through RSS. Every time you click on it, the information will be different!

[http://grazr.com/gzpanel.html?file=http://www.mysyndicaat.com/myfeed/digest/RobinGood\\_KL%20-%20Web%20Conferencing%20Tools%20Newsradar](http://grazr.com/gzpanel.html?file=http://www.mysyndicaat.com/myfeed/digest/RobinGood_KL%20-%20Web%20Conferencing%20Tools%20Newsradar)

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# 7 Learning Block 5

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## 7.1 Introduction to Learning Block 5

Gary Motteram

The objectives of this unit are to:

- practise the technique of screen-casting by developing your "Awareness of ICC"
- refresh, as needed, your methodology skills with respect to spoken language
- consider ways that your existing practice with spoken language skills can be adapted to the live online environment
- further develop your technical skills by creating a short online activity with your peers

We will do this through a number of topic areas and by the end of this block you should have:

- studied the input material to raise your [awareness of intercultural issues](#) (GS)
- thought about your current practice with respect to spoken language and considered how this might be adapted to the live online environment (GS)
- [worked with a colleague](#) to prepare a short digital listening text, adapting your existing practice and skills in [listening](#) and [speaking](#) to the live online environment (P2P & GS)
- considered how you might [correct spoken language errors](#) in a live online environment (RO)
- learned other technical skills connected with the [sound and video](#) in the live online environment (RO)

**NB** Some of the topics are described as "Read only" (RO), others are labelled "Peer-to-Peer" (P2P) and some are specifically aimed at the "Group Session" (GS). Try to be as well-prepared as possible for the Group Sessions.

### What you need to do in this unit to be ready for the group session:

1. Read the intercultural input materials and prepare the screen-casting task.
2. Check out the input materials on listening and speaking and also creating digital listening material and work with a colleague to prepare a short listening activity.
3. Think about the issues that are raised about listening and speaking in a live online environment and be ready to discuss these with your colleagues.

Please use the Development Portfolio checklist to help you manage your studies:

- The checklist is designed to help you to manage what you are expected to do in this block
- Try to spread your learning sessions out during the week and make use of the guidelines on timing

Don't forget you can ask questions in the Forum at any time. Your trainer will visit this forum on a regular basis.

### 7.1.1 Group Session

#### Preparation for the synchronous session

This week's synchronous online session has two key elements:

1. To explore your understanding of the issues raised in intercultural awareness making use of screening casting
2. To present a spoken language teaching idea that you have prepared in advance

### Task 1

In preparation for Task 1, you need to read through the Intercultural awareness materials. Please make sure that you have looked at the Task and have selected a website that you can talk about with your colleagues. You will use this website to illustrate collaborative browsing/webtouring (see Block 4).

### Task 2

You need to look through the input materials on listening and speaking and error correction and think about the issues raised there. Look at the section on creating digital listening material and either work with a partner(s) to create a completely new piece of digital listening material with an accompanying task, or find an mp3 file on the web that you can build a lesson around. You should ideally think about how the listening and speaking skills could be combined in your activity. Be prepared to present your ideas in the synchronous session.

## 7.1.2 Peer to Peer

### Preparation for the peer to peer activity

This week's Peer-to-Peer activity is designed to prepare you for the Group synchronous session. Please see Task 2 on the Group session page for details.

## 7.2 Lesson Observation (5)

*Gary Motteram*

### 7.2.1 Orientation

As in earlier Learning Blocks, we will be observing a teacher in the live online environment in order to consider the effectiveness of content, delivery, range of tools employed and other aspects. You may find it useful to look briefly at your notes and reflect on previous observations, before watching this scenario. You also need to consider the discussions that you have been having about methodology and technology and consider whether spoken practice is limited here by the technology. Don't forget also that we are also talking about 'distance learning' and you need to think about the implications of what Wang has said about the role that technology plays in enabling people to get together.

Don't forget that you should be prepared to discuss your ideas in the Group Sessions.

### 7.2.2 Scenario

#### Making Arrangements

The teaching scenario you will observe in this Learning Block aims to build on the previous scenarios you have observed, evaluated and discussed. As you are becoming more familiar with this new teaching and learning environment and have looked at ways teachers use the environment to facilitate effective learning, you may find that some of your original observations and reflections are beginning to change, or indeed, that some of them are being confirmed.

This scenario is the continuation of the lesson that you watched in Block 4. This lesson moves to some speaking practice for a pair of the participants. Click on the link below to watch the teaching scenario. Note your observations and reflections according to the suggested criteria. Please remember to note any issues or ideas you identify as important, and those which might not be included in the suggested criteria, so that we may share these in whole-group discussion.

You may find the file on the CD-Rom.

## 7.3 Awareness (ICC)

Serpil Sahin Gonul

### 7.3.1 Orientation

The focus of this Learning Unit is on “awareness”, which is one of the components of Intercultural Competence (IC). Remember that Intercultural Competence (IC) is one of the components of Intercultural Communicative Competence (ICC) together with linguistic, sociolinguistic and pragmatic competences. These concepts were explained in the Learning Unit “Intercultural Communicative Competence”. As stated earlier, Intercultural Competence (IC) refers to the skills, knowledge and attitudes as distinct from those which are primarily linguistic.

“Awareness” is a general term which is used in a broader sense to cover the ability to be aware of the differences among the participants in intercultural communication. In a narrower sense, we see that the term “awareness” is referred to as “communicative awareness” in some studies and “intercultural awareness” in others. Since our main concern is intercultural issues, we would prefer to use, explain and study some aspects related to the term “intercultural awareness” in the following parts.

Please refer to the Glossary for the definitions of “communicative awareness” and “intercultural awareness”.

### 7.3.2 Reflection

#### Reflection 1:

For each of the following items, indicate the extent to which you would find such a behaviour or custom "quite ordinary" or "quite strange". Use the scale below for your judgements and take some notes explaining 'why you responded in that way'.

Scale:

Quite ordinary 1

Ordinary 2

Neutral 3

Strange 4

Quite strange 5

1. A man wearing a skirt. \_\_\_\_\_
2. A person remaining silent upon meeting someone for the first time. \_\_\_\_\_
3. Two women holding hands in a park. \_\_\_\_\_
4. A woman breastfeeding her child in a public. \_\_\_\_\_
5. Talking with someone who does not look you in the eye. \_\_\_\_\_
6. A family taking a communal bath. \_\_\_\_\_
7. Praying to many gods. \_\_\_\_\_
8. Eating a formal meal without utensils. \_\_\_\_\_

\* Taken from Lustig & Koester (2006, p. 144)

*Important notice:* Don't forget to keep your notes in your personal development portfolio. This will help you keep a track of your own “intercultural awareness” development and give you the opportunity to compare your results when you turn back and look at them in the future.

#### Reflection 2:

Make a list of stereotypes that you think others hold about your culture. Discuss, in your view, how accurate they are and to what extent the stereotypes apply to you and your culture. \*

\* Taken from Lustig & Koester (2006, p. 150)

*Important note:* Don't forget to keep your notes in your personal development portfolio. This will help you keep a track of your own "intercultural awareness" development and give you the opportunity to compare your results when you turn back and look at them in the future.

### 7.3.3 Task

#### Asynchronous self-study activity

Visit the following page (<http://www.kwintessential.co.uk/resources/culture-tests.html>) and discover "How culturally aware are you?"

Test your cultural knowledge and awareness through the following online "Intercultural Awareness" game. In order to play the game,

- click on "Intercultural Awareness" in the list of quizzes or the following link (<http://www.kwintessential.co.uk/intercultural/awareness.html>)
- simply follow the instructions
- before playing the game, browse around the web page in order to get some useful information to play the game successfully
- make sure to visit the pages mentioned in the following Knowledge Unit How to - Text 2

#### Group session

- Discuss your ideas about the intercultural awareness in intercultural practice, its relation to language teaching and make a list of potential cultural differences regarding the virtual environment which you may encounter during your online sessions.

#### Optional activities

1) If you want to discover more about your intercultural awareness, you can visit the link "How culturally aware are you?" (<http://www.kwintessential.co.uk/resources/culture-tests.html>) and do the quizzes there.

We especially recommend you to test your cultural knowledge and awareness through the following online quizzes on the list:

- Business card etiquette
- Cross cultural dining etiquette
- Cross cultural quiz 1
- Cross cultural quiz 2
- Cross cultural quiz 3
- Cross cultural quiz – Gestures
- Cross cultural quiz – Gift giving
- Intercultural negotiation

*Important note:* Don't forget to print and/or copy each quiz you have answered and the results are sent to you after you have submitted. Keep these in your personal development portfolio. This will help you keep a track of your own "intercultural awareness" development and give you the opportunity to compare your results when you turn back and look at them in the future.

2) Visit the following page (<http://www.outofservice.com/>), do "The Big Five Personality Quiz" on this page and find out about your personality.

Important note: Don't forget to print and/or copy each quiz you have answered and the results sent to you after you have submitted. Keep these in your personal development portfolio.

### 7.3.4 Overview

Although a distinction has been made in Learning Block 1 between "cultural" and "intercultural", and in Learning Block 3 between "cross-cultural" and "intercultural" for the sake of making each term more understandable, it is a well-known and accepted fact that 'linguistic skills' and 'cultural issues' are inseparable and should be handled together in language learning and teaching. This view is clearly reflected in the following words by Jordan (2002):

"Current emphases in modern language teaching and learning highlight interculturality and reconceptualise goals in terms of producing 'intercultural speakers' who will be capable, adaptable actors and mediators in globalised contexts. (Buttjes & Byram 1991; Byram & Zarate 1994; Kramsch 1993 and 1998). It is acknowledged that language proficiency alone is inadequate; communication is holistic and also requires knowledge of the ways culture and language interlock and an understanding of how interaction across cultures operates. New perspectives on 'culture' degree studies place emphasis upon its diversity and plurality and focus on processes, change and fluctuating power relations."

As Jordan's quote indicates, it is important that we consider cultural issues and study cultural differences among participants coming from different cultural backgrounds as we examine the intercultural issues in foreign language learning and teaching. Being aware of the cultural differences our future students will exhibit, will help us minimise the problems which may occur while planning and executing our online lessons.

According to Lustig and Koester (2006: 133):

"Cultures vary systematically in their choices about solutions to basic human problems. The cultural taxonomies offer lenses through which cultural variations can be understood and appreciated, rather than negatively evaluated and disregarded. The categories in these taxonomies can help you to describe the fundamental aspects of cultures. As frames of reference, they provide mechanisms to understand all intercultural communication events. In any intercultural encounter, people may be communicating from very different perceptions of what is "reality", what is "good", and what is "correct" behaviour. The competent intercultural communicator must recognise that cultural variations in addressing basic human issues such as social relations, emphasis on self or group, and preferences for verbal or nonverbal code usage will always be a factor in intercultural communication."

Please read the article "Intercultural Research: The Current State of Knowledge" by Stephan Dahl (2004), which gives information about the research into the intercultural studies and cultural patterns, and about the cultural taxonomies which are useful for understanding cultural differences. In order to download this article, you need to subscribe to SSRN network first. Please go to the following Knowledge Unit How to - Text 3 to see how to subscribe to the SSRN network and look at the second list of instructions.

### 7.3.5 How to

Lustig and Koester (2006: 134) list the ways to be aware of the cultural differences as follows and state that "the taxonomies allow you to use culture-specific knowledge to improve intercultural competence":

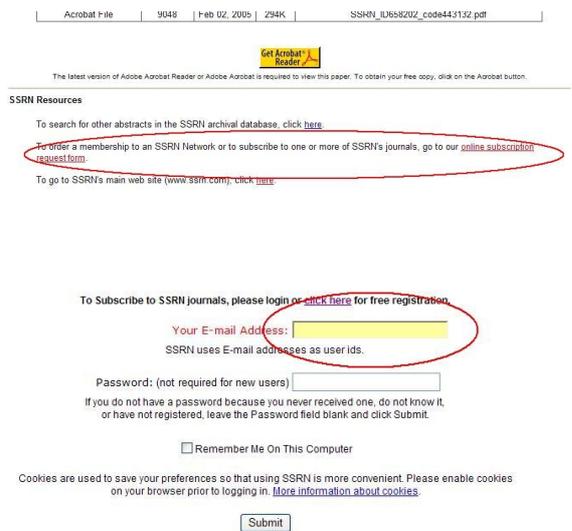
- First, begin by seeking out information about the cultural patterns of those individuals with whom you engage in intercultural communication.
- Second, study the patterns of your own culture

- The third step requires only a willingness to reflect on your personal preferences. Do your beliefs, values, norms and social practices match those of the typical person in your culture? How do your choices coincide with and differ from the general cultural description?
- Finally, mentally consider your own preferences by juxtaposing them with the description of the typical person from another culture. Note the similarities and differences in beliefs, values, norms and social practices. Can you predict where misinterpretations may occur because of contrasting assumptions about what is important and good?"

### 7.3.6 How to

Here is the order of the list for you to follow:

- ▶ Intercultural awareness
  - ▶ Intercultural Dimensions
    - ▶ Power Distance
      - ▶ World map of power distance scores
        - ▶ Power Distance Index
    - ▶ Individualism
      - ▶ World map of Individualism scores
        - ▶ Individualism
  - ▶ Uncertainty Avoidance
    - ▶ World map of individualism scores
      - ▶ Uncertainty Avoidance
  - ▶ Masculinity
    - ▶ World map of masculinity scores
      - ▶ Masculinity
- ▶ Intercultural Awareness Rules
- ▶ Intercultural Awareness Game
- ▶ Intercultural Business Communication



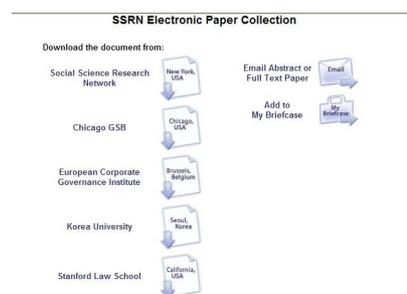
### 7.3.7 How to

In order to download this article, you should do the following:

- 1) go to the following link: Intercultural Research: The Current State of Knowledge
- 2) subscribe to SSRN network
- 3) download the document from one of the links.

### 7.3.8 Explanation

**Intercultural awareness**, described as “sensitivity to the impact of culturally induced behaviour on language use and communication” (Stempleski and Tomalin 1993: 5; cited in Skopinskaja, Liljana, 2003, p. 57), comprises awareness of students’ own culturally induced behaviour, awareness of the



culturally induced behaviour of the target language community, and ability to explain their own cultural standpoint. (Skopinskaja 2003, p. 57)

“One of the aims of the FL classroom is the development of the learners’ awareness of intercultural issues and their ability to communicate effectively and appropriately in a variety of situations and contexts, given the increasingly international nature of contemporary life.” (Skopinskaja 2003, p. 56) Thus, it is essential in foreign language learning and teaching to take cultural issues into account to help learners be able to function in intercultural communication, and learning about cultural issues plays an important role to be aware of the cultural differences among participants in intercultural communication settings. “A study of language solely as an abstract system would not equip learners to use it in the real world” (Cunningsworth 1995: 86; cited in Skopinskaja 2003, p. 55)

Patrick Moran (2001: 15-18; cited in Skopinskaja 2003, p. 56) offers four categories where culture is identified as:

- knowing about, relating to cultural information – facts about products, practices and perspectives of the target culture as well as students’ own;
- knowing how, referring to cultural practices in the everyday life of people of the target culture;
- knowing why, constituting an understanding of fundamental cultural perspectives – beliefs, values and attitudes;
- knowing oneself, concerning the individual learners’ self awareness. In other words, students need to understand themselves and their own culture as a means to comprehending the target language culture.

It is clearly seen from the definitions above that “in acquiring knowledge about and reflecting on the target culture, students need to be encouraged not simply to observe similarities and differences between two cultures, but they should also analyse them from the viewpoint of the others and try to establish a relationship between their own and other systems. (Byram 1997: 14,34; McKay 2002: 83; cited in Skopinskaja 2003, p. 57).

Hence, the main issue here is to decide what students should learn about a foreign culture to be able to function in that culture. After that, the kind of materials to be used regarding intercultural awareness should be chosen. It should be noted that such kind of material should include analysis, comparison and contrast to make the students be aware of the cultural differences and be able to function in that culture in an appropriate and acceptable way.

For the ideas and kind of activities which can be used to develop the students’ intercultural awareness, please refer to the links given in the Knowledge Unit Resources.

### 7.3.9 Glossary

**Communicative awareness (CA):** The ability in intercultural communication to establish relationships between linguistic expressions and cultural contents, to identify and consciously work with various communicative conventions of foreign partners and to modify correspondingly one’s own linguistic forms of expression. (INCA project, Assessor’s Manual, p. 46)

**Culture:** In terms of intercultural communication, culture is viewed as “the ability to enter other cultures and communicate effectively and appropriately, establish and maintain relationships, and carry out tasks with people of these cultures” (Moran 2001: 5; cited in Skopinskaja 2003, p. 57)

**Intercultural Awareness:** Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the ‘world of origin’ and the ‘world of the target community’ produce an intercultural awareness. It is, of course, important to note that intercultural awareness includes an awareness of regional and social diversity in both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner’s L1 and L2. This wider awareness helps to place both in context. In addition to objective knowledge, intercultural awareness covers an awareness of how each community appears from the perspective of the other, often in the form of national stereotypes. (Common European Framework of References p. 103)

**Stereotypes** are a form of generalization about some group of people. When people stereotype others, they take a category of people and make assertions about the characteristics of all people who belong to that category. (Lustig & Koester 2006, p. 148)

### 7.3.10 References

Common European Framework of References for Languages: Learning, Teaching, Assessment.  
[http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

Dahl, Stephan. (2004) "Intercultural Research: The Current State of Knowledge" (January 12, 2004). Middlesex University Discussion Paper No. 26. [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=658202](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=658202)

The Intercultural Competence Assessment (INCA) Project. (2004) Assessor's Manual. (p.46)  
[http://www.incaproject.org/en\\_downloads/21\\_INCA\\_Assessor\\_Manual\\_eng\\_final.pdf](http://www.incaproject.org/en_downloads/21_INCA_Assessor_Manual_eng_final.pdf)

Jordan, Shirley. (2002) "Intercultural issues in foreign language learning and ethnographic approaches to study abroad." Good Practice Guide-Subject Centre for Languages, Linguistics and Area Studies.  
<http://www.llas.ac.uk/resources/goodpractice.aspx?resourceid=100>

Kwintessential Language and Culture Specialists. (30 November 2006) <http://www.kwintessential.co.uk/resources/culture-tests.html>

Lustig, Myron W. & Koester, Jolene. (2006) Intercultural Competence – Interpersonal Communication Across Cultures. Fifth Edition. Boston: Pearson.

OutOfService. (12 December 2006) <http://www.outofservice.com/>

Skopinskaja, Liljana. (2003) "The role of culture in foreign language teaching materials: an evaluation from an intercultural perspective." Incorporating Intercultural Communicative Competence in Language Teacher Education. Strasbourg: Council of Europe Publishing, p. 55-105 <http://www.ecml.at/documents/123additional.pdf>

### 7.3.11 Resources

Crawshaw, Robert. (2005) "Intercultural awareness as a component of HE Modern Language courses in the UK." Good Practice Guide-Subject Centre for Languages, Linguistics and Area Studies.  
<http://www.llas.ac.uk/resources/goodpractice.aspx?resourceid=2303>

Guénova, Vesséla et al. (1999) "Training module in English: The Role of Social Identity in Intercultural Competence acquired through Language Learning." Social Identity and European Dimension: Intercultural Competence Through Foreign Language Learning. (eds.) Michael Byram & M. Tost Planet.p. 169-185.<http://www.ecml.at/documents/identityE.pdf>

Jordan, Shirley. (2002) "Intercultural issues in foreign language learning and ethnographic approaches to study abroad." Good Practice Guide-Subject Centre for Languages, Linguistics and Area Studies.  
<http://www.llas.ac.uk/resources/goodpractice.aspx?resourceid=100>

Intercultural Issues – Good Practice Guide-Subject Centre for Languages, Linguistics and Area Studies.  
<http://www.llas.ac.uk/resources/keywordresources.aspx?keywordid=460>

Interculturality - Good Practice Guide-Subject Centre for Languages, Linguistics and Area Studies.  
<http://www.llas.ac.uk/resources/keywordresources.aspx?keywordid=461>

Inter Mundo: glossary of intercultural terms.<http://intermundo.net/glossary.pl>

Kajiura, Asako. (1996) "Developing Awareness: An Intercultural Communication Lesson Plan." The Internet TESL Journal, Vol. II, No. 4, April 1996. <http://iteslj.org/Lessons/Kajiura-Intercultural.html>

Talkington & Lengel. (2004) "A Snapshot of Intercultural Communication Courses: An International Analysis." Good Practice guide-Subject Centre for Languages, Linguistics and Area Studies. <http://www.llas.ac.uk/resources/paper.aspx?resourceid=2047>

Traveler Jobs.com. "New Intercultural Awareness Game." <http://directory.travelerjobs.com/tjc/content/view/80/2/>

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# 8 Learning Block 6

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## 8.1 Introduction to Learning Block 6

*Heike Philip*

### 8.1.1 Orientation

The objectives of this unit are to:

- explore how to arrive at a positive Attitude when approaching people with different cultural backgrounds
- consider ways to promote productive skills in a live online environment
- further develop your technical skills by collaborating on a document

We will do this through a number of topic areas and by the end of this block you should have:

- watched and commented on a short live online teaching scenario in Lesson Observation (6)
- completed the Intercultural Profile questionnaire and reflected upon how this may lead to a positive Attitude (ICC)
- read the Examples of various attitudes (ICC) , written about an intercultural experience of your own, described your attitude and present this document the group session for discussions (GS)
- developed a table of writing activities and of staged writing activities suitable to the live online environment (P2P & GS)
- considered how you might check learner understanding in a live online environment (RO)
- explored collaborative writing tools in the live online environment (RO)

NB Some of the topics are described as "Read only" (RO), others are labelled "Peer-to-Peer" (P2P) and some are specifically aimed at the "Group Session" (GS). Try to be as well-prepared as possible for the Group Sessions.

### What you need to do in this unit to be ready for the group session:

1. Read the intercultural input materials and prepare a list of attitudes
2. Check out the input materials on writing and reading and present your digital listening material
3. Think about the issues that are raised about listening and speaking in a live online environment and be ready to discuss these with your colleagues.

Please use the Development Portfolio checklist to help you manage your studies:

- The checklist is designed to help you to manage what you are expected to do in this block
- Try to spread your learning sessions out during the week and make use of the guidelines on timing

Don't forget you can ask questions in the Forum at any time. Your trainer will visit this forum on a regular basis.

### 8.1.2 Group Session

This week's synchronous online session has three elements:

1. Present and discuss your attitudes
2. Adapt the table of 'writing activities' presented in Promoting Writing Skills to suit the live online environment

3. Map out the stages for a reading and writing activity suitable for the live online environment and be prepared to justify your ideas

#### Task 1

- Present your piece of writing which represents your attitude in one of your intercultural experiences, and listen to and make comments on the other participants' ideas which are presented.
- Discuss your ideas about how to develop positive attitudes in intercultural practice, its relation to language teaching and make a list of potential cultural differences regarding the virtual environment which you may encounter during your online sessions.

#### Task 2

- Based on both your own experience of the f2f classroom and your increasing knowledge of the live online environment, and the advances in communication technologies be prepared to discuss adaptations to the writing activities presented in the input material to suit the live online environment
- Choose a particular reading and writing activity, and stage it for delivery in the live online classroom.

