

UNIVERZITA MATEJA BELA V BANSKEJ BYSTRICI
FILOZOFICKÁ FAKULTA

ANNA SLATINSKÁ

**INTRODUCTION TO SELECTED GLOBAL SKILLS AND
EXPLORATION OF CULTURE IN EFL CONTEXT AS PART
OF TRAINEE TEACHERS' PROFESSIONAL
DEVELOPMENT**

Textbook for Trainee Teachers of English and other Courses

Vysokoškolská učebnica

Prvé vydanie

BANSKÁ BYSTRICA

2022



Recenzenti: Mgr. Žaneta Balážová, PhD.
Cristóir Ó Loingsigh, MA.
Autor: Mgr. Anna Slatinská, PhD.
ISBN: 978-80-557-2018-0
EAN: 9788055720180

<https://doi.org/10.24040/2022.9788055720180>



This publication is licensed under the Creative Commons Attribution-Non-Commercial 4.0 International Licence CC BY-NC

Za odbornú, jazykovú a technickú úroveň publikácie zodpovedá autor.

CONTENTS

INTRODUCTION	4
UNIT 1 INTRODUCTION TO GLOBAL SKILLS	8
UNIT 2 INCLUSIVE LEARNING ENVIRONMENT	11
UNIT 3 CULTURE AND INTERCULTURAL COMPETENCE.....	15
UNIT 4 CRITICAL THINKING.....	32
UNIT 5 INTEGRATING INTERCULTURAL COMMUNICATION IN EFL CONTEXT.....	38
UNIT 6 THE CLASSROOM AS A SPRINGBOARD FOR CULTIVATING RELATIONSHIPS AND EXPERIENCING ONE'S INTERCULTURAL ENCOUNTERS	51
UNIT 7 THE IMPORTANCE OF NON-VERBAL COMMUNICATION	66
UNIT 8 PLANNING A LESSON USING YOUR CRITICAL THINKING SKILLS AND INTERCULTURAL COMPETENCE	71
UNIT 9 REFLECTION	78
UNIT 10 GLOBAL SKILLS ASSESSMENT.....	82
UNIT 11 STRATEGIES TO PROMOTE AND PROTECT LANGUAGE-TEACHER WELL-BEING.....	84
CONCLUSION	94
BIBLIOGRAPHY.....	95

INTRODUCTION

The concept of global skills is not an entirely new one, based on the fact that these are skills such as communication, intercultural competence, creativity, collaboration, and critical thinking (previously taught), with the possible exception of digital skills, emotional self-regulation, and well-being, which have all come to the fore only quite recently. Aspects of global skills can be incorporated into any subject in order to prepare our learners for life in diverse contexts and environments (Global skills, OUP, 2022), so that at the end of their study, they will be equipped with the skills they will need to succeed in their professional as well as personal life.

The primary aim of this coursebook is to provide future teachers with some tips and recommendations on how to integrate selected global skills (e.g. critical thinking, creativity, intercultural competence, communication) into their teaching as well as how to explore diverse microcultures in class.

Becoming a global skills educator is a long process and therefore not an easy goal to attain. A person will not become one after a month of attending a global skills course or attending a global skills-oriented webinar. It is a life-long process where the journey is more important than the destination itself. Teaching global skills integrates many sub-skills such as the ability to think critically, i.e. to analyse, synthesise, evaluate, exemplify, use active listening and reading techniques, take a stance on various topics, to be respectful, tolerant, and responsible for one's own actions and decisions, and (to put it simply) to think outside the box, recognizing different opinions, values, and perspectives. It also refers to the ideal of approaching learners while being aware of one's own prejudices since it is unfortunately impossible to be unprejudiced, without removing biological programming and all heuristic distinctions learned since birth and negative stereotypes. They are all inescapable. Nonetheless, the global skills educator should be able to overcome these through self-awareness and ability to work with them constructively so that they will not negatively affect the well-being of learners.

Teachers of foreign languages have immense power in their hands to shape their learners on a cognitive, emotional, and affective level through practising their thinking and analyzing skills as opposed to focusing only on content (rules, grammar, structures, etc.), using e.g. *inductive*

approaches to teaching more often than *deductive* approaches. We consider both approaches to teaching grammar correct, but we suppose that an inductive approach to teaching language to lower and higher secondary level learners could be more exciting and engaging, forcing the learner to deduce the rule from examples.

When teaching a language, we also teach culture and when teaching a culture it is also possible to teach language. Culture and language are intertwined so working on critical thinking skills while teaching language and culture can help learners better understand the people who speak the given language either as their first language, second language or foreign language (e.g., a language as a Lingua Franca).

Learners should achieve a range of academic standards at the end of their study. The cardinal aim of compulsory education is to mould young people into rational, analytical, and critically thinking individuals who can differentiate between fake news and news based on expertise and solid arguments (scientific data). The development of critical thinking skills and other global skills such as intercultural communication, creativity and collaboration, to name but a few, benefits both the individual and society as a whole, arising out of the fact that critical thinkers and interculturally competent individuals are a real value to our global society.