### 8.1.3 Peer-to-peer

1. Create a document with GoogleDocs and work on this with your peers. Write your ideas about how to develop positive attitudes as described in the section Attitude (ICC)
  - Pre-requisites for using Google tools is a Gmail account. If you do not have a Gmail/Googlemail account, you will need to contact someone who has such an account, who will invite you formally. You may then decide to create a public or a private document and will need to invite your peers to work on this document.
2. Discuss your ideas for live online reading and writing activities and work out the stages for a lesson plan. (This may be a peer-to-peer activity, but can also be conducted individually)

## 8.2 Lesson Observation (6)

Angela McLachlan

### 8.2.1 Orientation

As in earlier Learning Blocks, we will be observing a teacher in the live online environment in order to consider the effectiveness of content, delivery, range of tools employed and other aspects. You may find it useful to look briefly at your notes and reflect on previous observations, before watching this scenario. You also need to consider the discussions that you have been having about methodology and technology and consider whether spoken practice is limited here by the technology.

### 8.2.2 Scenario

#### Text Chat in a Virtual Classroom

The teaching scenario you will observe in this Learning Block aims to build on the previous scenarios you have observed, evaluated and discussed.

As you are becoming more familiar with this new teaching and learning environment and have looked at ways teachers use the environment to facilitate effective learning, you may find that some of your original observations and reflections are beginning to change, or indeed, that some of them are being confirmed.

Click on the link below to watch the teaching scenario. Note your observations and reflections according to the suggested criteria. Please remember to note any issues or ideas you identify as important, and those which might not be included in the suggested criteria, so that we may share these in whole-group discussion.

You will find the file on the CD-ROM.

## 8.3 Attitude (ICC)

*Serpil Sahin Gonul*

### 8.3.1 Orientation

Another component of Intercultural Competence (IC) is "Attitude". Although we study "Attitude" as a separate component of IC, in fact it is one of the parts of intercultural awareness. As with the other components of IC, it is hard to talk about clear-cut boundaries while talking about "Attitude", too. All the components of IC are interrelated and needed to explain and complete each other.

The theme of this Learning Unit and the following Knowledge Units is mainly on "Attitude", how to develop a positive attitude to make intercultural communication successful and the topics discussed under "Attitude" in terms of intercultural competence.

### 8.3.2 Reflection

Please download the following document Intercultural Profile Instructions and reflect on the questions in this questionnaire in order to see your intercultural attitudes and experiences. However, before responding to the questions, you should download the following document Intercultural Profile Guidelines to see the guidelines to respond to the questions in the questionnaire "Intercultural Profile". \*

Important note: Don't forget to keep your notes in your personal development portfolio. This will help you keep track of your own "intercultural attitudes and experiences" development and give you the opportunity to compare your results when you turn back and look at them in the future. This will also give you feedback on your strengths and weaknesses in this area of intercultural competence.

These documents have been taken from the "Assessment tools" <http://www.incaproject.org/tools.htm> of the INCA project website. These documents are also downloadable from this web-site.

### 8.3.3 Overview

According to Söderberg (1995:286-287), both in theoretical and practical approaches within the research field of intercultural competence, scholars normally distinguish between the following aspects of intercultural competence as:

1. The **affective** component includes such attitudes and personal dispositions as openness, curiosity, the ability to look upon the world from the others' point of view (empathy), tolerance of stress, and flexibility in relation to situations which can be ambiguous and open to different interpretations.
2. The **cognitive** component contains the general understanding of cultural otherness and the specific knowledge of certain cultures. This dimension of the competence includes the way individuals think about other cultures, how they conceptualize these cultures and perceive them through metaphors, stereotypes and prejudices, and in cognitive models of their own universe and the surrounding world.
3. The **communicative / behavioural** component refers to the communicators' ability to act in a culture-sensitive way. It embraces the proficiency in foreign languages, both the ability to express yourself and to understand the other. It means that the communicative component of the competence refers to the person's ability
  - to create and maintain personal relations with members of other cultures
  - to play specific social roles in a culturally acceptable manner
  - to understand verbal as well as non-verbal communication expressed by members from other cultures
  - to metacommunicate about intercultural communication.

The explanation above represents the components of Intercultural Communicative Competence (ICC) in a different way. In other words, it groups the components of ICC from a different perspective. As it is clearly understood from the explanation above, all components are interrelated and help us acquire intercultural competence as a whole, which brings us to think that "intercultural awareness" consists of all components mentioned above.

The "Attitude" component of IC in our classification falls into the first component of the classification above, and it involves the terms such as openness, curiosity, empathy, tolerance and flexibility. Thus, in the following parts of this Learning Unit, each of the terms will be studied and explained in order to help you understand what the "Attitude" component of IC is.

### 8.3.4 Explanation

**Attitude** is a concept in psychology. Attitudes are positive, negative or neutral views of an "attitude object": i.e. a person, behaviour or event. People can also be "ambivalent" towards a target, meaning that they simultaneously possess a positive and a negative bias towards the attitude in question. Attitudes come from judgments. Attitudes develop on the **ABC** model (affect, behavioural change and cognition). The *affective* response is a physiological response that expresses an individual's preference for an entity. The *behavioural intention* is a verbal indication of the intention of an individual. The *cognitive* response is a cognitive evaluation of the entity to form an attitude. Most attitudes in individuals are a result of observational learning from their environment. (Wikipedia) Byram (1997: 50) describes attitude as "curiosity and openness, readiness to suspend disbelief about other cultures and disbelief about one's own."

In foreign language learning and teaching, the main aim is to change the learners' attitude towards the others in a positive way. Byram (1997: 50) lists the objectives of attitude in foreign language learning and teaching in the following way:

- willingness to seek out or take up opportunities to engage with otherness in a relationship of equality; this should be distinguished from attitudes of seeking out the exotic or of seeking to profit from others;
- interest in discovering other perspectives on interpretation of familiar and unfamiliar phenomena both in one's own and in other cultures and cultural practices;
- willingness to question the values and presuppositions in cultural practices and products in one's own environment;
- readiness to experience the different stages of adaptation to and interaction with another culture during a period of residence;
- readiness to engage with the conventions and rites of verbal and non-verbal communication and interaction

"Education for cultural plurality should not be conceived of as a temporary measure but as an attitude, a state of mind, with regard to a situation that is going to endure. Intercultural situations are not transitory but permanent systems of thought confronted with situations of permanent change" (Perotti 1992:16; cited in Neto 2006:1) According to Skopinskaja (2003), teaching materials in foreign language learning and teaching should include "presentation of content through attitudinal perspective, that is development of tolerance and empathy towards otherness as well as a feeling of the national identity; challenging the learners' existing stereotypes; arousing curiosity about otherness; and preparing students for an adequate behaviour in the target language." (p. 63)

It is clearly seen in the information above that the terms commonly used under the topic "Attitude" are openness, curiosity, empathy, tolerance and flexibility. For the definition of each term, please refer to the Glossary.

### 8.3.5 How to

The following four conditions by Yehuda Amir (cited in Lustig & Koester 2006: 159-160) provide an outline to follow in order to achieve positive attitudes in intercultural communication:

1. The first condition is that there must be **support from the top**. That is, if the high-status individuals "those who are in charge or who are recognized as authority figures - support the intercultural contact, it is more likely to lead to a positive outcome.

2. The second condition is that those involved have a **personal stake in the outcome**. This means that the individuals involved have something to gain if they are successful - or something to lose if they are unsuccessful - that makes them regard the interactions as personal. If someone personally invested in the outcome of the interaction, there is increased motivation to do well and make it thrive.
3. The third condition is that the actual intercultural contacts are viewed as **pleasing and constructive**. Interactions that are enjoyable make people feel good about their experiences and increases the prospects for further intercultural contacts.
4. The fourth condition is related to the **perceived outcome of the interaction**. When all parties have the potential to be effective " that is, when the members of both cultures either have common goals or view the interaction as allowing them to achieve their own individual goals " then successful cooperation is possible, and the interactants are very likely perceive the intercultural contact as having the potential to be beneficial.

Lustig and Koester (2006: 160) suggest four additional factors which also affect attitudes and outcomes:

1. One is the **strength of identification** that the members of a culture have for their cultural group. Do the individuals in an encounter think of the person with whom they are interacting as a unique individual, or do they view that person primarily as a representative of a different cultural group? Similarly do the interactants view themselves as unique individuals or as representatives of particular cultural groups?
2. The second is the degree of **perceived threat**. If the members of a culture believe that certain fundamental aspects of their cultural identity " such as their language and special characteristics " are threatened, they are likely to increase their identification with their culture, and intercultural contacts are less likely to be favorable.
3. Another factor is the degree of **typicality** with which the other interactants are viewed. That is, participants in intercultural encounters make a judgement about the degree to which specific individuals are typical or atypical of their culture, which in turn influences the positive or negative character of their attitudes. More important, typicality affects the likelihood that experiences with one member of a culture are generalized to other members of that culture.
4. The nature of the interactants' **cultural stereotypes** is another factor in intercultural contacts. Miles Hewstone and Howard Giles (1986; cited in Lustig & Koester) propose that these stereotypes are used as filters to assess the behaviors of members of other groups. They also suggest that if a person does not conform to the cultural stereotype in some important way, that person is dismissed as atypical. Consequently, negative stereotypes toward the culture can persist even when there are positive and favorable interactions with a member of the culture.

Some final remarks on how to develop positive attitudes towards other participants in intercultural settings are as follows (by Lustig and Koester 2006: 169-170):

- In order to improve your intercultural competence by building positive motivations, or emotional reactions, to intercultural interactions, take an honest inventory of the various ways in which you categorize other people. Can you identify your obvious ethnocentric attitudes about appearance, food, and social practices?
- Overcoming ethnocentrism, stereotyping, prejudice, discrimination, and racism requires a commitment both to learning about other cultures and to understanding one's own.
- A willingness to explore various cultural experiences without prejudgement is necessary.
- An ability to behave appropriately and effectively with culturally different others, without invoking prejudice and stereotyped assumptions, is required.
- Although no one can completely overcome the obstacles to intercultural competence that naturally exist, the requisite knowledge, motivation and skill can certainly help to minimize the negative effects of prejudice and discrimination.

For the definitions of the terms ethnocentrism, stereotyping, prejudice, discrimination, and racism, please refer to the Glossary.

### 8.3.6 Glossary

**Attitude:** Attitude is a person's willingness to try to understand and adapt to the expected norms of the target culture. (Teaching Foreign Languages K-12 Workshop "Glossary; under "Knowledge, Attitude, Skill, Awareness)

**Curiosity:** Curiosity is any natural inquisitive behaviour, evident by observation in many animal species, and is the emotional aspect of living beings that engenders exploration, investigation, and learning. Curiosity is a term that describes an unknown number of behavioural and psychological mechanisms, which have the effect of impelling beings to seek information and interaction with their natural environment and with other beings in their vicinity. ( Wikipedia - <http://en.wikipedia.org/wiki/Curiosity#Causes>)

**Discrimination:** Whereas *prejudice* refers to people's attitudes or mental representations, the term *discrimination* refers to the behavioural manifestations of that prejudice. Thus discrimination can be thought of as prejudice "in action". (Lustig and Koester 2006: 153)

**Empathy:** Empathy is the ability of individuals to communicate an awareness of another person's thoughts, feelings, and experiences, and such individuals are regarded as more competent in intercultural interactions. Alternatively, those who lack empathy, and who therefore indicate little or no awareness of even the most obvious feelings and thoughts of others, will not be perceived as competent. Empathetic behaviours include verbal statements that identify the experiences of others and nonverbal codes that are complementary to the moods and thoughts of others. Empathy does not mean "putting yourself in the shoes of another." The skill described here is the capacity to behave as if one understands the world as others do. (Lustig and Koester 2006: 74-75)

**Ethnocentrism:** Most people tend to think that other people perceive, evaluate, and reason about the world in the same way that they do. In other words, humans assume that other people with whom they interact are like themselves. This common human tendency is sometimes called *ethnocentrism*. (Lustig and Koester 2006: 144) William G. Sumner (1940: 27), who first introduced the concept of ethnocentrism, defined it as "the view of things in which one's own group is the center of everything, and all others are scaled and rated with reference to it." (cited in Lustig and Koester 2006: 146)

**Flexibility:** Flexibility refers to the ability to adapt to different circumstances. ( Wikipedia - <http://en.wikipedia.org/wiki/Flexibility>). In intercultural studies, there is another term that is commonly uttered, which is behavioural *flexibility*. *Behavioural flexibility* is the ability to adapt one's own behaviour to different requirements and situations. (INCA, Assessor's Manual, p. 46)

**Openness:** In intercultural context, *openness* can be defined as the state of being unprejudiced, amenable to or ready to receive (e.g. new ideas or impressions), and ready and willing to talk honestly. (formed from the word "open" (adj.) 20. 21. 22 in AllWords.com -<http://tinyurl.com/2ykjbb>).

Openness includes *respect for otherness* and *tolerance of ambiguity*. To be open means to be open to the other and to situations in which something is done differently. You can tolerate your partner as being different and doing things differently. (INCA, Assessor's Manual, p. 11)

**Prejudice:** *Prejudice* refers to negative attitudes toward other people that are based on faulty and inflexible stereotypes. Prejudiced attitudes include irrational feelings of dislike and even hatred for certain groups, biased perceptions and beliefs about the group members that are not based on direct experiences and firsthand knowledge, and a readiness to behave in negative and unjust ways toward members of the group. (Lustig and Koester 2006: 151)

**Racism:** Although *racism* is often used synonymously with *prejudice* and *discrimination*, the social attributes that distinguish it from these other terms are oppression and power. Oppression refers to "the systematic, institutionalized mistreatment of one group of people by another." Thus, racism is the tendency by groups in control of institutional and cultural power to use it to keep members of groups who do not have access to the same kinds of power at a disadvantage. Racism oppresses entire groups of people, making it very difficult, and sometimes virtually impossible, for their members to have access to political, economic and social power. (Lustig and Koester 2006: 156)

**Stereotyping:** Humans simplify the processing and organizing information from the environment by identifying certain characteristics as belonging to certain categories of persons and events. The characteristics of particular events, persons, or objects, once experienced, are often assumed to be typical of similar events, persons, or objects. Information processing results in a simplification of the world, so that prior experiences are used as the basis for determining both the categories and the attributes of the events. This process is called *stereotyping*. (Lustig and Koester 2006: 144-145)

**Tolerance:** *Tolerance* is a recent political term used within debates in areas of social, cultural and religious context, as an emphatic antithesis to discrimination, because discrimination may advocate persecution. Its usage came about as a more widely acceptable alternative to "acceptance", the usage of which had been widely derided, as certain cases would not be considered by common society as acceptable. ( Wikipedia - <http://en.wikipedia.org/wiki/Tolerance>)

In intercultural communication, this term is used as either "tolerance for ambiguity" or "tolerance of stress" to describe this kind of attitude while interacting with the participants from different cultures.

**Tolerance for ambiguity:** Tolerance for ambiguity is understood as the ability to accept ambiguity and lack of clarity and to be able to deal with it constructively. (INCA, Assessor's Manual, p. 46)

It concerns a person's responses to new, uncertain, and unpredictable intercultural encounters. Some people react to new situations with greater comfort than do others. Some are extremely nervous, highly frustrated, or even hostile toward the new situations and those who may be present in them. Those who do not tolerate ambiguity well may respond to new and unpredictable situations with hostile, anger, shouting, sarcasm, withdrawal, or abruptness. Others view new situations as a challenge; they seem to do well whenever the unexpected or unpredictable occurs, and they quickly adapt to the demands of changing environments. Competent intercultural communicators are able to cope with the nervousness and frustrations that accompany new or unclear situations, and they are able to adapt quickly to changing demands. (Lustig and Koester 2006: 76-77)

**Tolerance of stress:** *Stress* can be defined as the sum of physical and mental responses to an unacceptable disparity between real or imagined personal experience and personal expectations. By this definition, stress is a response which includes both physical and mental components. ( Wikipedia - [http://en.wikipedia.org/wiki/Stress\\_%28medicine%29](http://en.wikipedia.org/wiki/Stress_%28medicine%29)) Thus, tolerance of stress can be understood as the ability to accept it and to deal with it in a positive way in intercultural interactions.

### 8.3.7 Tasks

#### Asynchronous self-study activity

Please go to the Knowledge Unit [Example](#) and read the examples in which the participants talk about their experiences and represent their own attitudes they had in intercultural interactions.

After reading the examples, write about an intercultural experience of your own and describe your attitude, that is what you thought and felt about it and how you reacted towards it. The following topics may help you find an example of your intercultural experience and attitude and write about it:

- Eating / Dining
- Types of food
- Bathing
- Personal hygiene
- Sleeping
- Shopping
- Giving directions / Finding an address
- Language
- Driving

- Greeting
- Any other activity you would like to add

### 8.3.8 Group session

- Present your piece of writing which represents your attitude in one of your intercultural experiences, and listen to and make comments on the other participants' which are presented.
- Discuss your ideas about how to develop positive attitudes in intercultural practice, its relation to language teaching and make a list of potential cultural differences regarding the virtual environment which you may encounter during your online sessions.

### 8.3.9 Example

#### Example 1

“When I came to Warsaw in 1997 to teach German at the University I was confronted with a lot of positive attitude towards Austria and the conditions under which students study in Austria. They assumed that everything was perfect at Austrian Universities, that there were hundreds of computer stations available for students, that teachers cared for the students individually, that all students had a lot of money etc. Explaining that this was not the case, but that you had to queue for a computer, that there were hundreds of students in your lecture and that you also had to calculate your money very thoroughly was difficult for me. Dealing with a negative attitude towards or a stereotype of a country, a nation, a group of people is different but to destroy a positive stereotype is even more difficult. Firstly, it's hard to destroy illusions, secondly, these illusions also add to the reason why students learn the language and thirdly, it's your own country that you have to demystify.”

(Susanne Hartmann from Austria)

#### Example 2

“My hobby is dancing Salsa. I went to dancing classes and learnt there that this is a popular dance from South America. Also I got to know a lot of South American people in Germany dancing Salsa. My boy-friend is from Peru and we went to Peru to meet his parents and his friends. I was looking forward to dancing a lot there. When we went out with his friends we danced to the same music like in Europe, and no Salsa. I was a little disappointed. When I asked why they do not dance a lot Salsa they told me that they have not learnt it and actually they liked other types of music more than the traditional Salsa. For me it was not understandable because for me Salsa is a dance where you can express your happiness and feelings and I thought that everybody should at least know how to dance it. On a school reunion in Peru I talked to a Peruvian “German class mate of Miguel, my boy-friend and he explained me the reason why almost none of his friends danced Salsa. It was a question of status and the middle class “to which they belong - grew up with the idea that Salsa is a bad dance that usually only poor people danced. For me, a person grown up in Germany and without traditional class thinking, this situation let me think more about other cultures and behaviour of the people from other countries and continents.”

(Sabrina Ploch from Sweden)

#### Example 3

“It was the day of fools and in Slovakia people use to be really mean on this day. Mostly, the bad shocking things "happen" on first of April. Somebody involves in a car accident or gets fired from the company or somebody suddenly quits with boy or girlfriend or the house burned down and other strange things. This is pretty normal and poor person who forget on the 1 April in Slovakia. Well, I did the 1 April jokes with an American, German and Austrian people. The meanness was not so terrible, a middle degree let's say. I got them fooled and won of course. But that's not the point, interesting where the reactions of this people after I told them, it was 1 April:

- the American started to laugh and liked to be fooled and even got motivated to fool somebody else and he revenged of course;

- the Germans (about 5 people) got fooled and one of them found out it was 1 April and they laughed, too, but didn't try to revenge. They liked that but took it a little bit more conservatively.
- the Austrian person didn't know it was first April and also, he didn't laugh afterwards and gave only a short comment.

Of course, this depends from person to person and we are talking about the individual level, but still, the reactions are quite interesting.”

(Ivana Tsvetkov from Slovakia)

#### Example 4

“We arrived at our new friend's house, eager to experience a "real French meal"!!! We were impressed with the aperitif, little savoury nibbly bits, savoury cake (with ham and olives) and crisps with a light alcohol drink. It was when we got to the table that it is started to get interesting. First of all, we were presented with a bowl of radishes (what on earth do you do with radishes on their own!!!) As we were hungry, we didn't know if we should tuck in with gusto to this large bowl of radishes, or delicately nibble, in anticipation for the following course. We had no idea how many courses there would be, would we eat the food separately, or wait to put it all on the same plate? Next came out a bowl of lettuce with cubed cheese and a salad dressing. Maybe this was all we were eating? After this, came the meat on its own. We put the sliced meat on our plates and were about to tuck in, when our guest said "Wait, don't you want any vegetables? "Ahh, not being clairvoyant, how could we know we should eat the meat with vegetables? Our hostess brought out "pureed carrot' and roast potatoes. How can people eat baby food with decent roast potatoes!!!! It was beyond us but we gracefully accepted and swallowed down the carrot mush without swallowing. At least, it was washed down with a good bottle of Bordeaux. Next, came the cheese, eaten with a little bread but no butter. The French took very small pieces of cheese, while we wanted to take a large chunk of Brie and savour every moment. By this time, we were getting quite full and thought that surely we had finished. After all, the cheese board comes at the end of the meal, doesn't it? But no, the piÃ“ce de resistance' was to come and well worth waiting for "Raspberry Charlotte'. It was excellent but there was not enough of it. The French believe in eating good food in small quantities, which tends to leave us wishing they had another dessert tucked away in the fridge. The whole experience was an eye-opener, a bit frustrating but enjoyable (except for the carrot puree!) And to finish, we topped it off with a "digestive' another alcoholic drink, often spirit or liquor. It all seemed a lot of alcohol for us, but it helped us to forget the "puree' and the second pudding that we would have loved to have a "shot at"!!!”

(Anne McKee from the UK)

#### Example 5

“When I was in Graz, Austria for the first time, I was walking in the street with a friend, talking. We were so deeply involved in the conversation we hadn't been following where we were going, so we stopped to look around and figure out which way to proceed. When we were standing there, in the middle of the pavement, looking right and left (or left and right), a car stopped near us. I thought the driver was also lost and about to ask the way, but no... The driver was to let us cross the street! That was amazing! We were just in the middle of the pavement in the middle of a quiet street, not anywhere near a pedestrian crossing or even crossroads. And this was the only car we had seen within the last 5 or even 10 minutes!!! That was a really positive experience. Unfortunately, something one wouldn't encounter in Tallinn ... As I later learned, this was quite a typical behaviour of an Austrian driver (at least in Graz, don't know about Vienna). As for the attitude, it wouldn't be difficult to guess. First, I was slightly confused, as I couldn't guess why the car had stopped, but as soon as it struck me, I just felt admiration for such extreme politeness. For this definitely was beyond what could have been expected (according to my standards at least). We had actually had no intention of crossing the street, but then it seemed ungrateful not to cross, so we did cross, smiling and nodding a Thank you! to the driver and trying to be quick not to waste any more of his time.”

(Alliki Lukk from Estonia)

#### Example 6

“In writing the first draft about my own ethnocentric attitudes it became clear I am an old style feminist. I did grow up in the 60s and 70s. So if I perceive myself as quite open to unfamiliar cultures, I am quite obstinately unforgiving of institutionalised limitations to women's freedom. By that I am referring both to the obvious ways that can be seen as well as the more insidious limitations because they are in social attitudes and in women's minds.

One example that covers several cultures is that of women having to cover their hair. Orthodox Jews, Muslims and fundamentalist Catholics to name a few are convinced this is an appropriate rule. Another example is the attitude to male violence against women. It is sad that usually the expression is "violence against women' and that it is so obvious to everyone that it is committed by men that we do not need specify "male violence'. Likewise, domestic violence is often less severely punished, if at all recognised as a crime, than violence between strangers.

I find that otherwise my attitude is one of curiosity. I enjoy learning about how people in other cultures live. This does not mean that I would want to live in that culture or accept all or some of its customs. But it means that I am interested in individuals, whatever their background.

If I am offended by something someone says, I will try and sort out communication problems whether the person has the same cultural background or a different one. I do not normally generalise one person's behaviour to an entire cultural group. This is probably the case on account of my own culture placing very high value on individual worth. The paper on high and low context cultures, in Lancelot, supports this. I found this categorisation quite fascinating. It certainly provides me with a new angle with which to view socio-cultural values and understand some differences which I couldn't previously grasp.”

(Jeanne C. Baer from Canada brought up by Swiss French parents)

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## 8.4 Promoting Writing Skills in a Live Online Environment

Angela McLachlan

### 8.4.1 Orientation

Writing is referred to as a 'productive' skill, as it requires language learners to produce original language in writing. As yet, there is little or no research into best practice in the promotion of writing skills in the live online classroom, though it is underpinned by essentially the same methodology as in the face-to-face classroom.

For live online teachers, the key challenge is to use the synchronous time, and the range of available tools, most effectively to promote the particular skill.

### 8.4.2 Overview

Clearly, the nature of the language course itself will influence the extent to which writing may feature in teaching sessions. For example, if your learner is following a conversation course, the most effective use of the synchronous time is both the production and comprehension of spoken language. However, if your learner is working towards an examination in which writing plays a key role, and has stringent assessment criteria regarding for example accuracy, idea development and appropriacy of register, then planning structured contact time is essential.

Although both writing and speaking are classed as 'productive' skills, different factors influence the nature and process of that production of language, such as:

- Spoken language is immediate in that it requires immediate processing and production
- Written language can generally be developed and revised before it is made 'public'
- Errors occurring in spoken language are not permanent in the way that written language is, which may affect learner motivation
- Spoken language is often characterised for example by pauses, hesitations, self-correction, or changes in tone and facial expression to enhance production and delivery
- Many language users are not able to express themselves in writing in the way that they are able to do in speaking, and this may affect their motivation and performance
- Language learners may demonstrate a tendency to 'translate' their written texts, by composing them in their first language, and then translating into L2. This often leads to very 'wooden' language, and does not embed the correct and idiomatic usage of L2. Providing learners with a range of 'sample' texts for example as part of a brainstorming activity can go some way to avoiding this problem.

### 8.4.3 Strategy

Live online teachers should consider the following issues and strategies when planning for promoting writing skills:

- Language learners who experience difficulties with writing in L1 are likely to do so in L2.
- To what extent do the learners actually need to "write" in the target language?
- What is the nature of the writing: is it composition or reproduction?
- Be quite specific about the exact nature of the writing task: are you using their written texts as a way of varying activities within a given lesson, on a particular topic, for example to kick-start a discussion, or to check grammatical accuracy, or are you interested in developing their skills as writers?
- Does writing on the whiteboard provide learners with opportunities to practise their writing, or their keyboard skills? This is a particular issue where learners do not type particularly quickly – the teacher must decide what is a reasonable use of the synchronous time for the whole group

- Collaborative writing can be catered for to good effect in the live online environment where learners are efficient typists. For example, you may give an opening sentence on the whiteboard, and each learner writes a logical, sequential, and hopefully interesting sentence. More directed collaborative writing, for example with beginners, is also possible, if the writing is based firmly in language already acquired, such as describing the family.
- Careful staging of the activity, with use of appropriate tools and reasonable division between synchronous and asynchronous input. For example, the 'pre-writing' activity, which may involve discussion, brainstorming, visual mapping collaboratively on the whiteboard, may be considered a good use of synchronous time. The actual production of the written piece may be more appropriately undertaken by individual learners asynchronously, with group follow-up and, where appropriate, correction, in the next synchronous session
- There may well be 'cultural' aspects to particular writing genres: for example, do Chinese people approach the writing of a social email in the same way as English?

#### 8.4.4 Task

1. Download the 'types of writing activity' table given in 'resources'.
2. You will note that this table was put together in 1988, and is situated firmly in the face-to-face classroom.
3. Based on both your own experience of the f2f classroom and your increasing knowledge of the live online environment, and the advances in communication technologies, add ideas for writing activities. For example, you may consider encouraging learners to email each other outside the synchronous lessons as a socialisation activity, or with a specific learning task.
4. Choose a particular writing activity, and stage it for delivery in the live online classroom.
5. If you consider it appropriate to include asynchronous activity to support synchronous activity, be specific about the rationale for this. Equally, if you are staging an entirely synchronous writing activity, you should demonstrate clearly the methodological rationale.
6. You should also give clear indication of what kind of learners you are pitching the activity at, and the specific aim of the activity.
7. Upload your written plan to for group feedback.

#### 8.4.5 References

Badger, R & White, G (2000), A process genre approach to teaching writing, *ELT Journal*, 54(2), 153-160

Hedge, T (1988), *Writing*, Oxford: OUP

Warschauer, M (1995), *Virtual connections: online activities and projects for networking language learners*, Hawaii: University of Hawaii

### 8.5 Promoting Reading Skills in a Live Online Environment

*Angela McLachlan*

#### 8.5.1 Orientation

With listening, reading is often referred to as a receptive language skill. However, as the language learner does not simply receive and automatically understand written text, the language teacher has to develop strategies and appropriate materials to facilitate both reading and comprehension in the target language.

### 8.5.2 Reflection

It is useful to reflect on current practice, and to evaluate its effectiveness, in order to begin to develop new strategies “ or adapt existing ones “ for the live online classroom. Consider the following questions “ you do not have to note your responses in writing, though you may find it helpful to do so.

- How important do you consider 'reading' as a language skill for foreign language learners?
- In what ways do you currently (ie in the f2f classroom) promote reading skills?
- To what extent would you say these strategies are successful?
- How do you know they are successful?
- What kinds of 'tasks' or 'learning activities' might you design for particular texts?
- Where do you source your reading texts from?
- How do you assess the appropriate level of challenge for your learners?
- Do you ever use the same text for different levels of language proficiency? Why/not?
- What period of time might you devote to 'reading' in a single lesson of between 45 minutes to 1 hour?
- How often do you give learners a reading activity to do away from the classroom, and how do you follow that up?
- Do you use 'reading aloud' as a discrete reading activity in itself? Why/not?
- Do you consider it important for language learners to understand every word or construct of a given text? Why/not?
- At what stage of a language learning programme do you introduce 'reading' into your lessons? Why?

### 8.5.3 Overview

Traditional approaches to language teaching have often promoted reading as a means to access key literature in the target language, and thus the focus has often been on literary or 'higher-level' texts. Certainly, very advanced learners may be able to read, understand and appreciate those texts, though the level of oral competence or fluency this facilitates in the learner is open to debate. The challenge for the language teacher is how to introduce reading as a core, or even a secondary activity, using appropriate texts. In the communicative language classroom, f2f or virtual, using authentic texts in reading allows the learner to develop their understanding of the written target language in a 'real-world' context and for 'real-world' purposes. So for example, a teacher may use a travel website via the interactive whiteboard in the f2f classroom, or screencast the website as a form of webtouring in the virtual classroom, where the content involves travel and tourism.

One of the challenges for the language teacher when choosing authentic materials is ensuring that the level of language already acquired by the learner can support the level of language in the authentic text. Many language teachers write their own texts within an 'authentic context' to give them control over language level. Many commercial textbooks also do this, though this is not helpful for the virtual classroom, as there are copyright issues involved in screencasting textbooks without prior permission. (However, if you use a textbook as a part of your live online course, you may wish to approach the particular publisher to ask for permission to use the textbook in this way, as they are often happy to agree to other potential sources of revenue).

When to introduce targeted reading into a programme of language learning is a topic that language teachers often disagree on. Some argue that concentrating on speaking, listening, and pronunciation should take precedence, with reading and writing coming later. Others argue that language skills cannot and should not be worked with in isolation, and include specific activities to promote all skills from the very beginning.

## 8.6 Checking Learners' Understanding

Angela McLachlan

### 8.6.1 Orientation

In language teaching, we must be particularly aware of the fact that what we have taught has not necessarily been learned. So, we counter this firstly by providing maximum opportunity in our short and longer-term planning for our learners to practise and embed language, both in form and function, and to check their understanding of its meaning.

### 8.6.2 Case Study

David is an English Language teacher, who has worked both in the f2f and live online classroom. He says:

You can actually employ the same strategies for checking learners' understanding of meaning in the live online environment as you do in the f2f classroom. You just have to plan carefully how you are going to do that. Of course, in the f2f classroom, you can actually often sense where there is a lack of understanding, but that physical closeness is obviously lacking. That's why I prefer to teach with video, because I watch learners' faces very closely, but I'm also attuned to hesitation or reluctance to respond - these often indicate that there is incomplete understanding, you know, some difficulty somewhere.

If the function's available, I think it's fine to occasionally ask learners to "put their hands up" if they have not quite got something, or indeed if they have got it, so long as the group has worked together for while and you know that they feel confident with each other. One-to-one sessions make that easier, because you build a close relationship much quicker. But I don't do that all the time, because I prefer to use the language itself to check understanding. I use a lot of concept questions, because that's an unthreatening way of doing it, and becomes a normal and accepted part of the lesson. If I'm checking units of vocabulary, I often screencast flashcards, and might say "Is this a cup?" because you are eliciting a simple yes or no. You can also prompt learners to say something like "No, it's a saucer".

Checking grammatical constructs is always a challenge, but it's no different in the live online environment. For example, if I'm checking whether learners have understood a particular verb tense, say the past tense, I'd give a series of sentences, some in the present, and some in the past, and ask questions about it.

So I might give as Sentence A: *Mary has been to the cinema* and ask

1. Are we talking about a past action, a present action, or a future action?
2. Do we know when she went?
3. Do we know what film she saw?

In this way we are just checking the essential information delivered via this sentence: that Mary at some unspecified time in the past went to the cinema. That might seem simplistic, but the use of the present perfect tense in English can be quite difficult for learners, and they often need lots of practice.

I often encourage the learners themselves to create concept questions or statements about a particular sentence, because in that way they really have to think about the information that is being conveyed in the sentence. So for example I'd say "*Catherine's been learning English for about 5 years*" and ask them to explain the concept of that sentence, which might be:

- Catherine started to learn English about 5 years ago,
- she's still learning it now,
- and probably plans to continue learning it for now at least

And the great thing about doing this kind of checking is that you're encouraging the learners to really think about language, and use language to express their thoughts - so it's really interactive and communicative.

It's really important to remember, particularly in the virtual classroom, not to use any completely new vocabulary when you're checking learners' understanding. It's an easy trap to fall into, and that's why it's important to plan your strategy carefully. I've often seen teachers ask almost completely incomprehensible questions, which just confuse learners, and you simply can't assess to what extent learners are grasping the indicative language, or just having a guess.

### 8.6.3 Strategy

Learners may be unwilling to state openly, either in a group or one-to-one session, that they have not fully understood the content or concept being taught, which can have a negative impact on successful future learning. It is generally accepted that asking learners the question 'Do you understand what this means?' is an ineffective way to check real understanding. Similarly, asking a beginner or intermediate learner to explain a particular meaning may not be reasonable, as it is possible that the range of language necessary to give an appropriate explanation has not yet been learned. Some of the most common strategies employed by language teachers are:

- concept questions
- positive and negative checking
- timelines
- discrimination (for example to check appropriacy of register)
- translation

Many language teachers also employ more indirect strategies, such as paying attention to learners' facial expressions, or the hesitancy in learner response. This is still possible in the live online environment, but these are essentially complementary strategies, and there are implications here also for choice of technology, or the technology available to you as a live online language teacher.

## 8.7 Collaborative writing tools (TOOLS)

*Heike Philp (Originally researched and compiled by Robin Good)*

### 8.7.1 Orientation

Collaborative writing tools are those technologies which facilitate the editing and reviewing of a text document by multiple individuals either in real-time or asynchronously.

Online, web-based collaborative writing tools offer the most flexibility and usefulness in learning groups and educational settings as they provide an easy means to generate text exercises, research reports and other writing assignments in a full collaborative fashion.

Collaborative writing tools can vary a great deal and can range from the simplicity of wiki system to more advanced systems. Basic features including all typical formatting and editing facilities of a typical word processor with the addition of live chat, live markup and annotation, co-editing, versioning and more. Google itself has recently entered this field with its Google Docs, a fully-web based collaborative writing tool formerly known as Writely. Documents generated with such tools are always accessible to all the editors and can be easily downloaded and exported in standard word processing file formats.

### 8.7.2 Description

Collaborative Writing Tools are characterized by the following features..

- **File types supported:** These are the types of document formats supported by each service. These include text, spreadsheets and images
- **Text chat:** Text chat is the ability to communicate in real-time via a text-based facility among two or three concurrent participants.

- **Revisions:** This feature tracks revisions and allows the co-editors to jump back in time to earlier versions and even highlights the changes.
- **RSS:** Through an RSS feed, which can be read directly within both Internet Explorer and Firefox, any user can subscribe to all updates taking place in the workspace.
- **Email updates:** Emails are sent when content has been altered to inform about the changes.
- **Public/Private:** Log-in functionality which allows public or private access to documentation.
- **Max Editors:** Is the number of editors which may be registered in a specific workspace.
- **Real Time – Co-editing:** Is the ability to edit a specific document in real time, allowing changes to take place collaboratively.
- **Software/Web-based:** Collaborative writing tools can be web-based or software-based. Most collaborative writing tools are web-based to facilitate access to the material.
- **Comments:** Editors, authors and others may leave a comment to explain edits or changes, inform the group or to post questions.
- **Spell check:** Writing tools provide a spell check for error correction.

### 8.7.3 Tools

- **WriteBoard:** WriteBoard is a web-based collaborative writing tool allowing multiple authors to go in and edit a single document. <http://www.writeboard.com/>
- **GoogleDocs** Google Docs & Spreadsheets is a free of charge word processing and spreadsheet program, accessible via the browser, without the need for a software installation, that allow multiple users to collaboratively edit documents. <http://docs.google.com>
- **NearTime** Near-Time is a hosted collaboration service which allows users to work on documents, share files (spreadsheets or PDFs) and provides a shared calendar. The documents can then be posted onto a web blog. <http://near-time.com/>
- **SocialText** A Socialtext wiki is a shared webspace for group work. This reduces the floods of emails and attachments during project time. Socialtext is based on wiki pages. <http://www.socialtext.com>
- **QuickTopic** QuickTopic provides you with a public Web page (of which only you know the URL initially) where you can post the document you want to be reviewed and commented. <http://www.quicktopic.com/>
- **EditGrid** EditGrid is an online spreadsheet service for collaboration. <http://www.editgrid.com/home>
- **Gobby** Gobby is an editor, with chat capabilities and support of multiple documents. It is Microsoft Windows, Mac OS X, Linux and other Unix-like platforms compatible. <http://gobby.0x539.de/>
- **SubEthaEdit** SubEthaEdit is a real-time text editor in which every participant user can see what others are typing. <http://www.codingmonkeys.de/subethaedit/>
- **Office Groove 2007** Office Groove 2007 is a collaboration software program by providing a windows based shared workspace. <http://www.groove.net/home/index.cfm>
- **ACE** ACE is a platform-independent, collaborative text editor. It is a real-time cooperative editing system that allows multiple geographically dispersed users to view and edit a shared text document at the same time. <http://ace.iserver.ch/>
- **SynchroEdit** SynchroEdit is a editor for multiple users, a group work space which allows users to simultaneously edit a document. It then synchronizes all changes so that users always have the same version at any given time.

<http://www.synchroedit.com/>

- **MobWrite** Mobwrite is a text editor, which allows a group of people to edit the same text simultaneously. <http://neil.fraser.name/software/mobwrite/>
- **PleaseReview:** Collaborative document review and authoring tool. <http://www.pleasereview.com/>

8.7.4 Checklist

|                             | <a href="#">WriteBoard</a> | <a href="#">GoogleDocs</a> | <a href="#">NearTime</a> | <a href="#">SocialText</a> | <a href="#">EditGrid</a> | <a href="#">Gobby</a> |
|-----------------------------|----------------------------|----------------------------|--------------------------|----------------------------|--------------------------|-----------------------|
| <b>File types supported</b> | Text                       | Text, Spreadsheet, Images  | Text, Images             | Text, Images               | Spreadsheet              | Text                  |
| <b>Software/ Web-based</b>  | Web-based                  | Web-based                  | Web-based                | Web-based                  | Web-based                | Win, Mac, Lin         |
| <b>Max Editors</b>          | Unlimited                  | 50                         | Unlimited                | Unlimited                  | N/A                      | N/A                   |
| <b>Public/ Private</b>      | Private                    | Public/Private             | Private                  | Private                    | Public/ Private          | Private               |
| <b>Text chat</b>            |                            | ✓                          |                          |                            | ✓                        | ✓                     |
| <b>Revisions</b>            | ✓                          | ✓                          | ✓                        | ✓                          | ✓                        |                       |
| <b>RSS</b>                  | ✓                          | ✓                          | ✓                        | ✓                          |                          |                       |
| <b>Email updates</b>        |                            |                            | ✓                        | ✓                          |                          |                       |

|                               |                                    |                               |                            |   |  |                                     |
|-------------------------------|------------------------------------|-------------------------------|----------------------------|---|--|-------------------------------------|
| <b>Real Time - Co-editing</b> |                                    | ✓                             |                            |   | ✓  | ✓                                   |
| <b>Comments</b>               | ✓                                  | ✓                             | ✓                          | ✓   |  |                                     |
| <b>Spell check</b>            |                                    |                               |                            |   |  |                                     |
| <b>Export/ File Formats</b>   |                                    | ✓ /XLS                        | ✓ / HTML, XML              | ✓ / HTML, Text  | ✓ /XLS, HTML, PDF, XML                     |                                     |
| <b>Price</b>                  | Free                               | Free                          | \$4.95/ month              | Free for (5 users) or starting from \$95/month (20 users) | Free or \$5/ user/ month for organisations | Free                                |
|                               |                                    |                               |                            |   |  |                                     |
|                               | <a href="#"><u>SubEthaEdit</u></a> | <a href="#"><u>Groove</u></a> | <a href="#"><u>ACE</u></a> | <a href="#"><u>SynchroEdit</u></a>                        | <a href="#"><u>MobWrite</u></a>            | <a href="#"><u>PleaseReview</u></a> |
| <b>File types supported</b>   | Text                               | Text, Spreadsheet, Images     | Text                       | Text  | Text                                       | Text, Images                        |
| <b>Software/ Web-based</b>    | Mac                                | Win                           | Win, Mac, Lin              | Web-based   | Web-based                                  | Web-based                           |
| <b>Max Editors</b>            | N/A                                | Unlimited                     | N/A                        | N/A   | N/A  | N/A                                 |

| <b>Public/ Private</b>        | Private  | Private            | Private | Private | Private | Private     |
|-------------------------------|----------|--------------------|---------|---------|---------|-------------|
| <b>Text chat</b>              | ✓        | ✓                  |         | ✓       |         |             |
| <b>Revisions</b>              | ✓        |                    |         |         |         | ✓           |
| <b>RSS</b>                    |          |                    |         |         |         |             |
| <b>Email updates</b>          |          | ✓                  |         |         |         |             |
| <b>Real Time - Co-editing</b> | ✓        | ✓                  | ✓       | ✓       | ✓       |             |
| <b>Comments</b>               |          |                    |         |         |         | ✓           |
| <b>Spell check</b>            |          |                    |         | ✓       | ✓       |             |
| <b>Export/ File Formats</b>   | ✓ / HTML | ✓ / Office formats |         |         |         |             |
| <b>Price</b>                  | \$35     | \$229              | Free    | Free    | Free    | \$55/ month |

### 8.7.5 References

- Wikipedia on collaborative writing [http://en.wikipedia.org/wiki/Collaborative\\_writing](http://en.wikipedia.org/wiki/Collaborative_writing)
- Collaborative writing definitions <http://www.sis.pitt.edu/~spring/cas/node31.html>
- What is collaborative writing? [http://mako.cc/projects/collablit/writing/BenjMakoHill-CollabLit\\_and\\_Control/whatiscw.html](http://mako.cc/projects/collablit/writing/BenjMakoHill-CollabLit_and_Control/whatiscw.html)
- Collaborate <http://www.stanford.edu/group/collaborate/>
- Group work and collaborative writing <http://trc.ucdavis.edu/trc/papers/vohs/toc.html>

- Custom news radar on Collaborative Writing Tools  
Clicking on the link below will open a new window for you with a news radar on Collaborative Writing Tools. All of the latest information on Collaborative Writing Tools and its tools and applications are collected through RSS. Every time you click on the following link, the information will be updated!

[http://grazr.com/gzpanel.html?](http://grazr.com/gzpanel.html?file=http://www.mysyndicaat.com/myfeed/feed/RobinGood_Collaborative%20Writing%20Newsradar%20by%20Robin%20Good)

[file=http://www.mysyndicaat.com/myfeed/feed/RobinGood\\_Collaborative%20Writing%20Newsradar%20by%20Robin%20Good](file=http://www.mysyndicaat.com/myfeed/feed/RobinGood_Collaborative%20Writing%20Newsradar%20by%20Robin%20Good)



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# 9 Learning Block 7

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## 9.1 Introduction to Learning Block 7

*Serpil Sahin Gonul*

### 9.1.1 Orientation

The objectives of this unit are to:

- explore some of the issues related to respect in intercultural interaction and to reflect on respectful and disrespectful behaviour in intercultural settings
- introduce role-play into language learning live online
- be able to record and publish this recorded presentation using file sharing tools and shared workspaces

We will do this through a number of topic areas and by the end of this block you should have:

- read the Learning Units on Respect, searched for situations describing respectful and disrespectful issues in intercultural interaction on the Internet, and written about an experience of yours in which you were disrespectful to someone in an intercultural setting (RO)
- read about the key issues on introducing role play into live online language teaching, drawn up a plan for introducing a role-play activity into a language lesson and prepared an outline of a role-play activity (RO) (P2P)
- created an audio recording of a dialogue (P2P)
- participated in the peer-to-peer activity and prepared a role-play activity (P2P)
- participated in the group session(GS)
- produced further written documents for your development portfolio

NB Some of the topics are described as "Read only" (RO), others are labelled "Peer-to-Peer" (P2P) and some are specifically aimed at the "Group Session" (GS). Try to be as well-prepared as possible for the Group Sessions.

### Group Session

What you need to do in this unit to be ready for the group session:

1. Read the Learning Units on Respect and do the necessary tasks
2. Consider the ways to integrate the four primary skills into live online environment
3. Read the key issues on planning and introducing a role-play activity in the virtual environment and prepare a role-play activity to introduce during the group session
4. Publish a recorded dialogue for presentation during the group session
5. Complete the peer-to-peer activity
6. Keep your writings reflecting upon the related topics in the relevant tasks and activities in your development portfolio
7. Visit the course forum at least once

Please use the Development Portfolio checklist to help you manage your studies:

- The checklist is designed to help you to manage what you are expected to do in this block

- Try to spread your learning sessions out during the week and make use of the guidelines on timing

Don't forget you can ask questions in the Course Forum at any time; your trainer will visit this on a regular basis.

### 9.1.2 Peer-to-peer

This week's peer-to-peer activity is designed to prepare you for the Group synchronous session.

Task 1: In preparation for this task you may need to read through the Learning Unit Recording and Screen Casting. Meet with your peer or group and create an audio recording of a dialogue using e.g. Pamela or Audacity for use in language class with methodological rationale. Your dialogue may be on a topic such as "Shopping", "In the Restaurant", "Interview for a Job", etc.

Task 2: You need to read through the Learning Unit Introducing Role-play into Language Learning Live Online. Then with your peer or group, draw up a plan for introducing a role-play activity into a language lesson and prepare an outline of this role-play activity. Finally record this role-play to present during the group session.

### 9.1.3 Group session

This week's synchronous online session has three key elements:

1. To present the audio recording of a dialogue you have prepared in pairs or groups of three in advance
2. To present a role-play activity that you have prepared in pairs or groups of three in advance
3. To share the individual example situations from the participants and to talk about the consequences of respectful and disrespectful behaviours

To be prepared for the synchronous session you need to do the activities stated under Peer to Peer, as well as the asynchronous self-study activity in the Knowledge Unit Task and the Writing Exercise in the Learning Unit Respect first in order to discuss the consequences of respectful and disrespectful behaviours in intercultural settings.

## 9.2 Respect (ICC)

*Serpil Sahin Gonul*

### 9.2.1 Orientation

"Respect" is another component of Intercultural Competence (IC), which, in turn, is one of the components of Intercultural Communicative Competence (ICC) together with linguistic, sociolinguistic and pragmatic competences. (if needed, please refer to the Learning Unit "Intercultural Communicative Competence" for further information.)

As mentioned earlier, it is not easy to talk about any clear-cut boundaries between the different components of IC since they overlap and complete each other. This likewise applies to the term "respect" which is considered an attitude; however, in intercultural studies, respect is studied separately in order to demonstrate that what constitutes respect is dependent on cultural-specific behaviours. Being aware of these cultural-specific behaviours is important in gaining an understanding of intercultural differences and, thus, in developing positive attitudes towards others in intercultural interactions.

In this Learning Unit, the main focus is on the topic "Respect" and the topics discussed under "Respect" in terms of intercultural competence.

### 9.2.2 Overview

"Respect" is another component of Intercultural Competence (IC), which, in turn, is one of the components of Intercultural Communicative Competence (ICC) together with linguistic, sociolinguistic and pragmatic competences. (if needed, please refer to the Learning Unit "Intercultural Communicative Competence" for further information.)

As mentioned earlier, it is not easy to talk about any clear-cut boundaries between the different components of IC since they overlap and complete each other. This likewise applies to the term "respect" which is considered an attitude; however,

in intercultural studies, respect is studied separately in order to demonstrate that what constitutes respect is dependent on cultural-specific behaviours. Being aware of these cultural-specific behaviours is important in gaining an understanding of intercultural differences and, thus, in developing positive attitudes towards others in intercultural interactions.

In this Learning Unit, the main focus is on the topic "Respect" and the topics discussed under "Respect" in terms of intercultural competence.

### 9.2.3 Explanation

In intercultural studies, respect is studied as "**display of respect**" (Ruben 1976; Lustig and Koester 2006), "**respect for otherness**" (INCA project) and "**self-esteem**"/"**self-worth**" (Neto, 2006).

"**Display of respect** refers to "the ability to express respect and positive regard for another person" (Ruben, 1976, p. 339). This element includes behavioral cues such as eye contact, body posture, voice tone and pitch, and general displays of interest in the interaction." (cited in Chen 1992: 2)

"Predictors for display of respect, that is display of respect was best predicted by, include assertiveness, rewarding impressions, perceptiveness, and social anxiety. This indicates that individuals with the abilities of speaking out for themselves in the face of rudeness or hostility, of being able to show positive messages to support their counterparts, and of being less anxious in communication tend to express respect and positive regard for another person in intercultural interaction. These predictors have been found to be related to communication competence. (Chen 1992: 9,11) For the definitions of the terms **assertiveness**, **rewarding impressions**, **perceptiveness**, and **social anxiety**, please refer to the Glossary.

According to Lustig and Koester (2006: 72), although the need to display respect is a culture-general concept, within every culture there are specific ways to show respect and specific expectations about those whom respect should be shown towards. What constitutes respect in one culture, then, will not necessarily be so regarded in another culture.

**Respect for otherness** refers to curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. In other words, you are ready to regard other people's values, customs and practices as worthwhile in their own right and not merely as different from the norm. While you may not share these values, customs and practices, you feel strongly that others are entitled to them and should not lose respect on account of them. You may sometimes need to adopt a firm but diplomatic stance over points of principle on which you disagree. (INCA - Assessor Manual, p. 6)

For the terms "**self-esteem**" and "**self-worth**", please refer to the Glossary.

### 9.2.4 How to

It is essential that people research the cultures and communication conventions of those whom they propose to meet. This will minimize the risk of making the elementary mistakes. It is also prudent to set a clear agenda so that everyone understands the nature and purpose of the interaction. When language skills are unequal, clarifying one's meaning in the following ways will improve communication:

1. avoid using slang and idioms, choosing words that will convey only the most specific denotative meaning;
2. listen carefully and, if in doubt, ask for confirmation of understanding (particularly important if local accents and pronunciation are a problem);
3. recognise that accenting and intonation can cause meaning to vary significantly;
4. respect the local communication formalities and styles, and watch for any changes in body language;
5. investigate their culture's perception of your culture by reading literature about your culture through their eyes before entering into communication with them. This will allow you to prepare yourself for projected views of your culture you will be bearing as a visitor in their culture. If it is not possible to learn the other's language, it is expedient to show some respect by learning a few words. (Wikipedia -

[http://en.wikipedia.org/wiki/Intercultural\\_communication\\_principles](http://en.wikipedia.org/wiki/Intercultural_communication_principles))

Show respect to others

Respect is shown through both verbal and nonverbal symbols:

- Language that can be interpreted as expressing concern, interest, and an understanding of others will often convey respect, as will formality in language, including the use of titles, the absence of jargon, and an increased attention to politeness rituals.
- Nonverbal displays of respect include showing attentiveness through the position of the body, facial expressions, and the use of eye contact in prescribed ways.
- A tone of voice that conveys interest in the other person is another vehicle by which respect is shown.
- The action of displaying respect increases the likelihood of a judgement of competence.

(Lustig and Koester 2006: 73)

### 9.2.5 Glossary

**Assertiveness** deals with the ability to handle the hostility or rudeness caused by the host nationals. (Chen 1992: 8)

**Perceptiveness** refers to the ability to organize the meaning of interaction. (Chen 1992: 7)

**Respect:** Respect can refer to the objective, unbiased consideration and regard for rights, values, beliefs, and property. The levels of respect that people show to each other can vary from showing no respect (which may constitute abuse in some circumstances) to showing great respect. Some believe that only through showing an "appropriate" level of respect in all circumstances (regardless of whether or not the respecer feels that the potential respectee has earned respect) can one achieve self-respect, which allows one to become dignified. The problem of discerning appropriate levels of respect is a learned socialisation skill, that depends on cultural factors. Differences in culture, as well as in perceptions of self and of outward appearances, can result in a person unintentionally showing behaviour which others may (mis-)interpret as disrespect. (Wikipedia - <http://en.wikipedia.org/wiki/Respect>)

**Respect for otherness:** It refers to curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own. (INCA "Assessor Manual, p. 46)

**Rewarding impressions** center around "the themes of being other-oriented, sensitive to others, and providing positive feelings toward others" (Wheless and Duran p. 55; cited in Chen 1992: 7).

**Self-esteem:** self-respect. Self-esteem is a desirable form of self-love: pride, self-respect, self-regard, confidence, self-confidence, self-assurance, self-sufficiency, self-reliance, independence, pardonable pride. (Random House Webster's; n.1)

**Self-worth:** the sense of one's own value or worth as a person; self-esteem; self-respect. (Random House Webster's; n.1)

**Social anxiety** is concerned with discomfort people experience in the presence of others. (Chen 1992: 6)

### 9.2.6 Task

#### Asynchronous self-study activity

On the internet, search for some pieces of writing or web-pages describing situations in which respect or disrespect are issues in an intercultural interaction, and prepare it to share with the other participants during the group session.

The idea is taken from [goodcharacter.com](http://goodcharacter.com).

#### Group session

After sharing your example situation in which respect or disrespect are issues in an intercultural interaction, talk about what is respectful, and what is disrespectful in these situations. Using the examples as evidence, tell the other participants about the consequences of disrespectful and respectful behaviors.

The idea is taken from [goodcharacter.com](http://goodcharacter.com)

*Important notice:* Don't forget to keep a record of the example situations in your personal development portfolio.

### 9.2.7 Writing Exercise

Think about a time when you were disrespectful to someone in an intercultural setting. Then, write about:

- Why did it happen?
- Was it the right thing to do?
- What were the consequences?
- How did it make the other person feel?
- What did you learn from the experience?\*

\* The idea is taken from [goodcharacter.com](http://goodcharacter.com)

*Important notice:* Don't forget to keep your writing in your personal development portfolio.

### 9.2.8 References

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- Random House Webster's. *Electronic Dictionary and Thesaurus, College Edition* version 1.0.

### 9.2.9 Resources

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- Journal of Intercultural Communication* <http://www.immi.se/intercultural/>
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## 9.3 Introducing Roleplay into LAnguage Learning Live Online

Angela McLachlan

### 9.3.1 Orientation

Language teachers often use role-play in the language classroom to encourage speaking and listening skills, and to promote learner confidence in using language. Role-play is based in real-world use, and as such, can provide teachers and learners with a limitless number of authentic scenarios in which to discover and to practise new language. Role-play also offers an ideal opportunity to embed cultural and social practices and norms of the target country into the learning content.

### 9.3.2 Explanation

The rationale for using role-play in language teaching may be summarised as follows:

- encourages collaborative learning
- encourages speaking and listening skills, and can also promote reading and writing skills, thus providing a platform for meaningful skills integration
- promotes learner confidence in using language
- is based in authentic use of language, allowing learners to use the target language creatively and imaginatively for real purposes
- allows for understanding of different cultural contexts
- allows learners to take the initiative, moving away from a teaching-oriented context to a learning-oriented context
- provides opportunity for adapting language appropriately to context and audience
- provides opportunity to deal with the 'unpredictable', and encourages spontaneity
- learners can build on prior knowledge, and use newly-acquired language in a realistic context
- provides opportunity for constructive and 'safe' peer assessment

### 9.3.3 Overview

- Does the available technology support the preparation and presentation of role-play? Consider also the role of the teacher here – where no break-out areas are available as an integral function of the learning environment, how will the teacher access the break-out areas to advise and help learners in their preparation? For example, if learners are working in pairs via Skype or similar, is it feasible to create a number of conference calls to allow access to the pairs? Or is it preferable to work as a group, or even to ask learners to prepare role-plays away from the teaching session?
- Do learners have sufficient language across the four skills to prepare and present role-play?
- Do learners have sufficient grasp of the technology to prepare and present role-play?
- Do learners have sufficient confidence to 'take charge' of their learning in this way?

### 9.3.4 Strategy

When setting up a role-play in the live online environment, teachers should consider the issues listed under 'Overview' and also the following planning issues:

- The point at which role-play is introduced into learning is important: be clear on whether you are using it predominantly to introduce new themes or language, to reinforce language, to integrate the four skills, or a blend of a number of reasons

- Do learners have access to the required resources? This might be picture files, audio files, reference materials such as bilingual dictionaries
- Have you explained the rationale for the activity to the learners? In order to get the most from role-play, learners have to understand the relevance of it, and have the skills and knowledge (both technological and linguistic) to exploit the activity to the full
- Be absolutely clear about the time available
- How confident are the individual learners about speaking live online? As in the f2f environment, some will enjoy performing, others may find it very challenging. If this is the case, it may be more appropriate to wait until the group is more comfortable with each other, and with the live environment, before introducing role-play. Consistent speaking practice will work towards learner familiarisation, and create a new 'comfort zone'
- You will have to manage the learning environment very tightly, and plan exactly what tools are going to be needed by the whole group, and smaller groups or pairs. Can the environment support what you are trying to do?
- Consider the situation of the role-play very carefully and ensure it is a credible situation, with meaningful preparation activities
- What kind of language will the learners require?
- What grammatical structures are they likely to encounter?
- Are they working in pairs or in larger groups? How are pairs or groups divided? You need to make yourself available to all the pairs or groups for advice, and this will have time and technology implications
- How structured or open will the role-play be? What is your rationale for deciding that? This may be determined to some extent by the ability mix within your group – you may wish to have three options prepared: structured dialogue (learners of lower ability), semi-structured (with cues); open (within the context of some direction on situation). Will the learning environment support multi-role-play types?
- How are roles allocated – will you do this, or will you let the learners decide (be careful – it may take them rather a long time to decide who they want to work with, and what role they will assume!).
- Roles can always be 'swapped', allowing each learner a chance to experiment
- If learners are preparing their dialogue in writing, for oral delivery, in what ways will you access their writing? Will you get them to screencast it to the group, and work on accuracy? If you are planning to do this, you must make it clear to the learners that 'writing' is also important, and remember that this will have time implications, as they are likely to take much longer preparing a written dialogue if they know it is going to be screencast, and 'corrected'
- You may wish to introduce an element of 'peer assessment' or 'group evaluation' into the post-role-play activity: for example you could audio record the role-plays for playback and discussion
- Have a 'fall-back' activity for those who have rehearsed sufficiently before the rest of the group – this may be in the form of an extension of the current situation, or you may ask them to swap roles
- Build in 'warm-up' time, and where appropriate, offer cue words asking learners to attempt to include them in their dialogues (these may be previously acquired words, or new constructs entirely). You may find it useful to broadcast some conversations from language websites as an example. A very useful resource for this is the BBC Languages Website ([www.bbc.co.uk/languages](http://www.bbc.co.uk/languages))

### 9.3.5 Task

1. With reference to the issues listed in 'checklist', and the LU 'Integrating the Four Skills', as well as your own experience, draw up a plan for introducing a role-play activity into a language lesson of at least four learners.
2. Specify the level of ability of your learners, as we will evaluate whether the level of challenge is appropriate.

3. Prepare an outline of a role-play activity within a virtual classroom, detailing also the amount of time allotted to the whole activity, and to the various stages of the activity, such as how much time learners should spend in preparation, and exactly how they will prepare – for example, will they start with a written text as a whole-group brainstorm?

## 9.4 Recording and Screen casting

Heike Philp

### 9.4.1 Orientation

Recording / screen-casting applications allow individuals to record visual software demonstrations, tutorials, presentations or live events happening on their computer screens. Recording tools can be generally grouped in audio recording technologies and screen recording ones. Screen recording tools generally provide the means to record specific areas of the screen and, in some cases, to record their related audio streams. Recording tools are very useful in many training applications related to computer software as they provide the means to record specific, easily distributable demonstrations which learners can access and review at their convenience. Recordings allow learners to easily review specific sections over and over and to skip over content that is not of interest to them. Both such options are not normally available to live, real-time online training scenarios. This is why it is very important and strongly recommended that trainers and educators in any field should record as much as possible of their live lessons. They should also dedicate a specific time to prepare content specifically meant for this delivery format.

### 9.4.2 Description

Key features that characterize audio and screen recording tools include:

- **Screen recording** The ability to record all screen activity taking place on your computer monitor. This includes your mouse movements, opening and closing windows and just about any other activity performed with your computer.
- **Audio recording** The ability to record in real-time the audio being heard through the speakers (or headphones) of your computer. This may be a webcast, an audio podcast or the audio of a live web conferencing session.
- **Output format(s)** The audio and video file formats utilized for the recording. Popular video file formats include .wmv (Windows Media), .mov (Quicktime), .flv (Flash video), .rm (Real Media), ogg thoera (open source video format). Popular audio formats include: .wav (uncompressed audio format), .mp3, ogg vorbis.
- **Recording quality** The ability to control recording parameters influencing final quality including frame rate, data rate and compression levels.
- **Integrated webcam recording** The ability to record your own talking head recorded via your own webcam on top of your screen recording.

### 9.4.3 How to

Even with numerous requests, so far, Skype has not provided its community with a Skype recording plug-in. This may have ethical or technical reasons, we do not know. The following description details recording a Skype conversation with an external free of charge recording software, called Audacity. Audacity is a free, multi-channel audio recorder for Linux, MAC and Windows.

The challenge lies in enabling the recording of both your microphone AND the caller's voice, which is not a standard feature in Audacity and in fact is not a standard feature in the vast majority of recording software. Even Camtasia can only record one or the other.

Therefore, the following step-by-step instruction includes...

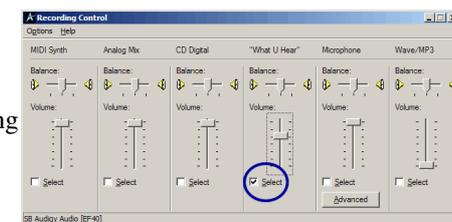
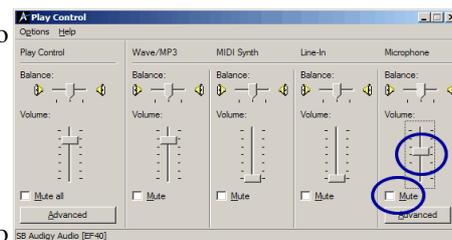
1. Adjusting the audio settings of (here in the example of a Windows SB Audigy sound card) to enable the recording of the Skype caller AND your microphone by allowing your voice 'bounce' back.
2. Record the Skype conversation with a third party. The computer of the third party hosts Audacity or similar and is set to record 'What U hear'.
3. Record a conversation with iVocalize or Elluminate (max. 3 people free of charge)
4. Record a conversation with Pamela Recorder 3.5 (max. 15min free of charge)
5. Last but not least, record a conversation with a person by using Audacity or similar with one microphone which is passed between you.

1) **The following description on how to adjust the audio settings of your soundcard to record both microphone AND your Skype caller's voice.** (example Windows Sound Blaster Audigy sound card)

1. Download and install the [Windows version of Audacity](#) from Sourceforge.net  
 Note: If you would like to export the recording as an mp3 file, you will need to use the LAME mp3-Encoder. Audacity records either the microphone sound (when you select microphone in the drop-down menu on the top-right hand side) or it records the 'What U hear' - sounds. In order for both voices to be recorded you will need to change your audio properties to the following settings (example = Windows):



2. b) Open the audio properties in windows. Go to START | (Settings) | Control Panel | Sound and Audio Devices | (click on the third tab) Audio | (click on) Volume in the section Sound Playback/ Volume control | (unselect) 'Mute' of the Microphone and lower volume to about half. -> You will hear your own voice in the headset.
3. Open the audio properties in windows. Go to START | (Settings) | Control Panel | Sound and Audio Devices | (click on the third tab) Audio | click on Volume in the section Recording Control | (checkmark) the box in "What U hear" (or if you have Stereo Mix, check the box in Stereo Mix)
4. Uncheck the 'Let Skype adjust my audio settings'. Now you are ready to call someone and record the conversation.



Note: The recording will be of good quality, however, the person you are speaking to will hear his own voice as an echo. Until Skype comes out with a recording feature, the above-mentioned method is held to be the most up-to-date.

2) **Record a Skype conversation with a third person or a third PC/ MAC.**

1. Install Audacity on the computer, that will do the recording and select the "What U hear" recording modus. Start the recording.
2. Now, create a Skype conference with your caller and the Skype\_recorder.

The following tutorial, produced by podcasters Stuart Henshall and Bill Campbell, describes in depth this technique. Instead of Audacity, they are using a recording software called Virtual Audio Cable. However, the principle is the same.



- 3) **Record a conversation with Elluminate or iVocalize** (both free of charge for up to 3 people). Both web conferencing solutions own a high quality voice over IP and are cross-platform. In the case of Elluminate, the recorded conversation will need to be played again in order to convert it into mp3 files, however it works with a full-duplex speaking modus (full-duplex is a two-way speaking modus). iVocalize produces mp3 files.

4) Download and Install Pamela for Skype from the following website: <http://www.pamela-systems.com/>. Pamela requires at least Skype 3.0+.

5) **You can also use Audacity as a desktop recorder.** Simply download it and set it up as described above and then with friends, family, or colleagues, you can create digital files for use in your teaching. If your computer has an internal microphone you can use this, but it is probably better to use an external one. When you are ready to record, press the red record button and stop when you have finished. Listen to check the recording is as you wanted and then Export as mp3.



#### 9.4.4 Tools

- **Camtasia** For Screen recording, PowerPoint and webcam video.  
<http://www.techsmith.com/camtasia.asp>
- **WM recorder** Record any streaming video and audio.<http://www.wmrecorder.com/>
- **Cam Studio** CamStudio records screen and audio and creates AVI files and SWF files for streaming Flash videos. <http://www.camstudio.org/>
- **SnapZ Pro X** Snapz Pro X 2 recordings can be saved in QuickTime format.  
<http://www.ambrosiasw.com/utilities/snapzprox/>
- **Miensoftware Screen Record** ScreenRecord is a screen recording tool and saves these in Quicktime format.  
<http://www.miensoftware.com/screenrecord.html>
- **My Screen Recorder** Capture the screen with sound into standard AVI files. <http://www.deskshare.com/msr.aspx>
- **CaptureWizPro** Capture WizPro captures screen images, video and audio.  
<http://www.pixelmetrics.com/CapWizPro/>
- **Screen Recorder Gold 2.2** Screen Recorder Gold 2.2. records screen activity and saves this to AVI video files.  
<http://www.capture-screen.com/>
- **Huelix ScreenPlay Screen Recorder** Huelix ScreenPlay Screen Recorder records screen action in Windows Media format (WMV) <http://screenplay.huelix.com/>

### 9.4.5 Checklist

|                                 | Camtasia                       | Cam Studio | SnapZ Pro X | Miensoftware Screen Record | My Screen Recorder                        | Capture WizPro | Screen Recorder Gold | Huelix ScreenPlay |
|---------------------------------|--------------------------------|------------|-------------|----------------------------|---|----------------|----------------------|-------------------|
| Platform                        | Win                            | Win        | Mac         | Win, Mac                   | Win                                       | Win            | Win                  | Win               |
| Audio recording                 | ✓                              | ✓          | ✓           | ✓                          | ✓   | ✓              |                      | ✓                 |
| Screen recording                | ✓                              | ✓          | ✓           | ✓                          | ✓   | ✓              | ✓                    | ✓                 |
| Microphone voiceover            | ✓                              | ✓          | ✓           | ✓ (Mac only)               | ✓   |                | ✓                    | ✓                 |
| Recording quality (Control Y/N) | Y                              | Y          | Y           | Y                          | Y   | N              | N                    | Y                 |
| Integrated webcam recording     | ✓                              | ✓          |             |                            |   |                |                      |                   |
| Output format(s)                | Flash, Avi, WMV, RM, QuickTime | Flash, Avi | QuickTime   | QuickTime                  | Avi, Flash(Pro Version), Wmv(Pro Version) | Avi            | Avi                  | Wmv               |
| Screenshot recording            | ✓                              |            |             |                            |   | ✓              |                      |                   |
| Price                           | \$299                          | Free       | \$69        | \$19.95                    | \$29.95 (Basic, \$99.95(Pro))             | \$29.95        | \$24.25              | \$39.95           |



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# 10 Learning Block 8

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## 10.1 Introduction to Learning Block 8

*Gary Motteram*

### 10.1.1 Orientation

The objectives of this unit are to:

- practise your skills in creating grammar exercises and surveys
- refresh your knowledge about the teaching of grammar
- consider ways that interaction occurs in different cultures
- further develop skills of using collaborative tools and shared workspaces

We will do this through a number of topic areas and by the end of this block you should have:

- designed a grammar lesson for use in the live online classroom
- created either a grammar exercise or a survey
- debated how different cultures interact

What you need to do in this unit to be ready for the group session:

1. Create a grammar lesson
2. Prepare a grammar exercise or a survey
3. Create a joint text on interaction

Don't forget you can ask questions in the Course Forum at any time. Your trainer will visit this on a regular basis.

### 10.1.2 Peer-to-peer

There are two Peer to Peer tasks this week:

- 1) Designing a grammar task
- 2) Using a collaborative tool to discuss Interaction (ICC)

Task 1

Design a teaching & learning activity introducing a new grammatical concept for demonstration in the synchronous session. You may decide to use Hot Potatoes for this exercise or use a multiple choice exercise in form of a survey. For further ideas on how to design this exercise, read How to in Approaches to Grammar Teaching.

Task 2

After making a list of rules for initial conversations between strangers in your culture, compare these rules to those of your peer who is from a different culture. Try to find what similarities and differences there are between your culture and his/her culture. Make a list of similarities and a list of differences making use of Google Docs and Spreadsheets, or a similar shared workspace.

### 10.1.3 Group session

There are three tasks in this group session:

1. Present the grammar lesson that you have prepared in the Peer to Peer session.
2. Create a Hot Potatoes exercise, or a Survey Monkey survey and say how you would use them in class. You may want to let people know in advance about the materials so that they can try out the different exercises and surveys. If you create a Hot Potatoes exercise, you will either need to send it to you tutor, or put it up on your own web space. If possible, you may want to practise creating your own webspace in order to do this.
3. Display the collaborative text that you have created in the Peer to Peer session about interaction between your respective cultures. Discuss what the implications of your findings might be for the virtual classroom.

## 10.2 Lesson Observation

Gary Motteram

### 10.2.1 Orientation

As in earlier Learning Blocks, we will be observing a teacher in the live online environment in order to consider the effectiveness of content, delivery, range of tools employed and other aspects. You may find it useful to look briefly at your notes and reflect on previous observations, before watching this scenario. This short extract tries to show how a teacher might get learners to 'notice' (See: <http://eltj.oxfordjournals.org/cgi/reprint/50/3/273.pdf> for more detail on Noticing) the language that they have been using during the session.

Don't forget that you should be prepared to discuss your ideas in the General Sessions.

### 10.2.2 Scenario

#### Noticing Language

The teaching scenario you will observe in this Learning Block aims to build on the previous scenarios you have observed, evaluated and discussed.

As you are becoming more familiar with this new teaching and learning environment and have looked at ways teachers use the environment to facilitate effective learning, you may find that some of your original observations and reflections are beginning to change, or indeed, that some of them are being confirmed.

This scenario is the continuation of the lesson that you watched in Block 4. This lesson moves to the teacher trying to get the learners to talk about the grammar that they have been using in the lesson.

Click on the link below to watch the teaching scenario. Note your observations and reflections according to the suggested criteria. Please remember to note any issues or ideas you identify as important, and those which might not be included in the suggested criteria, so that we may share these in whole-group discussion.

(See the CD ROM for the actual file)..

## 10.3 Approaches to Grammar Teaching

Angela McLachlan

### 10.3.1 Orientation

*You should observe the Lesson Observation (8) before you look at this learning unit.*

Language teaching courses may approach the teaching of grammar in different ways, and although there has been a marked shift from the more structural approaches of methodologies such as the grammar-translation method, it is generally accepted that some understanding of what grammar is and how it works is central to language teaching and learning.

### 10.3.2 Overview

Grammar provides the structural components necessary for effective communication – the cement that holds the ‘building blocks’ of language together and makes language a system. A communicative approach to teaching grammar is not an abstract discussion of the rules and the system; it situates structures within authentic contexts, for authentic purposes.

There has been debate in the language teaching community about whether the decreased focus on grammatical accuracy may impact adversely upon learners' ability to produce language accurately. However, we can argue that a lack of grammatical accuracy which does not impede effective communication is acceptable. Generally, individual teachers respond to this issue according to their own preferred approach, and that of their learners.

### 10.3.3 Strategy

Within a communicative framework, teachers may approach the teaching of grammar with reference to a number of issues, and using a number of strategies. Essentially, rather than an explicit explanation of grammatical rules, complemented by 'drilling' exercises to embed those rules, the teacher will use spoken or written language, or a combination of both, which allows the learner to induce the underlying grammatical structure i.e. learners will be encouraged to explore how language works and come up with their own rules. Explicit explanation by contrast provides learners with a deductive framework within which they learn a particular structure and how it is used. Learners are often asked to learn a lot of complex rules with complex exceptions which they cannot really use in any effective way. It is possible to combine both approaches, and the language teacher will choose the most appropriate strategy for the particular learner or group of learners. If you want to explore this further you may want to look up discussions about "Focus on Form" in the second language acquisition literature.

Issues and strategies language teachers should consider and apply when approaching grammar teaching include:

- the possible impact of L1 grammar on the acquisition and application of L2 grammar
- in what ways lack of grammatical accuracy may or may not impair effective communication
- the purpose of the language course itself: for example, are learners preparing to sit an examination in which grammatical accuracy is one of the assessment criteria?
- to what extent can the L1 environment be replicated in the L2 learning environment?
- providing scenarios and activities with authentic communicative purposes across the four skills to introduce, reinforce and embed grammatical structures
- within a topic or scenario-based approach, what function or notion is the particular grammatical concept being used to support? For example, what 'grammar' would a language user need to order a meal in a restaurant?
- how do the learners perceive the role of grammar in language learning?
- differentiating between ‘comprehension of grammar and the production of grammar’
- to what extent is the use of metalanguage appropriate in a given context?
- to what extent should grammar be taught via the target language?
- progression and sequencing over a particular period of study
- what is an appropriate amount of time in a given lesson to spend on one particular area of language teaching and learning (e.g. grammar)?
- planning appropriately for introduction, examples, explanation, and practice
- planning longer-term for reinforcement of grammatical concept, and an appropriate timing for input on new concepts

### 10.3.4 Reflection

#### Context:

This is an adult group of 3 beginner German learners, with one teacher. The language programme is essentially a conversation course. In pre-course communication with the learners, the teacher has established that one learner prefers very explicit grammatical input, another prefers a more implicit approach, whilst the third has no particular preference. The first grammar input session follows an explicit approach. The teacher ran the PPT as a slide show in Breeze via the whiteboard, moving to the relevant slide at the relevant time. Post-lesson follow-up showed that the learner who prefers an explicit approach was able to engage with the content, and assimilate it well. It also enabled him to situate prior teaching input into a grammatical context. The second learner remained unconvinced by an explicit approach, but agreed that as a reference, the tables are useful. The third learner indicated that it was useful to understand the underpinning rules, but that real grammar learning could only take place with lots of oral practice.

1. Read through the instructions for this reflective activity carefully
2. Remember that explicit refers to deductive teaching and implicit to inductive
3. You will need an example of an explicit grammar session you have taught f2f for comparative purposes with this PPT. If you have only conducted implicit grammar teaching, the plan for that approach will work equally well in this task.
4. Click on the link and download the PPT given under 'resources'. You can run it either slide by slide, or as a slide show. Running it as a slide show will give you the learner view of it.
5. As you run the slide show, focus on the explicit grammatical input, and relate these to the stated aims, noting whether you consider these aims reasonable, and why/not
6. Consider the amount of grammatical input, indicating whether you think this is reasonable for a 1-hour lesson, and why/not
7. The teacher has specified a certain proportion of asynchronous learner input. Look closely at the indicative synchronous and asynchronous input – do you think the teacher has provided a reasonable balance, or do you consider certain synchronous tasks or activities would suit asynchronous input, and vice versa? Why/not?
8. Note any other comments you think are relevant
9. In what ways can you use the same content, but teach the indicative grammar implicitly? Give several examples.

### 10.3.5 Task

Design a T&L activity introducing a new grammatical concept for demonstration in the synchronous session. The activity will be presented both as a written text, covering the points below, and you will also demonstrate your activity live online.

1. Choose a particular point of grammar in any given language (for example the simple past of regular verbs)
2. Be specific about the theme or scenario within which you are introducing the grammar point
3. Indicate the amount of time you think appropriate for this introductory activity
4. Indicate how you will reinforce this concept over a series of lessons
5. Write the rule out very clearly – as you do this, you may come across certain issues regarding the live online environment that are not applicable to the f2f environment
6. Decide how many learners, and at what level, the activity is designed for
7. Indicate the immediate learning objectives, and the longer-term aims
8. Specify what particular grammar points they would need to know already, and be clear about how you are also building on prior knowledge

9. What errors or misunderstandings do you anticipate?
10. Introduce the point via a piece of spoken or written text, via a game or other exercise
11. Sequence the activity carefully and in detail, with the range of tools that you will employ
12. Be clear about the kinds of practice activities you will give the learners
13. Indicate whether you are adopting an implicit or explicit approach, or a combination of both, giving your methodological rationale
14. Show how you will check for learners' initial understanding, and to what extent you think it reasonable to correct errors

### 10.3.6 References

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## 10.4 Interaction (ICC)

*Serpil Sahin Gonul*

### 10.4.1 Orientation

In this Learning Unit, the main theme is the "interaction" component of Intercultural Competence (IC), which is one of the components of Intercultural Communicative Competence (ICC) together with linguistic, sociolinguistic and pragmatic competences (if needed, please refer to the Learning Unit "Intercultural Communicative Competence" for further information).

In order to talk about intercultural interaction, there is a need for a communication between two or more participants. This communication is called an interaction if it is interactive. Thus, the word "interactive" appears to be a key term while studying intercultural interaction.

The main focus in this Learning Unit will be on the terms interaction, interactive, and on the examples of rules of interaction which vary from one culture to another.

### 10.4.2 Overview

Interaction occurs when two or more objects have an effect upon one another. The notion of a two-way effect is essential in the concept of interaction.

In intercultural studies, interaction mainly refers to communication of any sort, for example, two or more people talking to each other, or communication among groups, organisations, nations or states.

The main issue here is that interactive communication occurs when sources take turns transmitting messages between one another. This should be distinguished from transactive communication. For the definitions of "interactivity" and "transactive communication", please refer to the Glossary.

(summarised from Wikipedia <http://en.wikipedia.org/wiki/Interaction> )

#### Explanation

"In interaction, at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication. Not only may two interlocutors be speaking and yet listening to each other simultaneously. Even where turn-taking is strictly respected, the listener is generally already anticipating the remainder of the speaker's message and preparing a response. Learning to interact thus involves more than learning to

receive and to produce utterances. High importance is generally attributed to interaction in language use and learning in view of its central role in communication." (Common European Framework, p. 14)

Ruben and Lustig & Koester prefer to use the term "interaction posture" while studying "interaction" as one of the components of Intercultural Competence (IC). *Interaction posture* refers to "the ability to respond to others in a descriptive, nonevaluating, and nonjudgmental way" (Ruben, 1976, p. 340). According to Ruben, "the more competent the individuals are, the more descriptive and less evaluative or judgmental they are." (cited in Chen 1992: 2) According to Lustig & Koester (2006: 77), statements based on clear judgements of rights and wrongs indicate a closed or predetermined framework of attitudes, beliefs, and values, and they are used by the evaluative, and less competent, intercultural communicator. Non-evaluative and non-judgmental actions are characterised by verbal and nonverbal messages based on descriptions rather than on interpretations or evaluations.

Additionally, Chen (1992:33) discusses other terms introduced by scholars and studied under the topic of interaction. He states that Hammer, Gudykunst, and Wiseman (1978) mentioned **interaction management** as a necessary communication skill together with **interaction posture** in order to collect information about various aspects of the host cultures to interact effectively with people from the host culture. As a very close term to interaction management, Chen (1992:27,33) also mentions the term **interaction involvement**, which was introduced by Cegala (1981, 1984). According to Chen (1992: 31, 33), interaction management was best predicted by **responsiveness**, which is a component of interaction involvement, and **social anxiety**.

For the definitions of the terms *interaction posture*, *interaction management*, *interaction involvement*, *responsiveness*, and *social anxiety*, please refer to the Glossary.

Lustig & Koester (2006: 296) state that conversations among people from other cultures have a similar structure in which a standard set of scenes or topics is used to initiate and maintain conversations, and the conversations flow from beginning to end in a more-or-less predictable pattern, and this is typically understood and followed by the interactants. However, there are important differences in the ways the conversations of people from other cultures are organised and sequenced. For instance, the actual topics and the amount of time given to each topic may vary from one culture to another. Difficulties can arise in intercultural interactions when the participants differ in their expectations.

### 10.4.3 Glossary

**Attentiveness:** *Attentiveness* refers to the concentration of one's mind on the conversation in the process of communication. (in Chen 1992: 29)

**Interaction involvement:** *Interaction involvement* refers to individuals' empathic and other-oriented abilities in communication. This concept is very close to interaction management (Chen, 1990). In other words, in order to take turns in conversation, one has to know how to respond appropriately to the messages. Interaction involvement is the ability to be attentive, responsive, and perceptive in interaction. (in Chen 1992:27, 33)

**Interaction management:** *Interaction management* refers to the ability to take "turns in discussion and initiating and terminating interaction based on a reasonably accurate assessment of the needs and desires of others". A competent person with high interaction management skill is always concerned with "the interests, tolerances, and orientation of others who are party to discussions". (in Chen 1992:25)

**Interaction posture:** *Interaction posture* refers to "the ability to respond to others in a descriptive, nonevaluating, and nonjudgmental way" (Ruben, 1976, p. 340; in Chen 1992:2)

**Interactivity:** In the fields of information science, communication, and industrial design there is debate over the meaning of *interactivity*. In the "contingency view" of interactivity, there are three levels: *Noninteractive*, when a message is not related to previous messages; *reactive*, when a message is related only to one immediately previous message; and *interactive*, when a message is related to a number of previous messages and to the relationship between them.

*Interactivity* is similar to the degree of responsiveness, and is examined as a communication process in which each message is related to the previous messages exchanged, and to the relation of those messages to the messages preceding them. (Wikipedia <http://en.wikipedia.org/wiki/Interactivity> )

**Perceptiveness:** *Perceptiveness* refers to the ability to organise the meaning of interaction. (in Chen 1992: 29)

**Responsiveness:** *Responsiveness* refers to mental ability to know what to say and when to say it in communication. (in Chen 1992: 29)

**Social anxiety:** *Social anxiety* is concerned with the discomfort people experience in the presence of others. (in Chen 1992:28)

**Transactive communication:** In communications, transactive communication occurs when sources transmit messages to one another simultaneously. (Wikipedia [http://en.wikipedia.org/wiki/Transactive\\_communication](http://en.wikipedia.org/wiki/Transactive_communication) )

#### 10.4.4 Task

Self-study activity

1. Go to the Knowledge Unit Example and read the examples which reflect some misunderstanding between the participants resulting from different interaction habits that they are used to in their own languages. While reading the examples, please think about what causes the misunderstanding and/or what you find strange in these conversations.
2. Take notes and, if possible, make a list of the rules on the following topic: "What are the rules – both explicit and implicit – for initial conversations between strangers in your culture?" \* Taken from Lustig & Koester 2006: 293.

Peer-to-peer

After making a list of rules for initial conversations between strangers in your culture, compare these rules to those of your peer who is from a different culture. Try to find what similarities and differences there are between your culture and his/her culture. Make a list of similarities and a list of differences.

Group session

Discuss the interactional issues as the whole group. Try to talk about interactional rules that you have found the most interesting during your peer-to-peer activity. If possible, try to give examples of your own regarding interaction that you experienced with your students while you were teaching. Also, think about what implications this has for the the virtual classroom.

#### 10.4.5 Example

##### Example 1

"In Sweden live a lot of people from South America, usually very poor ones. They came here legally or illegally and work here in restaurants or in the cleaning business. As my boy-friend is Peruvian we know a lot of them. I do not see much different between me and my boy-friend regarding education and social status as he comes from the middle class there and has an academic background. I know some of his class-mates who emigrated to Spain and had the impression that there was not a lot cultural difference. Now I have been living two years here in Sweden and talked to a lot of people from South America.

At the beginning I wanted to ask them about their jobs, their beautiful country and the rich culture they left behind. They answered in a friendly way and I understood this that I could continue with my questions until I realized that they felt some irritated and went away to talk to another person. My questions were disrespectful as they were for a people who were used to education and who do not have to worry about their housing and food for the next day. Now I behave different when I meet new people from South America or other non-developed countries. I do not ask about their jobs or with how many

people they live. The first time I meet them I talk about the food of their country, music, fashion and other topics that are not personal.” (Sabrina Ploch from Sweden)

### Example 2

“I was working as an English teacher, in England, at an International School for Spanish students. We had gone out on an excursion one day and we decided to have a coffee, sitting outdoors. I was with various other teachers from the school, all of whom were Spanish. Even amongst the Spanish there are noticeable regional differences as regards social behaviour, manner of speech, and so on. It was Andrés, from Madrid, who decided it was time to order and he did what he felt was natural, which was to snap his fingers and make a sharp hissing noise in order to attract the waiter's attention. I was quick to stop him and seeing the look on the waiter's face, I was glad I did. I explained to Andrés that to English people, the way he had chosen to attract the waiter was really only suitable for 'talking' to dogs and that it was quite insulting to speak that way to a person. On top of that you would be very lucky to get served at all if you went around insulting the waiters...”

(Tony Duffy from the UK and living & working in Spain for many years)

### Example 3

When I was working in Poland, about 15 years ago, I discovered that the 'old' rules of courtesy still existed. And I discovered I was too much of a 20th century woman to enjoy them. In Poland, gentlemen will 'kiss' a woman's hand to pay her a compliment on how attractive they find her. The first time it happened I was taken completely by surprise and it took all my self-control not to wipe my hand on my jeans. After that I simply behaved very rudely and stopped shaking hands with everyone, to make sure I didn't get 'kissed'. In Poland it is polite for the man to go first and open the door for a woman. The first time that happened I jumped back thinking the man, who was a stranger, wanted to get too close to me. He was just pulling the door open. Another time a man tried to take my suitcase when I was boarding a train, I pulled it back and very firmly and loudly told him to give me my bag. He was very insulted and angry. He wasn't trying to steal it, he was being a gentleman and wanted to help me with it because it looked heavy and the steps up into the train were very high.

A few years later, back in Switzerland, I was talking to a Russian woman and as women all over the world do, we talked about men and their good and bad points. I was amused to hear her complain about European men and how rude and ungentlemanly they were. They did not hold the door open for her, they did not help her with her suitcase or heavy bags in public transport, they did not stand up to let her sit etc etc.

In Canada touching is not common outside the family circle or close friends or lovers. In fact you only shake hands when you first meet someone and or when you say goodbye and you do not think you will ever meet the person again. Otherwise a friendly smile or chat are appropriate. So if a man and a woman who are not related kiss on the cheek or on the lips, it usually carries sexual meaning. What I had trouble accepting when I first came to Europe in my 20s was to see my boyfriend kiss every woman he met. To me it signalled his 'unfaithfulness' and to him it was simply a friendly greeting. I finally understood this was really true when I decided to do the same thing and greeted all his male friends in the same way and he just smiled and nodded.”

(Jeanne C. Baer from Canada brought up by Swiss French parents)

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## 10.5 Polls and Surveys

Heike Philp

### 10.5.1 Orientation

The term *Online feedback* is utilized in this guide to define any technology that facilitates the provision of structured feedback online. Anything that extends beyond the use of well-known and popular forums and comment systems is considered a structured online feedback instrument here.

Online feedback tools have been largely implemented inside early web conferencing and e-learning systems as this remains one preferred approach to test learners' progress as well as to check the pulse and engage audiences during live online events.

Online feedback technologies essentially include polling systems, survey and questionnaire tools and other emerging new forms of asking for feedback through a web site (e.g.: rating and reputation systems), and capturing this feedback in structured formats that allow extensive analysis and reporting once the data has been collected.

### 10.5.2 Description

When looking at Online Feedback technologies, a few fundamental features are critical when evaluating which tool you want to adopt. Audience size is probably the single most important factor with the typology of feedback needed being the second one.

Here are some of the key features you need to be looking for when investigating a survey, polling or online feedback system:

#### Surveys

- **Number of surveys** How many "surveys" can you run? One or multiple ones at the same time? Is there a maximum overall limit? What about if you need to run multiple surveys with different groups and several times a month?
- **Number of pages/ questions** How many pages or questions can you include in your survey? Is there any absolute or relative limit?
- **Number of participants (responses)** Maximum number of participants / responses that can be accepted within each poll/survey.
- **Graphs** The ability to create statistical graphs and diagrams from the cumulative responses collected.
- **Data export** The ability to export all feedback collected into one standard file format (e.g.: Excel) for further editing or processing.
- **Share results** The ability to easily share results and access to them with other individuals.
- **Branding/ Custom look** The ability to customize/personalize the look and feel of the service interface so as to make the poll/questionnaire appear as if it originated from your own company.
- **Price** Whether you can try before you buy.

### Polls

- **Graphs** As with survey tools, the ability to create statistical graphs and diagrams from the cumulative responses collected.
- **Embedding** As with survey tools, the ability to easily integrate the poll or survey interface into any web page. This is usually achieved by the use of a snippet of JavaScript code or through a so-called widget.
- **Number of responses** Maximum number of responses that can be collected. **Branding/ Custom look** The ability to customize/personalize the look and feel of the service interface as to make the poll/questionnaire appear as if originated from your own company. **Server/ Hosted** Server-based services require you to install a piece of software on a server which you own or control. Hosted services are managed and run by third-party companies and you use them by renting their services for as much time as you need.
- **Price** Whether you can try before you buy.

### 10.5.3 Tools

**SurveyMonkey** SurveyMonkey.com is a tool to create and publish surveys and then view results in form of graphics and in real time. <http://www.surveymonkey.com/>

**Zoomerang** Zoomerang allows you to create online surveys and analyze results in real-time. <http://info.zoomerang.com/>

**Viewlet Ace** With ViewletACE (Ask, Collect, Evaluate) you can create Flash-based surveys and assessments without the need for extensive training and development time. <http://www.qarbon.com/presentation-software/viewletace/>

**PresenterNet** PresenterNet. <http://www.presenternet.com/>

**CreateSurvey** Create Survey is a web-based software to create online surveys. <http://www.createsurvey.com/>

**Vote-Pro** Vote-Pro allows you to create surveys with an unlimited number of questions. <http://www.vote-pro.com/>

**InstantSurvey** InstantSurvey is easy to use tool to create online surveys. <http://www.instantsurvey.com/>

**Vovici** Vovici provides feature rich and easy to use survey software. <http://www.websurveyor.com>

**2Ask** Online Survey Tool. <http://www.2ask.net>

**Formsite** Formsite allows you to create and analyze surveys using only a web browser. <http://www.formsite.com>

## Polls

**Viewlet Poll** ViewletPoll is a web-based polling service for multiple-choice polling question.

<http://www.viewletpoll.com/poll/>

**Free Website Polls** Free Poll with a simple HTML code which can be embedded in your website. <http://www.free-website-polls.com/>

**Blog Poll** Create polling questions with this free of charge blog poll tool, which can easily be inserted in your web page.

<http://www.blogpoll.com/>

**Ilovepolls** ilovepolls.com is an hosting service which offers free polls for your website . <http://www.ilovepolls.com/>

**FreePolls.com** <http://www.freepolls.com/>

**PollDaddy** PollDaddy is an online tool, which allows you to create free polls and place them on your website.

<http://www.polldaddy.com/>

**Pollverize** Pollverize is a hosting service for free polls. Polls can be added to a blog or a website easily.

<http://www.pollverize.com/>

**Vizu** Easy to create and fully customizable Flash poll widget. <http://www.vizu.com/>

**FreePollKit** Create polls and surveys. <http://freepollkit.com/>

**QuestionPro Micropoll** MicroPoll is a web based service for polls. <http://www.questionpro.com/micropolls/>

**PollPub** Polls for your blog, MySpace page or website. <http://www.pollpub.com/>

**PollPro** Poll Pro is server software for web polls with a scheduling option. One line of code is generated to inserted into your blog/ website. <http://www.pollpro.com/>

### 10.5.4 How to

There is a wide range of applications possible in language learning, from YES/ NO polling in the virtual classroom to evaluations, vocabulary training, written exercises, fill-in blanks etc., used synchronously or asynchronously.

The following is a small selection of possible applications.

- **Survey Monkey** *Survey Monkey* is a much more typical survey tool and can be used in a variety of ways in the management of teaching, but probably mainly for gathering feedback. This is again a very easy tool to use and the web pages guide you through very quickly and easily. Again, for simple surveys, this tools is free.
- **Hot Potatoes** Surveys can be created in different packages, as you can see in Tools, and then can be used in different ways in teaching. One of the most commonly used tools for creating language learning exercises and surveys is *Hot Potatoes*. This suite of software, which can be used independently as stand alone web pages or integrated into Virtual Learning Environments like Moodle or Blackboard, was developed at the University of Victoria in British Columbia in Canada and has continued to develop and mature. One of the greatest aspects of this software is that it is free, but it is also continually updated and easy to use. You can find plenty of examples of the way that other teachers use the software on the *Hot Potatoes* website. There is no need to go into a long explanation here of how to work the software as the online tutorial is very clear and comprehensive. You will also find other software on this website and a set of free images that can also be used in creating teaching materials as well as surveys.

### 10.5.5 Checklist

#### Checklist Polls

|                                    | Viewlet Poll                      | Free Website Polls          | BlogPoll                             | iLovePolls                         | Freepolls                      | Polldaddy                      | Buzzvote  |
|------------------------------------|-----------------------------------|-----------------------------|--------------------------------------|------------------------------------|--------------------------------|--------------------------------|-----------|
| Number of polls                    | Unlimited                         | Unlimited                   | Unlimited                            | Unlimited                          | N/A                            | N/A                            | Unlimited |
| Number of participants (responses) | 5000/ day                         | N/A                         | N/A                                  | N/A                                | N/A                            | N/A                            | Unlimited |
| Number of answers                  | N/A                               | N/A                         | 20                                   | 20                                 | 10                             | 5                              | Unlimited |
| Graphs                             | ✓                                 |                             | ✓                                    | ✓                                  | ✓                              | ✓                              |           |
| Embedding                          | ✓                                 | ✓                           | ✓                                    | ✓                                  | ✓                              | ✓                              |           |
| Branding/ Custom look              | ✓                                 | ✓                           | ✓                                    |                                    | ✓ (Pro)                        | ✓                              |           |
| Server/ Hosted                     | H                                 | H                           | H                                    | H                                  | H                              | H                              | H         |
| Requires Registration              | ✓                                 | ✓                           |                                      |                                    | ✓                              | ✓                              | ✓         |
| Price                              | \$ 99.95/ year                    | Free                        | Free                                 | Free                               | Free or \$1.66/ month (Pro)    | Free                           | Free      |
|                                    |                                   |                             |                                      |                                    |                                |                                |           |
|                                    | <a href="#"><u>Pollverize</u></a> | <a href="#"><u>Vizu</u></a> | <a href="#"><u>Free Poll Kit</u></a> | <a href="#"><u>QuestionPro</u></a> | <a href="#"><u>Pollpub</u></a> | <a href="#"><u>PollPro</u></a> |           |
| Number of polls                    | Unlimited                         | Unlimited                   | Unlimited                            | Unlimited                          | Unlimited                      | Unlimited                      |           |
| Number of participants (responses) | Unlimited                         | Unlimited                   | Unlimit                              | Unlimited                          | Unlimited                      | Unlimited                      |           |
| Number of answers                  | 20                                | 20                          | 10                                   | N/A                                | 20                             | 10                             |           |
| Graphs                             | ✓                                 | ✓                           | ✓                                    | ✓                                  | ✓                              |                                |           |
| Embedding                          | ✓                                 | ✓                           | ✓                                    | ✓                                  | ✓                              | ✓                              |           |

|                       |      |  |      |            |      |       |  |
|-----------------------|------|--|------|------------|------|-------|--|
| Branding/ Custom look | ✓    | ✓                                      | ✓    | ✓          |      | ✓     |  |
| Server/ Hosted        | H    | H                                      | H    | H          | H    | S     |  |
| Requires Registration | ✓    | ✓                                      | ✓    | ✓          | ✓    | ✓     |  |
| Price                 | Free | Free (Polls get deleted after 60 days) | Free | \$15/month | Free | \$249 |  |

### 10.5.6 Ressources

- Opinion poll [http://en.wikipedia.org/wiki/Opinion\\_poll](http://en.wikipedia.org/wiki/Opinion_poll)
- Statistical survey [http://en.wikipedia.org/wiki/Statistical\\_survey](http://en.wikipedia.org/wiki/Statistical_survey)
- Questionnaire construction [http://en.wikipedia.org/wiki/Questionnaire\\_construction](http://en.wikipedia.org/wiki/Questionnaire_construction)
- 5 Common Online Survey Mistakes to avoid [http://www.gtms-inc.com/tip\\_SurveyTools.htm](http://www.gtms-inc.com/tip_SurveyTools.htm)

### 10.5.7 Glossary

Polls are surveys of opinions using sampling. They are usually designed to represent the opinions of a population by asking a small number of people a series of questions and then extrapolating the answers to the larger group. (Source: Wikipedia)

Surveys are used to collect quantitative information about items in a population. Surveys of human populations and institutions are common in political polling and government, health, social science and marketing research. A survey may focus on opinions or factual information depending on its purpose, and many surveys involve administering questions to individuals. When the questions are administered by a researcher the survey is called a structured interview or a researcher-administered survey. When the questions are administered by the respondent, the survey is referred to as a questionnaire or a self-administered survey. (Source: Wikipedia).

Questionnaires are frequently used in quantitative marketing research and social research in general. They are a valuable method of collecting a wide range of information from a large number of respondents. Good questionnaire construction is critical to the success of a survey. Inappropriate questions, incorrect ordering of questions, incorrect scaling, or bad questionnaire format can make the survey useless. A useful method for checking a questionnaire for problems is to pretest it. This usually involves giving it to a small sample of respondents, then interviewing the respondents to get their impressions and to confirm that the questions accurately captured their opinions. (Source: Wikipedia)

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# 11 Learning Block 9

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Heike Philp

## 11.1 Introduction to Learning Block 9

### 11.1.1 Orientation

The objectives of this unit are to:

- practise lesson planning by identifying strengths and weaknesses of both one-to-one and group teaching
- consider ways to implement such planning in the live online environment
- explore role behaviour specific to the virtual environment and responsibilities of teachers and students
- further develop grammar exercises using Hot Potatoes

We will do this through a number of topic areas and by the end of this block you should have:

- reflected on the questions mentioned in Planning for Learning: Issues in One to one and Group Teaching
- Experience Role Behaviour (ICC)
- explored the potential of services for hosting and sending of large files

What you need to do in this unit to be ready for the group session:

- Write notes, from the trainee's own cultural perspective, on what role behaviours they expect from their students in the virtual environment and what responsibilities the students have.
- Create two lesson plans, one for private and one for group tuition.

Don't forget keep a record of your study time. You can ask questions in the Course Forum at any time and the tutor will visit this on a regular basis.

#### Peer-to-Peer Activities

Rehearse your teaching and learning activities with your peers.

#### Preparation for the synchronous group session

This week's synchronous online session has two key elements:

- Prepare a teaching and learning activity, indicating how the same content may be taught in a one-to-one session, and in a group session whilst identifying strength and weaknesses of both in a live online scenario.
- Write notes, from your own cultural perspective, on what role behaviours you expect from your students in the virtual environment and what responsibilities your students have.

## 11.2 Planning for Learning: Issues in One-to-One and Group Teaching Live Online

Angela McLachlan

### 11.2.1 Orientation

This Learning Unit informs the Learning Unit Planning Live Online Lessons in LB 10. We will look at the strengths of both one-to-one and group teaching. We will also identify any issues that, as language teachers, we need to be particularly aware of in the live online environment.

### 11.2.2 Strategy

The following offers a list of issues and strategies to consider when planning primarily for one-to-one teaching in the live online environment.

#### One-to-one

Understanding learner motivation: find out why your learner has chosen to learn alone, rather than in a group live online setting. It may be for purely practical reasons, but you need to plan for individual learning styles. The kind of language course a learner opts for will inform your planning.

Timing your session: how long is it reasonable for a single learner interacting with a single teacher to remain engaged in the live online environment? If your sessions are longer than 45 minutes, plan for a short break, even if it's only five minutes.

Timing and varying individual activities: one-to-one teaching can be very intense, so it's important you keep a reasonable pace. However, as in a F2F scenario, it's important that you don't attempt to do too many different things. Understanding the learning pace of the learner is crucial. For a beginner, a maximum of 15 minutes might be reasonable; for more proficient language users, you can increase this depending on the activity itself.

Keeping it learner-centred: or you may prefer to think of it in terms of 'learning-centred'. One of the risks of a one-to-one scenario is that the teacher retains 'control', and essentially works on a 'response basis', rather than allowing the learner to really participate in learning. This is particularly the case when promoting speaking skills

Working on 'conversation' skills needs careful planning, because there is only teacher-learner interaction. Providing the learner with a range of scenarios in advance, which can be either text or audio-based, can help the learner get a feel for a 'natural' conversation between more than two people.

Asynchronous communication: the single learner does not have the opportunities for asynchronous, or 'away from the classroom' communication that group learners may have as a group. You should plan for reasonable asynchronous learning activity, or 'social' communication that you are able to respond to.

If you are not working within a learning environment such as Webtrain, Breeze or Marratech, you may wish consider using an open source course management system (CMS), such as Moodle for asynchronous communication (for example, you can create a one-to-one discussion forum, or you can post information on a bulletin board). You can give your learner an indication of how often you may access the site, and how often they are expected to access it. You may have a number of learners who you work with one-to-one; you might want to consider bringing them together in asynchronous, or synchronous peer-to-peer sessions.

Synchronous communication outside the formal teaching and learning session: you should plan for reasonable communication from the learner via synchronous technologies (chat or voice) – it is not essential that you do, as you may not be able to provide any additional synchronous meetings outside the sessions, in this case you should make this clear to the learner at the beginning of the course.

Range of technologies: plan to use the whole range of technologies afforded by your particular learning environment, but do not ‘technically’ overload the teaching session. For example, if you are promoting both reading and writing skills, you could plan a ‘text chat’ activity. If you are operating within a system that offers a whiteboard, it may take some time for the learner to become comfortable with writing on it, and it does not necessarily replicate the function of the chat, which tends to promote more ‘informal’ written communication.

PC skills: you need to be aware of the learner’s PC skills, as this will affect how you plan your lessons. If your lessons require a certain amount of learner manipulation of the technology, then you will have to factor in sufficient time to demonstrate that technology, and allow the learner to fully assimilate the skills over a period of time. The focus of the session is language learning, so do not attempt to overload the lessons with technical, rather than linguistic, input.

Teacher and learner roles: creating a working – and workable – relationship in a one-to-one scenario is important, because the success of learning depends upon establishing a successful relationship. Working with video, rather than solely with audio, can go some way to breaking down any initial barriers. Where video-enabled solutions are not possible, you may think it useful to email each other a photograph. If you are working in Skype, for example, and not using video, both teacher and learner can post their photos to their Skype IDs, and that photo will be visible throughout the session. Where the technology supports video, but the learner is reluctant to work with a webcam, do not force the issue at the beginning of the course.

Monitoring and measuring learner progress: although you will be working within a specified framework for monitoring and measuring learner progress, there are fewer opportunities for measuring formatively, for example, against other learners’ progress. There is also the absence of course material for live online delivery – so you should plan carefully from lesson to lesson to ensure that the learner is actually progressing.

### **Strategies on how to conduct a group teaching**

The following offers a list of issues and strategies to consider when planning for primarily group teaching in the live online environment.

Where the group shares a common first language, or another language to a certain level of proficiency, the language of instruction may be that language. Where the group is multilingual, and working from a variety of locations, potentially with varying qualities of internet access, you will have to agree on the main language of instruction. Providing learners with a resource bank of high-frequency vocabulary prior to the group coming together can help initial communication.

Bringing a group together on a regular basis for live online teaching requires a lot of planning. Ensure that you build sufficient time into the pre-course administrative procedures to schedule lessons appropriately. You may want to decide to fix times in advance for regular classes.

Social communication can greatly aid language learning, and work towards establishing and maintaining an effective learning environment. You may wish to encourage learners to communicate with each other – both synchronously (for example, via IM, both text and verbal chat) and asynchronously (for example, via email, discussion forums in open source environments, or blogs. This strategy will also allow for learner-learner interaction, decreasing learner dependence on the teacher.

Although the learners will be nominally at the same level of language proficiency (e.g. beginner, intermediate, advanced), they will have had different experiences of language learning, and as a group are likely to have a spread of ability. You will have to ascertain at the beginning of the course the nature of their language learning experience, and plan appropriately - for example, one learner may be proficient in reading, but less confident in speaking. It may be that until the learners feel comfortable in this new environment, those whose speaking skills are poor will need extra support and encouragement.

Learners may feel intimidated in a group, so it’s important that any one person is not allowed to dominate the session. Until the group is used to working together, you may find it necessary to ‘control’ the rights of the learners, for example, do not give them hosting rights where they can ‘grab’ the microphone. If you are working in systems such as Skype, where speaking and chat cannot be controlled by any one person, setting ground rules is usually a good way of getting the group to work in a way that is suitable for everyone.

Where there is a private chat function, you may also wish to consider restricting its use. This keeps all learners on task.

Some learners may not wish to work with a webcam. This does affect the learning interface – for example in Breeze, members of the group with video appear in their ‘video pod’, while those without appear as a silhouette, which can be off-putting to other learners. You can gradually introduce the topic of webcams for group discussion, and try to understand why there may be reluctance to work with one. However, realistically, the teacher cannot oblige the learner to work with video. It may also be the case that there may not be enough bandwidth to work with video all through a session, so people may come in and do initial meeting and greeting with video on and then ‘freeze’ the pictures until having video is important for the particular activity.

At the beginning of the course, do not expect all learners to feel comfortable screencasting photographs of either themselves or family members, nor to feel comfortable talking about their personal life. Establishing a ‘comfort zone’ can take longer in the live online environment.

PC skills: you must be aware of the range of PC skills of the group. In a larger group, there is generally at least one person who can manipulate the technology effectively, but you must avoid the tendency to teach to that particular level. Gradually introducing the technology, and giving learners appropriate language learning activities which require manipulation of tools, is essential in ensuring that all learners in the group are engaged in the learning process. You can also ‘pair’ those more proficient with the technology with those who aren’t.

As you plan, ensure that the technology available to you can effectively support the numbers you have in the group. Also, decide what you think is an optimum number to reflect your own working practice and the effectiveness of the lessons. Find out what the general range of interests of your group is – this can help you plan effectively for web-touring, and other learning activities. You might use asynchronous tools to encourage people to talk about their interests.

### 11.2.3 Task

*Angela McLachlan*

In this task you are required to create an activity, showing how you may deliver the same content appropriate to both one-to-one teaching, and a group of approximately 6 learners. You should write very clear guidelines, demonstrating how you would set up the activity, what materials and tools you would use, and what you consider an appropriate length of time for conducting the activity.

You may choose the language, and the level at which the learners are working. You should aim to complete this task before the synchronous session. This will allow the group time to access and evaluate all the activities for group feedback.

Download the lesson plans under [Resources] for reference purposes; the trainer may briefly discuss your views on the plans during the group session

Choose a language structure or other teaching content (which may be cultural information about the target country) and indicate at what level you are teaching

Plan the activity as you would normally do, and in two separate documents, outline exactly how the activity will work in the live online environment, firstly for an individual learner, and secondly for a group of learners who share a common language.

Post the written documents outlining the activity into the InLearn [File Exchange] for group feedback in the synchronous session.

After the synchronous session, you may wish to amend your activity according to the group feedback. The final version of the activity should be placed in your Learning Portfolio

### 11.2.4 Writing Exercise

*Angela McLachlan*

Based on your experience in the f2f classroom, list what you consider to be the strengths and weaknesses of both one-to-one and group teaching. As you write, consider the how best practice can be adapted to the live online environment.

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# 12 Learning Block 10

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## 12.1 Introduction to Learning Block 10

*Serpil Sahin Gonul*

### 12.1.1 Orientation

Welcome to Learning Block 10!

The objectives of this unit are to:

- to start designing a lesson plan for your observed lesson
- engage with key features that characterize class management tools
- consider ways that intercultural competence (IC) is assessed and familiarise yourself with some proposals to introduce IC Levels

We will do this through a number of topic areas and by the end of this block you should have:

- begun to design a lesson plan with a peer (RO) (P2P) (GS)
- read about assessing IC Levels (RO)
- read about class management tools (RO)
- discussed with your peer: the effect of the virtual environment on the development of linguistic and technological skills and intercultural competences of your students (P2P)
- prepared and presented a survey with your peer to give your students in order to obtain their opinions about learning a language in the virtual environment (P2P) (GS)

NB Some of the topics are described as "Read only" (RO), others are labelled "Peer-to-Peer" (P2P) and some are specifically aimed at the "Group Session" (GS). Try to be as well-prepared as possible for the Group Sessions.

What you need to do in this unit to be ready for the group session:

1. Prepare a lesson plan for a live online language lesson with your peer
2. Discuss with your peer: the effect of the virtual environment on the development of linguistic and technological skills and intercultural competences of your students
3. Prepare a draft survey with your peer to give your students in order to obtain their opinions about learning a language in the virtual environment

Please use the Development Portfolio checklist to help you manage your studies:

- The checklist is designed to help you to manage what you are expected to do in this block
- Try to spread your learning sessions out during the week and make use of the guidelines on timing

Don't forget you can ask questions in the Course Forum at any time. Your trainer will visit this on a regular basis.

### 12.1.2 Peer to Peer

There are two Peer to Peer tasks this week:

1. Discussing the design of your observed live online language lessons to get initial feedback on your ideas

2. Preparing a draft survey to give your students in order to obtain their opinions about learning a language in the virtual environment

### 12.1.3 Group Session

There are two tasks in the group session this week :

1. Present the lesson plan ideas that you have prepared in the Peer to Peer session.
2. Present the draft survey that you have prepared in the Peer to Peer session. Then, discuss the strengths and weaknesses of each draft survey all together and try to form a final survey to give your students.

## 12.2 Planning a Live Online Language Lesson

*Angela McLachlan*

### 12.2.1 Orientation

Getting ready for your observed lesson!

This Learning Unit will provide opportunity for you to prepare, both individually, and with peers, for Learning Blocks 11 and 12. In these blocks you will design a lesson and conduct a substantial part of it with your peers and trainer for assessment purposes.

### 12.2.2 Overview

By this stage of the course you should have:

- an understanding of the key issues in teaching and learning languages live online
- a checklist of strategies to ensure effective language learning across a range of abilities and levels
- an appropriate level of technological skill which enables you facilitate language learning live online
- an awareness of how to promote ICC through both your teaching approach and your materials
- a bank of resources and ideas for live online language teaching and learning

Before you go any further with this Learning Unit, you may find it useful to refer to notes you have made at various stages throughout the course, and your Development Portfolio content. These will inform your work in this Learning Unit.

### 12.2.3 Writing Exercise

What do you consider to be the key features of an effective lesson plan? Do this task before you look at the Checklist.

### 12.2.4 Checklist

The following checklist identifies a number of key features of effective live online lesson planning. Compare this to the list you compiled in the writing exercise, can you now add to this list? Remember that there are additional issues to consider when bringing a group together live online for the first time, such as ensuring that individual systems are fine-tuned, and that all group members have the necessary internet connection, hardware etc.

- pre-lesson issues: how is the group brought together live online?
- clear, reasonable and achievable aims and learning outcomes
- clearly defined strategy for measuring whether aims and learning outcomes have been achieved
- evaluating learner progress and embedding it into longer-term planning
- understanding learner needs, context and levels/abilities

- addressing a range of learning strategies
- appropriate range of teaching strategies
- resource and time management
- appropriate timings of activities
- appropriate range of activities
- suitability of materials
- contingency planning (planning for the unexpected) planning effectively and appropriately for the use of L1 and L2
- effective asynchronous back-up
- allowing the learners sufficient opportunity to ask questions, and to practise new language
- promoting pair and group work
- supporting learners in their use of technology
- clear rationale for particular tools
- appropriate underpinning structure (for example, starter/warm-up; review of last lesson; main lesson corpus; plenary)
- an awareness of potential problems – and practical solutions
- appropriate linguistic analysis

### 12.2.5 Resources

Exemplar Lesson Plan- Refresher French (Primary Teachers)

|  |                                     |  |
|--|-------------------------------------|--|
| <b>Course</b><br>Refresher French (In-service Primary Teachers x2)   | <b>Language</b><br>français         | <b>Topic</b><br>Je me prŽsente   |
| <b>Date &amp; Time:</b> jeudi, 8 mai (le'on 3) ; 60 minutes  | <b>Environment:</b><br>flashmeeting | <b>Back-up</b><br>Skype (with unyte application sharing, sketchpad & TalkandWrite) |
| <b>Lesson Objectives</b> <ul style="list-style-type: none"> <li>● Continue to develop speaking skills, with particular emphasis on language for the primary classroom</li> <li>● Writing activities for the primary classroom: applying spoken language in written text</li> </ul> |                                     |  |
| <b>Learning Outcomes</b><br>At the end of Lesson 2, learners will <ul style="list-style-type: none"> <li>● Have reinforced 'family vocabulary' from Lesson 1; 'where I live' from Lesson 2 and practised</li> </ul>  |                                     |  |

simple Q&A (eliciting and giving information)

- Worked further on genders and plurals
- Practised negatives in their spoken language
- Have used the screening tool to present their written self-study piece (linking with IWB in the classroom)
- Have looked closely at written structures/vocabulary with reference to activities they can adapt for the primary classroom
- Started a collaborative written piece on an 'imaginary' family

### Assessment Opportunities

Formative and informal throughout the lesson to inform both short and longer-term planning; involving learners in target setting

### T&L Materials/Resources/Tools

Materials for lesson 3 essentially learner-driven; text chat; WB for collaborative writing and screening

### T&L Sequence

- Recap in TL; troubleshoot in English (if necessary)
- Screen reading activity x2; discuss any problems that may have arisen during writing
- Collaborative correction
- Discussion of appropriate adapting of activity for vertically-grouped Yr5/6
- Oral Q&A; teacher to elicit negative responses
- Write negative sentences on WB for closer study
- Screencast wiki and commence imaginary family piece; possible brief recap on working with a wiki
- Plenary and explain homework (wiki; no more than 30 mins)

### Post-lesson evaluation comments

## 12.3 Assessing IC Levels (ICC)

*Serpil Sahin Gonul*

### 12.3.1 Orientation

In this Learning Unit, the main theme is the “assessment” of Intercultural Competence (IC), which is one of the components of Intercultural Communicative Competence (ICC) together with linguistic, sociolinguistic and pragmatic

competences. (If needed, please refer to the Learning Unit “Intercultural Communicative Competence” for further information.)

Although the terms evaluation and assessment are used interchangeably in some cases, it is preferable to use the term assessment when the learner proficiency is being gauged. For a more comprehensive explanation of the difference between these two terms, please refer to the [Overview].

In this Learning Unit, too, we prefer to use the term assessment since, in Foreign Language Learning and Teaching (FLL&T), Intercultural Competence should be considered one of the elements to be tested when evaluating learner proficiency.

In the following Knowledge Units, you will find some information about suggested ways to assess Intercultural Competence (IC), about how to collect data while assessing IC, and about the different ways of representing IC levels. In addition, the definitions of some key terms used under the topic of assessing IC are given in the [Glossary].

### 12.3.2 Overview

The reason the term assessment is preferred while the learner proficiency is being evaluated in Foreign Language Learning and Teaching (FLL&T) and the difference between the terms "assessment" and "evaluation" are explained in the Common European Framework (CEF) as follows:

All language tests are a form of assessment, but there are also many forms of assessment (e.g. checklists used in continuous assessment; informal teacher observation) which would not be described as tests. Evaluation is a term which is broader than assessment. All assessment is a form of evaluation, but in a language programme a number of things are evaluated other than learner proficiency. These may include the effectiveness of particular methods or materials, the kind and quality of discourse actually produced in the programme, learner/teacher satisfaction, teaching effectiveness, etc. (CEF, p. 177)

It is also stated in the CEF (p. 178) that there are many different kinds and traditions of assessment. It would be mistaken to assume that one approach (e.g. a public examination) is necessarily superior in its educational effects to another approach (e.g. teacher assessment). The same has also been observed in assessing and representing IC levels; there are different ways of assessment suggested in intercultural studies, and it cannot be said that one of them is better or superior to another. Keeping this fact in mind, the suggested ways are mentioned in the [Explanation], some useful links are given in the [Example], [References], and [Resources], and the key concepts are explained in the [Glossary].

### 12.3.3 Explanation

The following table shows some of the classifications suggested in some intercultural studies to refer to the levels of Intercultural Competence (IC):

| <i>Kordes model of developmental phases</i>  | <i>INCA Project Levels</i>             | <i>Fantinis YOGA Form</i>   | <i>Bennets DMIS stages</i>  | <i>Common Reference Levels in CEF</i>  |
|--|--|---|---|--|
| 1) the transitional phase<br>(the survival / the tourist stage)<br>2) the structural phase<br>3) final phase | 1) Basic<br>2) Intermediate<br>3) Full | 1) Level I: Educational Traveler<br>2) Level II: Sojourner<br>3) Level III: Professional<br>4) Level IV: Intercultural / Multicultural Specialist | 1) Ethnocentric stages<br>a) Denial<br>b) Defense<br>c) Minimization<br>2) Ethnorelative stages<br>a) Acceptance<br>b) Adaptation<br>c) Integration | 1) Basic User (A)<br>a) Breakthrough (A1)<br>b) Waystage (A2)<br>2) Independent User (B)<br>a) Threshold (B1)<br>b) Vantage (B2)<br>3) Proficient User (C)<br>a) Effective Operational Proficiency (C1)<br>b) Mastery (C2) |

Please refer to the [Glossary] for the definitions of the terms stated in the chart above and to the [References] to reach the sources for further information.

Assessing the intercultural level of learners is important prior to the first lesson in order to be able to choose the appropriate level and method while teaching Intercultural Competence (IC). All of the classifications in the chart represent different approaches to assessing IC levels suggested by different scholars. As mentioned, it would be mistaken to say that one of them is better or superior to another. Instead, it is advisable to choose the most appropriate way of assessing IC levels, one which is most suitable to the conditions, objectives and time.

Generally speaking, for assessment of intercultural competence as an existing ability and / or the potential to develop it (with conditions and timeframe), the following characteristics are tested and observed: ambiguity tolerance, openness to contacts, flexibility in behaviour, emotional stability, motivation to perform, empathy, metacommunicative competence, polycentrism. (Wikipedia – [http://en.wikipedia.org/wiki/Intercultural\\_competence#Assessment](http://en.wikipedia.org/wiki/Intercultural_competence#Assessment) )

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# 13 Learning Block 11

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## 13.1 Assessed Teaching Practice: Preparation

Angela McLachlan

### 13.1.1 Orientation

The structure of Learning Blocks 11 and 12 is different to that of earlier Learning Blocks. There is no formal learning content, as the emphasis is now on preparing for, and conducting the observed live online teaching practice which comprises 60% of the overall course mark. Learning Block 11 (10 hours) is Preparation, and Learning Block 12 is Assessment and Group Feedback.

### 13.1.2 Overview

Information is given here on both Learning Block 11 and Learning Block 12, so that you can plan your self-study and collaborative working time appropriately over the two-week period.

#### Learning Block 11

You will need to prepare a detailed lesson plan for delivery in the live online classroom. You may choose to do this with a peer, or individually. The lesson plan should include information on context (for example, level of learners, number of learners, previous content covered); it should show which tools you intend to use for which particular activities and how you would follow up this lesson. Where homework is appropriate, the lesson plan should also provide information on what kind(s) of self-study activities you would give to your learners. You will be required to conduct a 20-minute section of your lesson to the rest of the group, who will act as your learners. This will take place during the following week, Learning Block 12.

Before you decide on language and level, you should consider the baseline language skills of your co-participants. So for example, if the group shares English as a common language, and are advanced speakers of English, you may find it more appropriate to prepare a lesson for that target group, or ask them to play a particular role as language learners. Or you may choose a language in which they are all beginners, and prepare an introductory lesson for them.

You may find it useful to refer to your critiques of sample lesson plans in Learning Blocks 9 & 10, to your written observations from the video teaching scenarios in earlier learning blocks, and to your notes from the live online group sessions.

#### Learning Block 12

The assessed teaching practice to be conducted in the Learning Block 12 week is a 20-minute demonstration by each participant of a particular activity, or series of activities, within the framework of a particular lesson. Time-planning will be crucial, and it is advisable that as a group, in conjunction with the trainer, you start to arrange dates convenient for the whole group to participate in your assessment, with time for group feedback to follow. You should plan therefore for approximately 45 minutes synchronous online time per assessment. Whilst the group feedback will not formally contribute to your mark, it will nonetheless provide you with valuable learner perspective.

The trainer will observe the demonstration, assessing according to the cited criteria, and will send you his/her assessment with written feedback in due course. The overall mark for the course will be calculated within a two-week period of course end, and will take into account your development portfolio, which is 40% of the overall mark.

### 13.1.3 Resources

#### Brief Summary – Assessment Criteria

The LANCELOT certificate combines two distinct areas of related assessed activity:

- Development Portfolio (40%)
  - Trainees must have completed all the tasks and activities indicated within the individual LBs
  - Tasks and activities should demonstrate an understanding of, and the ability to plan appropriately for, issues surrounding the three strands of the LANCELOT certificate
  - The Development Portfolio should demonstrate clear progress in learning
- Observed Live Online Teaching Practice (60%)
  - Effective lesson planning
  - Appropriacy of resources for target group
  - Timing and pace
  - Appropriate range of activities
  - Appropriate use of target language
  - Appropriate use of technology
  - Awareness of issues regarding ICC in lesson planning, and conduct of lessons

**Assessment Criteria**

|                         | <i><b>Pedagogy and Methodology</b></i>   | <i><b>Analytical and Reflective Skills</b></i>  | <i><b>ICC</b></i>  | <i><b>Technology</b></i>  |
|-------------------------|--|---|--|---|
| <i><b>Good Pass</b></i> | A convincing and professional demonstration of teaching strategies and activities appropriate to the live online environment, underpinned by a high level of ability and competence in the subject matter; demonstrates deep understanding of the role of community building in distance learning and appropriate behaviour in the live online environment | Awareness of context implicit in detailed preparation and an understanding of both teaching content and process of learning; demonstration of purposeful reflection to inform good practice                                 | Awareness and understanding of key issues in ICC in general, and in the context of live online environments in particular, and demonstration of these in lesson planning and delivery; | A convincing demonstration of technological skill and know-how and how these support live online language learning effectively; is able to motivate learners to assimilate new technologies to ensure sound learning          |
| <i><b>Pass</b></i>      | Satisfactory demonstration of teaching strategies and activities appropriate to the live online environment, with recommendation for further professional development in this area; adequate competence in subject matter; demonstrates some understanding of the role of community building in distance learning  | Some awareness of context explicit in preparation with adequate understanding of both teaching content and process of learning; level of reflection currently superficial though sufficient to inform satisfactory practice | Some evidence of awareness and understanding of key issues in ICC with superficial demonstration of these in lesson planning and delivery  | Satisfactory demonstration of technological skill and know-how and how these support live online language learning effectively; additional technological upskilling is desirable;   |
| <i><b>Fail</b></i>      | Limited demonstration of teaching strategies and activities appropriate to the live online environment, poor execution with limited levels of competence in the subject matter; not yet able to lead a learning group  | Insufficient awareness of context with inappropriate and/or insubstantial preparation and no clear understanding of teaching content or process of learning; reflection remains at an extremely superficial level           | No substantial evidence of awareness and understanding of key issues in ICC with superficial or no demonstration of these in lesson planning and delivery                              | Unsatisfactory demonstration of technological skill and know-how and how these support live online language learning effectively; level of technological competence and know-how is insufficient to ensure effective learning |

**Observation Criteria**

| <i>Area of Competence</i>                             | <i>Criteria</i>   | <i>Comments</i> | <i>Good Pass</i> | <i>Pass</i> | <i>Fail</i> |
|---|---|-----------------|------------------|-------------|-------------|
| <i>Professional Values and Practice</i>               | <ul style="list-style-type: none"> <li>• respect and consideration for all learners</li> <li>• appropriate behaviour and language</li> <li>• reasonable expectations</li> </ul>   |                 |                  |             |             |
| <i>Language Subject Knowledge and Understanding</i>   | <ul style="list-style-type: none"> <li>• demonstrates sound knowledge of target language</li> <li>• demonstrates understanding of, and competence in, language teaching and learning strategies with particular reference to the live online environment</li> <li>• demonstrates appropriate linguistic analyses in teaching content</li> </ul> |                 |                  |             |             |
| <i>ICC Subject Knowledge and Understanding</i>        | <ul style="list-style-type: none"> <li>• demonstrates a broad understanding of the key issues in ICC in teaching and learning</li> </ul>  |                 |                  |             |             |
| <i>Technology Subject Knowledge and Understanding</i> | <ul style="list-style-type: none"> <li>• demonstrates ability to manage the learning environment appropriately</li> <li>• manages the tools and teaching materials effectively</li> <li>• demonstrates appropriate level of technological know-how</li> </ul>   |                 |                  |             |             |
| <i>Lesson Planning and Target Setting</i>             | <ul style="list-style-type: none"> <li>• demonstrates effective lesson planning with appropriate aims and objectives</li> <li>• works within achievable and reasonable longer-term targets</li> <li>• plans appropriately for prior learning and progression</li> <li>• plans for and provides an appropriate level of challenge</li> </ul>     |                 |                  |             |             |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
| <p><b><i>Teaching and Learning Materials</i></b></p> | <ul style="list-style-type: none"> <li>• materials look professional, and are appropriately applied</li> <li>• materials are appropriate for the specified aims and objectives</li> <li>• materials are delivered through appropriate tools</li> </ul>  |  |  |  |  |
| <p><b><i>Teaching</i></b></p>                        | <ul style="list-style-type: none"> <li>• includes appropriate range and structure of learning activities for live online delivery</li> <li>• differentiates appropriately, addressing all levels of ability</li> <li>• involves all learners</li> <li>• creates and maintains an effective learning environment</li> <li>• creates and maintains an effective pace to the lesson</li> <li>• gives encouraging feedback and is able to identify and correct errors appropriately</li> <li>• shows flexibility where necessary</li> <li>• promotes appropriate learner use of technology effectively</li> </ul> |  |  |  |  |
| <p><b><i>Additional Assessor Comments</i></b></p>    | <ul style="list-style-type: none"> <li>• assessors should identify key strengths and/or weaknesses of the lesson plan and conduct of the lesson, specifying where necessary how trainees may build on strengths, and address weaknesses</li> <li>• where the assessor is recommending a ‘fail’, detailed rationale should be given, with reference to the areas of competence above</li> </ul>  |  |  |  |  |

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# 14 Learning Block 12

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## 14.1.1 Assessed Teaching Practice: Observation, Assessment and Group Feedback

*Angela McLachlan*

### 14.1.2 Orientation

The 10-hour duration of Learning Block 12 focuses on your performance as a live online language teacher and the completion of all other assessed tasks and activities. The trainer will coordinate meeting times with the group, to ensure that each participants has a minimum of four 'learners' to teach in the assessed performance. Following each 'performance' the group will feed back, evaluating the section of lesson you have taught, according to the criteria we have applied in the other observation scenarios throughout the course. Whilst group feedback does not contribute formally to your overall mark, it can be of great value to the whole group, particularly in terms of increasing awareness of being the 'learner', rather than the 'teacher', and in building up a profile of good practice in the live online environment.

N.B. You can, if you wish, organise your own lesson with a typical group of your own learners and invite the tutor to observe this.

### 14.1.3 Overview

Over the next week, each participant will conduct a 20-minute section of the lesson plan prepared in Learning Block 11. There will be at least four 'learners' to teach to, and you should conduct the section as you would a 'normal' lesson. You can, if you wish, choose to teach your own typical group of learners and invite the tutor to observe this.

The trainer will give detailed written feedback on the assessment form, indicating the mark out of 60% you have been awarded.

You can expect this feedback within two weeks after the course has ended. You will also receive written feedback on your development portfolio.

Before you conduct your lesson section, you will find it useful to refer both to your own written evaluations of the teaching scenarios you have observed throughout the course, and the observation criteria cited in the course handbook.

# 15 Annex

## 15.1 Learning Block 2

### 15.1.1 Lesson Observation (2)

Sai Indicare La Strada:

Come'è il tuo italiano?

How good is your Italian?



**Leggere**

(Reading comprehension)



**Ascoltare**

Listening comprehension



**Scrivere**

Writing skills



**Grammatica**

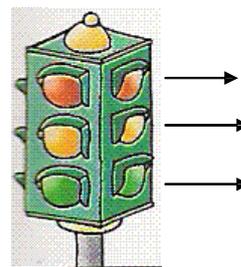
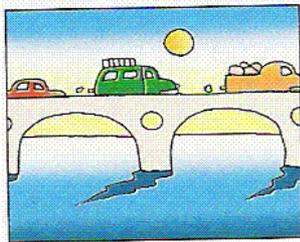
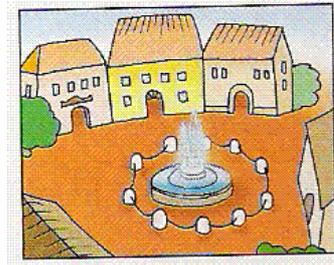
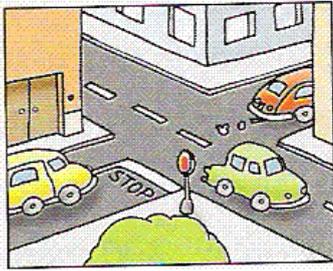
Grammar

**Parlare**

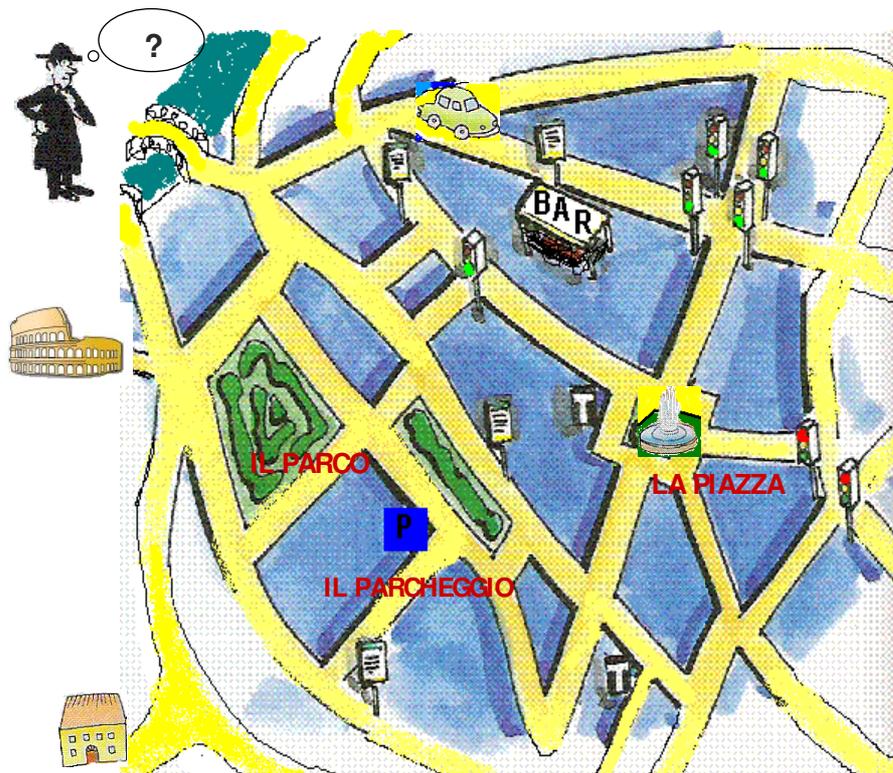


|                                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------------------------------------|---|---|---|---|---|---|---|---|---|----|
| Leggere<br>(Reading comprehension)   |   |   |   |   |   |   |   |   |   |    |
| Ascoltare<br>Listening comprehension |   |   |   |   |   |   |   |   |   |    |
| Scrivere<br>Writing skills           |   |   |   |   |   |   |   |   |   |    |
| Grammatica<br>Grammar                |   |   |   |   |   |   |   |   |   |    |
| Parlare                              |   |   |   |   |   |   |   |   |   |    |

Sai indicare la strada?



**Povero Don Camillo!  
Come può fare per arrivare a San Pietro?**



**Vai sul ponte!  
Vai dritto!  
Gira a destra!  
Gira a sinistra!  
Vai fino al semaforo!  
Passa la piazza!  
Passa l'incrocio!  
Stop!  
Ecco la Basilica!**

**15.1.2 Development Portfolio**

There are two aims for this document: one is to help you keep track of your activity during the course on a week to week basis and the second is to enable you to log your progress through the material for assessment purposes.

All of the activities that you need to undertake in the course are listed below along with the evidence that you need to show that you have completed them. A completion date column is also provided so you can keep track of your progress.

Between weeks 4 and 6 you will be asked to meet your trainer to discuss your progress so far, and by the end of Week 7 you will need to send in Part 1 of your development portfolio (Blocks 1-5) with your completed tasks and activities including a short reflection on your progress at that point.

Prior to Learning Blocks 11 and 12 you can seek a further tutorial with your trainer if you wish and then submit the final collection of work (Blocks 6-10) within two weeks of the completion of Block 12. Again, you will be asked to reflect on your progress on the course. Details of these two reflective pieces are described in the course handbook and included below.

You are expected to have completed 80% of the tasks in each learning block to qualify for the certificate at the end of the course.

| <b>Learning Block 1</b>    |  |                                       |                       |
|----------------------------|--|---------------------------------------|-----------------------|
| <i>Learning Unit Title</i> | <i>Activity</i>  | <i>Evidence</i>                       | <i>Date Completed</i> |
| Peer-to-Peer (P2P)         | Establishing contact between trainer(s) and trainees to perform system check and for a first informal getting to know each other | Participation in the P2P activity/ies |                       |

|   |   |  |  |
|---|---|--|--|
| Becoming a Live Online Language Teacher | Written critique of reading, summarising key points   | Written notes in the course online learning space (max 200 words)        |  |
| Lesson Observation                      | Written observations and reflections, with particular reference to perceived strengths and weaknesses   | Contribution to the discussion in the group session                      |  |
| Intercultural Communicative Competence  | Correct answers given to the multiple choice questions<br><br>A brief summary of the key concepts and components of the ICC   | Self-assessed<br><br>Contribution to the discussion in the group session |  |
| Instant Messaging                       | Explore various features of an IM and understand basic terminology, such as e.g. text or voice chat, status indicator or file sharing. Identify instructional uses, instructional constraints, and best practices for text chat | Contribution to the discussion in the group session                      |  |
| Audio conferencing                      | Be aware of terminology particular of audio conferencing (e.g. Voice over IP); be able to run a microphone test and set-up help information to trouble shoot one's own and a peer's audio problems                              | Established in peer-to-trainer session                                   |  |

| <b>Learning Block 2</b>  |  |   |                       |
|--|--|---|-----------------------|
| <i>Learning Unit Title</i>                                     | <i>Activity</i>  | <i>Evidence</i>   | <i>Date Completed</i> |
| Peer-to-Peer   | Ice-breaker, with methodological rationale; evaluation   | Demonstrated in the group session and to be included in the development portfolio |                       |
|  | Discussion over individual reflections on the questions stated in Reflection of “Perceived ICC”  | Participation in discussion and presented in the group session                    |                       |
|  | Establishing contact with other course participants using an IM (e.g..Skype Voice chat) in combination with a Whiteboarding tool (e.g. Vyew/ VC Training room/ iVocalize) to rehearse an ice-breaker activity with peers                       | Completion of P2P activity  |                       |
| Language Teaching Methodology in a Live Online Environment (1) | Written evaluation of personal professional practice; ideas for ice-breakers in language teaching  | Written notes in the course online learning space (max 200 words)                 |                       |
| Lesson Observation   | Make notes on observations and reflections, with particular reference to perceived strengths and weaknesses  | For contribution to the discussion in the group session                           |                       |
| Perceived ICC  | Make notes on reflections on how you perceive the characteristics of ICC and interculturally competent individuals; Make notes on observations and reflections on the similarities and differences mentioned by people from different cultures | Established in the group sessions   |                       |
| Whiteboarding  | Explore various whiteboarding tools and understand what features are available; identify instructional uses, instructional constraints, and best practices for whiteboards   | Established in the group session  |                       |

| <b>Learning Block 3</b>   |  |   |                       |
|---|--|---|-----------------------|
| <i>Learning Unit Title</i>  | <i>Activity</i>  | <i>Evidence</i>   | <i>Date Completed</i> |
| Peer-to-peer  | Create a T&L Activity of between 5-10 minutes, building on Introducing New Language to Beginners. Be prepared to explain the methodological rationale, and demonstrate the activity in the group session   | Demonstrated in the group session and to be included in the development portfolio             |                       |
|   | Matching exercise, stated under Task of the LU Intercultural Differences in the Virtual Environment. Discuss each item to match it with the correct heading with your peer(s), and you may find the items listed in Checklist helpful while matching the items with the headings.                        |   |                       |
|   | Use a Screensharing tool (e.g. Unyte or Yugma) to screen cast Word/ a graphics program or any other application to discuss and annotate the Hexagon of the teaching and learning activity 'Introducing New Language to Beginners' (alternatively: screencast the scale of inculturalness and discuss it) | Completion of P2P activity  |                       |
| Exploring Online Synchronous Methodology (1): Introducing the Hexagon | Hexagon mapping, with preliminary observations on implications for live online T&L   | Image and preliminary observations to be included in the development portfolio(max 150 words) |                       |
| Lesson Observation  | Make notes on observations and reflections, with particular reference to perceived strengths and weaknesses  | For contribution to discussion in group session   |                       |
| Intercultural FLL&T in the Virtual Environment                        | Written description of your own interactional experiences placing each on a scale based on the interculturalness of the interaction and explaining how intercultural it is.  | Established in the group session  |                       |
| Intercultural Differences   | Discussion of each peer's decision on the matching exercise during the group session.  | Completion of P2P activity  |                       |
| Screen Sharing  | Understand basic terminology such as e.g. Screen-shot, Remote Control, etc., compare presentation techniques and contrast results (e.g. uploading an image compared with screen-casting an image)  | Established in the group session  |                       |

| <b>Learning Block 4</b>   |   |   |                       |
|---|---|---|-----------------------|
| <i>Learning Unit Title</i>  | <i>Activity</i>   | <i>Evidence</i>   | <i>Date completed</i> |
| Peer-to-peer  | Use a virtual classroom solution such as Breeze/ WebTrain/ iVocalize to discuss the statements given in Task in the LU Knowledge (ICC)  | Completion of P2P activity and established in the group session   |                       |
| Exploring Online Synchronous Methodology (2): Working with the Hexagon Model                              | Hexagon mapping of T&L activity prepared during LB3, with continuing observations on implications for live online T&L   | For sharing in the group session                                  |                       |
| Language Teaching Methodology in a Live Online Environment: How Can Technology Support Language Learning? | Written critique and observation following Wang piece   | Written notes in the InLearn (max 200 words)                      |                       |
| Lesson Observation  | Make notes on observations and reflections, with particular reference to perceived strengths and weaknesses   | For contribution to group discussion                              |                       |
| Knowledge   | Write responses to the statements in the KU Task and written record of the “lessons learned” after reading the material and/or exchanging ideas   | Written notes in the course online learning space (max 200 words) |                       |
| WebTouring  | Understand basic terminology, compare screen-sharing a website with ‘true co-browsing’ and describe one or two tools which does one or the other, explore the potential for use in a virtual classroom environment, create a web-touring exercise for your learners | Established in group session                                      |                       |
| Web Conferencing  | Understand the typical feature set of a fully featured virtual classroom. Host a virtual classroom session and invite your peers to a live online lesson.   | Established in group session.                                     |                       |

| <b>Learning Block 5</b>    |   |   |                       |
|----------------------------|---|---|-----------------------|
| <i>Learning Unit Title</i> | <i>Activity</i>   | <i>Evidence</i>   | <i>Date Completed</i> |
| Peer-to-Peer               | Prepare a speaking & listening activity for demonstration in the group session, again giving full account of methodological approach  | Demonstrated in the group session and to be included in the development portfolio                           |                       |
| Lesson Observation         | Make notes on observations and reflections, with particular reference to perceived strengths and weaknesses   | For contribution to the discussion in the group session   |                       |
| <b>Reflective Writing</b>  | <b>A maximum of 400 words, reflective on learning to date, and identifying effective content, strategies and delivery in live online sessions, and the ways that asynchronous content and learning has supported synchronous content and learning. Indicate in what ways these may shape your professional development as live online language teachers</b> | To be included in the development portfolio   |                       |
| Awareness                  | Write notes on the topics in the KU Reflection;<br><br>Make a copy of each quiz you do while web-browsing and a copy of each suggested activity   | Written notes in the course learning space (max 200 words)<br><br>Include one in the development portfolio. |                       |
| Video/ Audio Playback      | Discover what a codec is, explore popular video/ audio sharing sites; download a video from You Tube, for example, and then think about how you might use this in a class   | For contribution to group discussion  |                       |

| <b>Learning Block 6</b>   |  |  |                       |
|---|--|--|-----------------------|
| <i>Learning Unit Title</i>  | <i>Activity</i>  | <i>Evidence</i>  | <i>Date Completed</i> |
| Peer to Peer  | Create a writing exercise for your students using a collaborative writing tool (e.g. Google document/ blog/ wiki/ forum in Yahoo Groups) taking into account intercultural issues you have explored so far   | Completion of P2P activity and established in the group session<br><br>Finished lesson to be included in the development portfolio |                       |
| Promoting Reading and Writing Skills in a Live Online Environment | Develop the table of writing activities presented in the input materials to make them suitable for the live online environment.<br>Explain the methodological rationale<br><br>Create a staged reading and writing activity.<br>Explain the methodological rationale | To be included in the development portfolio  |                       |
| Attitude  | Write notes on reflections on your own “Intercultural Profile” including your intercultural attitudes and experiences; write reflection of your attitude and the experiences you have had in an intercultural setting  | Written notes in the course learning space (max 200 words)   |                       |
| Collaborative writing tools                                       | Be able to explain the differences between a blog and a wiki; explore the features of web-based collaborative writing tools such as Google docs etc. and consider their uses in language learning  | For contribution to group discussion   |                       |

| <b>Learning Block 7</b>                                  |   |   |                       |
|--|---|---|-----------------------|
| <i>Learning Unit Title</i>                               | <i>Activity</i>   | <i>Evidence</i>                             | <i>Date Completed</i> |
| Peer to peer   | Create an audio recording of a dialogue using e.g. Pamela or Audacity for use in language class<br><br>Create a role-play taking into account intercultural issues you have explored on the course so far   | To be included in the development portfolio |                       |
| Introducing Role-play into Language Learning Live Online | Preparation of role-play activity, explaining methodological rationale, for demonstration in the group session  | To be included in the development portfolio |                       |
| Respect  | Share example situations during the group session regarding respectful and disrespectful issues in intercultural settings; written example of their own experience regarding the time when they were disrespectful to someone in an intercultural setting | Established in group session                |                       |
| Recording / Screencasting                                | Explore the different recording facilities in various web conferencing solutions  | Established in group session                |                       |

| <b>Learning Block 8</b>                       |   |   |                       |
|---|---|---|-----------------------|
| <i>Learning Unit Title</i>                    | <i>Activity</i>   | <i>Evidence</i>   | <i>Date Completed</i> |
| Peer to peer                                  | Discuss and compare the rules for initial conversations between strangers in two different cultures in peers and making a list of similarities and differences between these two cultures. (stated in Task in the LU Interaction (ICC))   | Completion of P2P activity and established in the group session                             |                       |
|   | Create a survey for evaluation purpose (e.g. evaluate lesson, evaluate student expectations, evaluate skill levels etc.) and send the link to your peers and request their feedback on the questions after completing the survey  | Completion of P2P activity and established in the group session                             |                       |
|   | Design a grammar task using Hot Potatoes  | To be included in the development portfolio and for demonstration in the group session      |                       |
| Interaction                                   | Write notes on the cultural roles to initiate the conversations between strangers; a copy of written observations and reflections in a blog/wiki on similarities and differences between different cultures in terms of interaction; a copy of examples given by each trainee regarding the interaction s/he has experienced with the students while teaching | To be included in the development portfolio and for demonstration in the group session      |                       |
| Polls/ Surveys/<br>Providing online Feed-back | Explore the difference between a poll, a survey and online feed-back. Create a survey using survey monkey, or create or create polling questions for synchronous events   | Link to be included in the development portfolio and for demonstration in the group session |                       |

| <b>Learning Block 9</b>  |   |  |                       |
|--|---|--|-----------------------|
| <i>Learning Unit Title</i>   | <i>Activity</i>   | <i>Evidence</i>  | <i>Date Completed</i> |
| Planning for Learning: Issues in One-to-one and Group Teaching Live Online | Identify strengths and weaknesses of both one-to-one and group teaching in face-to-face environments, indicating what you consider the potential implications for live online teaching, based on your learning thus far   | Contribution in group discussion   |                       |
| Planning for Learning: Issues in One-to-one and Group Teaching Live Online | Preparation of T&L activity, indicating how the same content may be taught in a one-to-one session, and in a group session  | To be included in the development portfolio and for demonstration in the group session |                       |
| Role Behaviour   | Write notes, from your own cultural perspective, on what role behaviours you expect from your students in the virtual environment and what responsibilities your students have.   | Established in the group session   |                       |
| File Hosting and Sending large files                                       | Explore the potential of file hosting services, which provide links for downloads to documents/ recordings etc. for forums, blogs, auctions etc. Discuss these services which minimise the need for sending emails and which allow for collaboration and virtual team work. Reflect on possible use in language learning. | Established in the group session   |                       |

| <i>Learning Block 10</i>        |  |  |                       |
|---------------------------------|--|--|-----------------------|
| <i>Learning Unit Title</i>      | <i>Activity</i>  | <i>Evidence</i>  | <i>Date Completed</i> |
|                                 | Preparation of exemplar lesson plan  | To be included in the development portfolio and for demonstration in the group session |                       |
|                                 | Preparing a draft survey to give the students in order to obtain their opinions about learning a language in the virtual environment. The items in the survey should include all 3 aspects, namely linguistic, technological and intercultural aspects | Part of the activity below   |                       |
| Reflective Writing              | A minimum of 400 words, identify key features of effective lesson planning for live online delivery  | Development portfolio  |                       |
| Assessing IC Levels             | A copy of the survey they form in peers and the final version of the survey after discussing and forming it during the group session.  | To be included in the development portfolio  |                       |
| Invitation and Class Management | Reflect on the challenges of meeting live online due to time zone differences, use one or two scheduling tools to organise a group meeting.  | Completion of P2P activity   |                       |

| Learning Blocks 11 and 12               |  |                       |
|---|--|-----------------------|
| <i>Learning Unit Title</i>              | <i>Development Portfolio</i>   | <i>Date Completed</i> |
| Assessed Teaching Practice: Preparation | Detailed lesson plan; detailed T&L activities plan; these will include reference to ICC and technology |                       |

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## 15.2 Learning Block 3

### 15.2.1 Lesson Observation 3

*Calendar Blank*

|           |          |
|-----------|----------|
|           |          |
| Monday    | Thursday |
| Tuesday   | Friday   |
| Wednesday | Saturday |
|           | Sunday   |

|         |          |
|---------|----------|
|         |          |
| Monday  | Thursday |
| Tuesday | Friday   |

|           |                        |
|-----------|------------------------|
|           |                        |
| Wednesday | Saturday<br><br>Sunday |

*Calendar this Week*

| Feb 2007                            | March 2007   |
|-------------------------------------|--|
| Monday<br>26<br>TODAY!!             | Thursday<br>1<br><br>12.30 Doctor's                      |
| Tuesday<br>27<br>2pm Michael        | Friday<br>2<br><br>6pm Dinner with Marna                 |
| Wednesday<br>28<br><br>10 Dentist's | Saturday<br>3<br>8.45 Train to London<br><br>Sunday<br>4 |

**15.3 Lesson Observation Sheet 1****15.3.1 Observation: Learning Block 1**

Observing examples of teachers at work informs trainees' perceptions of what may constitute effective practice in a particular environment. The training course includes a weekly observation of a teaching and learning scenario, which trainees will critique and discuss via an asynchronous forum.

Please read through the following points carefully before watching the teaching and learning scenario in Learning Block 1. The bullet points are intended as an observation guide only, you may not necessarily see evidence of all these points in

each scenario. You may also be able to identify relevant issues which are not included below. There will be an additional section on Intercultural Communicative Competence in subsequent learning blocks, after initial teaching input on this subject.

|                               |
|-------------------------------|
| <b>Methodology</b>            |
| Lesson aims                   |
| Lesson structure              |
| Teaching approach             |
| Teaching and learning content |
| Range of activities           |
| Suitability of materials      |

|  |
|--|
| Teacher talk and learner talk  |
| Promoting individual language skills   |
| Use of target language (TL)  |
| Group interaction  |
| Other observations   |
| <b>Learning Environment &amp; Technology</b>   |
| Does the learning environment appear to support language teaching and learning?<br>Strengths/weaknesses? |
| Audio & video quality  |

|  |
|--|
|  |
| Range of tools employed                                |
|  |
| Suitability of tools employed to particular activities |
|  |
| Teacher technical management skills                    |
|  |
| Learner appropriation of tools                         |
|  |
| Teacher role   |
|  |
| Learner role   |
|  |
| Other observations                                     |
|  |

### 15.3.2 Lesson on time and appointments 1

#### Lesson title: Times, dates and appointments

##### Aim

The aim of this lesson is to give learners practice in telling the time and dates and to introduce the idea of appointments

##### Objectives

To improve the learners' skills in use of numbers, telling the time and saying dates;

To introduce how to make appointments in English and to practise this

##### Learning outcomes

By the end of this lesson learners will have refreshed their knowledge of numbers and times and been introduced to making appointments

##### Lesson Plan

|            |  |   |
|------------|--|---|
| 5-mins     | Learners (LL) and teacher (T) exchange greetings; T asks one learner about what they've been doing this week, then gets this learner to ask another going around the class.  | Warming up the learners and checking everyone's technologies are working.   |
| 10-15 mins | T screen-casts the "Date and time properties" and asks student to tell him the time. T changes the time a few times, showing LL how to do this and gets all the students to say the time at least once, practising different time words: o'clock; quarter past; quarter to; half past; ten fifty five; ten thirty etc. LL try screen-casting for themselves and asking the time of their colleagues. | Revision of telling the time; practising of screen-casting; both teacher led and learner-led activities; T uses correction technique of asking the LL to repeat the time if they get it wrong, or make a mistake. |
| 10-15 mins | T moves on to dates randomly picking days; dates; months and years. Again LL practise the dates and pronunciation and accuracy are checked using different correction techniques. Again, the process of screen-casting is handed over to the LL.   | Revision of days of the week; months; years, dates etc; reinforcement of the screen-casting technique   |
| 5-10 mins  | Introduction of appointments. T models: "Tomorrow, the 27 <sup>th</sup> February, I'm going to visit my brother. On Wednesday at 10 o'clock ..."   | Introducing "Talking about appointments/ making arrangements"   |

|            |   |  |
|------------|---|--|
| 5 mins     | T puts up a blank appointment and asks LL for a month and dates (could use Date and Time Properties to choose a week). LL pick some appointments and fill in the calendar. Practise the language together.                        | Practising and modelling the language. |
| 10-15 mins | LL then print out their own blank diary page and fill in a week of appointments. T tries to make a group appointment: "Let's meet at x?" LL reply: "I can't meet then, I'm going to ..."<br><br>LL do the same in pair or threes. | Preparing and doing group work         |
| 10 mins    | Thinking about grammar  | Grammar summary                        |

**15.3.3 Time, dates and appointments**

# Time, dates and appointments



# What time is it?

| Feb 2007                                      | March 2007   |
|---|--|
| <b>Monday</b><br><b>26</b><br><b>TODAY!!</b>  | <b>Thursday</b><br><b>1</b><br>12.30 Doctor's  |
| <b>Tuesday</b><br><b>27</b><br>2pm Micheal    | <b>Friday</b><br><b>2</b><br>6pm Dinner with Marna   |
| <b>Wednesday</b><br><b>28</b><br>10 Dentist's | <b>Saturday</b><br><b>3</b><br>8.45 Train to London - visit Mum and Dad's<br><b>Sunday</b><br><b>4</b> |

## Feb 2007

### Monday

26

**TODAY!!**

### Tuesday

27

2pm Micheal

### Wednesday

28

10 Dentist's

## March 2007

### Thursday

1

12.30 Doctor's

### Friday

2

6pm Dinner with Marna

### Saturday

3

8.45 Train to London - visit Mum and Dad's

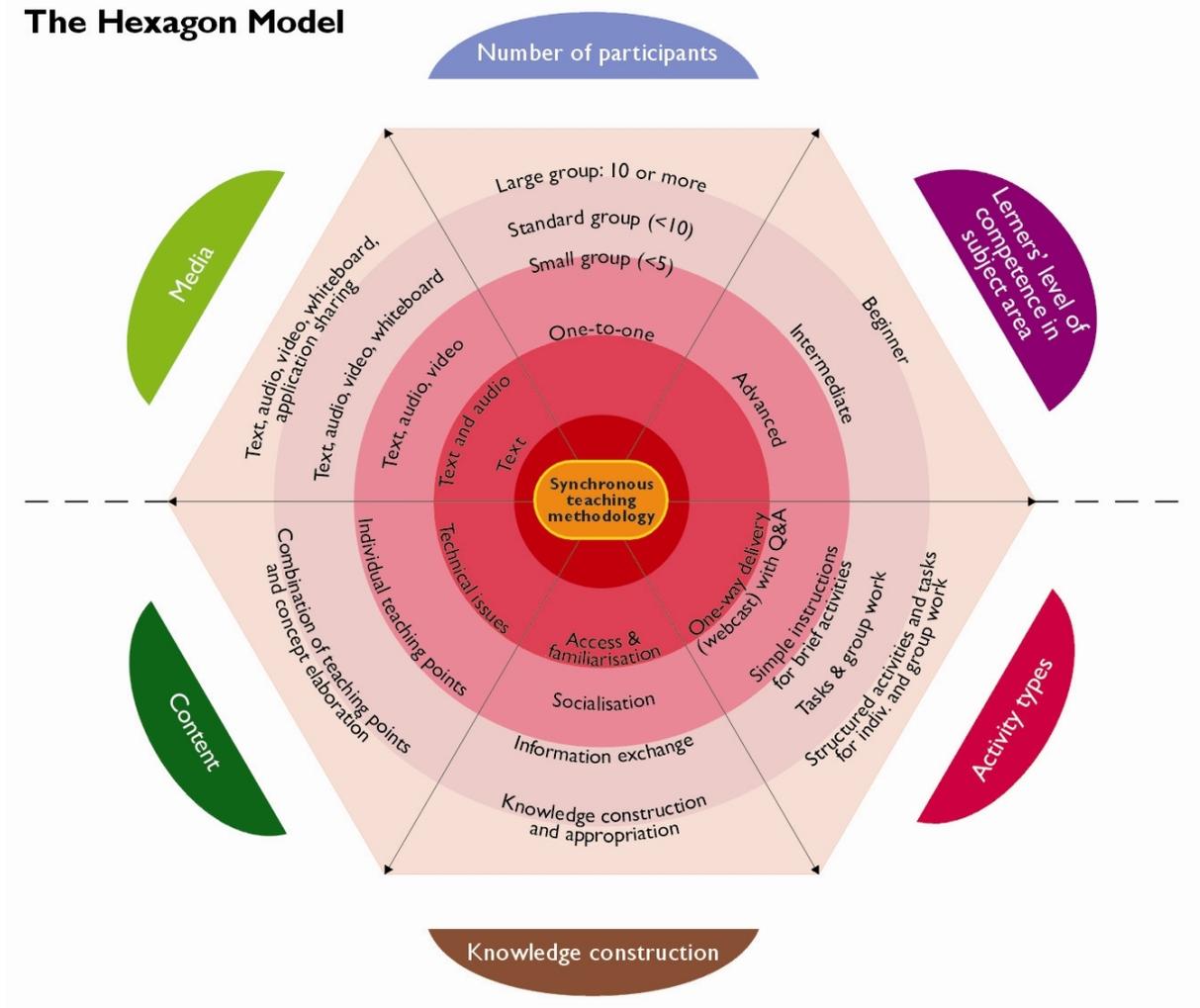
### Sunday

4

# Thinking about grammar

## 15.3.4 The Hexagon Model

### The Hexagon Model



### 15.3.5

### 15.3.6 Intercultural Differences in the Virtual Environment

Answers

| <ul style="list-style-type: none"> <li>• <b>Recommendations for Low-Context Instructional Designers</b></li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Recommendations for High-Context learners to adapt to a low-context IBL learning environments</b></li> </ul>  |
|---|---|
| <ul style="list-style-type: none"> <li>• Explicitly describe the educational values embedded in your course design and in your examples and strategies. Include these values in both the syllabus and course description to alert potential students of the course orientation.</li> <li>• Offer optional scaffolding elements to help learners be successful such as mentors, a pre-course orientation, and practice in prerequisite skills.</li> <li>• Consider the knowledge and skill level of language required to use the course.</li> <li>• Avoid slang, colloquialisms, and local humour when possible or explain your intent clearly in the next section so they understand what you intended.</li> <li>• Before any real time activity, make topic information available ahead of time for students to review in order that they may have time to use a dictionary to define new terms, consult with others, and find suitable words to express their contributions.</li> <li>• Place little emphasis on personal achievement.</li> <li>• Define success in terms of socio-political, rather than individual, goals.</li> <li>• Promote group solidarity rather than individual self-interest.</li> <li>• Be written in an indirect, impersonal style.</li> <li>• Emphasize tradition and history.</li> </ul> | <ol style="list-style-type: none"> <li>5. Be less dependent on a highly detailed syllabus.</li> <li>6. Eliminate old beliefs about how effective teaching should be taught.</li> <li>7. Embrace new learning habits and adapt to them, as in an adventure.</li> <li>8. Do you have an open mind to try some new things? Are you ready to be stretched mentally? Socially? Culturally? Technologically?</li> <li>9. Do more to figure things out yourself.</li> <li>10. Join study groups and social groups.</li> <li>11. Talk to the instructor concerning adjustments that can be reasonably made to fit the course to your style or ability level.</li> </ol> |



## Matching

WRITE (a) OR (b) IN THE PARENTHESES NEAR THE EACH ITEM.

(a) Recommendations for Low-Context Instructional Designers

(b) Recommendations for High-Context learners to adapt to a low-context IBL learning environments

- Avoid slang, colloquialisms, and local humour when possible or explain your intent clearly in the next section so they understand what you intended. ( )
- Be less dependent on a highly detailed syllabus. ( )
- Be written in an indirect, impersonal style. ( )
- Before any real time activity, make topic information available ahead of time for students to review in order that they may have time to use a dictionary to define new terms, consult with others, and find suitable words to express their contributions. ( )
- Consider the knowledge and skill level of language required to use the course. ( )
- Define success in terms of socio-political, rather than individual, goals. ( )
- Do more to figure things out yourself. ( )
- Do you have an open mind to try some new things? Are you ready to be stretched mentally? Socially? Culturally? Technologically? ( )
- Eliminate old beliefs about how effective teaching should be taught. ( )
- Embrace new learning habits and adapt to them, as in an adventure. ( )
- Emphasize tradition and history. ( )
- Explicitly describe the educational values embedded in your course design and in your examples and strategies. Include these values in both the syllabus and course description to alert potential students of the course orientation. ( )
- Join study groups and social groups. ( )
- Offer optional scaffolding elements to help learners be successful such as mentors, a pre-course orientation, and practice in prerequisite skills. ( )
- place little emphasis on personal achievement. ( )
- Promote group solidarity rather than individual self-interest. ( )
- Talk to the instructor concerning adjustments that can be reasonably made to fit the course to your style or ability level. ( )

## 15.4 Learning Block 4

### 15.4.1 Lesson Observation (4)

*Lesson Profession 10mins*

#### General context

Learners: B1-B2 non native speakers, adult

**Lesson title: Vocabulary on professions, putting forth opinion diplomatically, diplomatic corrections**

**Aim:** The aim of this lesson is to give learners practice in using vocabulary connected with professions, to notice key phrases in putting forth opinions and making diplomatic corrections.

**Objectives:** To recap on learners’ vocabulary skills, to demonstrate indirect communication style when giving opinions and correcting or expressing difference of opinion.

Lesson plan

|            |  |  |
|------------|--|--|
| 5-10 mins  | Learners and teacher exchange greetings; Teacher asks one learner about what they do for a living. Teacher screen-casts the “What do you do?” ppt slide and asks student to tell him his/her profession. Then gets this learner to ask another going around the class. | Warming up the learners and checking everyone’s technologies are working. Using vocabulary connected with his/her own profession.  |
| 10-15 mins | Teacher changes the topic to speculation about what the woman in the slide does for a living. Learners speculate and give feedback on fellow Learners’ opinions using diplomatic language. Some Learners L record grammar mistakes using chat tool.                    | Revision of profession vocabulary; both teacher led and learner-led activities; Teacher uses diplomatic correction techniques and motivates feedback for agreement/disagreement on speculations. Verbal results recorded in written form. Practice of chat tool. |
| 5-10 mins  | Teacher reveals solution slide and promotes spontaneous response. Teacher asks Learners to describe image and tries to get reaction from individuals. Teacher provides missing vocabulary if needed  | Fun positive reinforcement. Describing people vocabulary.  |

### 15.4.2 Creating a Simple Graphic

*The Hexagon Model- small version*