Nowadays, education needs to cover more than traditional areas connected with teaching basic language skills and language systems. If learners are to be equipped sufficiently and to be able to deal with the effect of global issues such as pandemics, war, international conflicts, environmental issues, etc., they need to be exposed as much as possible to tasks and activities which are beneficial, based on everyday life, oriented towards global skills, and which fosters thinking skills. *“If they are to benefit now and in the future, learners need to learn the skills – referred to as global skills - that are critical for lifelong learning and success in these difficult years”* (Štulajterová, 2021, p. 125).

When integrating global skills into teaching, we are equipping our learners with life skills (or 21st century skills) that go well beyond the language classroom and which have a huge benefit for their future career and personal life. Following Mercer et al. (2019, p. 8), global skills can be divided into the following 5 clusters:

1. **Communication and collaboration** – the ability to use verbal and non-verbal forms of communication and to work effectively with others in order to achieve shared goals;
2. **Creativity and critical thinking** – generating new ideas and solutions and analysing information to form a balanced judgement;
3. **Intercultural competence and citizenship** – the social and interpersonal skills necessary for managing cross-cultural encounters in an appropriate way, with respect and openness to others;
4. **Emotional self-regulation and wellbeing** – the ability to recognize and understand one’s emotions and the awareness of positive physical and mental health practices;
5. **Digital literacies** – individual technological skills necessary for working with digital communication channels.

In this coursebook, we will focus predominantly on communication, especially intercultural communication and competence, critical thinking skills, teaching culture in EFL context, building an inclusive environment in our schools (which supports the emotional self-regulation and wellbeing of our learners), and key characteristics of global skills educator. We suggest that while we cultivate and nurture them during our language lessons, we can create safe, inclusive, and student-friendly environment supporting both teaching and learning.

To sum up, global skills are here to stay and the sooner we integrate them into ELT education, the better for our overall educational outcomes (teaching). Integration of global skills into our courses can lead to creating responsible and effective global citizens for the future via our engaging teaching approach.

In this coursebook, we are going to explore selected global skills as applied in EFL context, taking into consideration the local, national, and international context. While reading the following units, you will encounter not only theory but also specific tasks, exercises, and activities to deal with and solve either individually, in pairs, or in larger groups. Each unit will

include some tasks, questions (including self-reflection questions) or a quiz which will help you to navigate in the area of global skills and help you on your path to become a global skills educator. Good luck!



Picture no.1. ¹What does this picture tell you? What are your first associations?

¹ The pictures in this book are available on pixabay.com

UNIT 1 INTRODUCTION TO GLOBAL SKILLS

Learning Objectives for UNIT 1

By the end of UNIT 1, you should be able to:

- navigate through two frameworks of global skills as provided by UNESCO and OECD
- identify and explain the main aspects of global skills based on the 4 pillars as provided by UNESCO
- identify and explain the main aspects of global skills based on OECD's definition

Key words: UNESCO, OECD, 4 pillars of global skills

1.1 Global Skills' Frameworks

There are several models or frameworks for global skills. We will focus on two frameworks; UNESCO's framework and the OECD's framework. We opine that exploring the following models can help trainee teachers to navigate in the area of teaching and learning, so important for their professional life and career.

1.1.1 UNESCO's Four Pillars of Education

- Learning to know
- Learning to do
- Learning to live together
- Learning to be

Task: find out more about each pillar while studying the *UNESCO's Four Pillars of Education* (2022) and then complete the matching-exercises based on different pillars and their components (match the pillars on the left with their characteristics).

<ul style="list-style-type: none"> • Learning to live together 	Developing social and digital skills to participate effectively in a global society
<ul style="list-style-type: none"> • Learning to do 	Developing knowledge and thinking skills, understanding complexities of this world, metacognition, learning to learn
<ul style="list-style-type: none"> • Learning to know 	Developing personal responsibility, autonomy, self-regulation (managing own emotions), acting with confidence, etc.
<ul style="list-style-type: none"> • Learning to be 	Developing acceptance, tolerance, and respect to others (other cultures).

1.1.2 The OECD's PISA Global Competences Framework

This framework is based on four elements which create a basis for global competence. They are divided into:

- Skills (the capacity to examine local, global, and intercultural issues)
- Knowledge (the capacity to understand and appreciate the perspectives and worldviews of others)
- Values (the capacity to engage openly, appropriately, and effectively during interactions with other cultures)
- Attitudes (the capacity to take action for collective well-being and sustainable development)

Task: Find out more about *What is innovative about the PISA 2018 Global Competence assessment* (2022) available at: <https://www.oecd.org/pisa/innovation/global-competence/>.

When you have examined UNESCO's and the OECD's frameworks of global skills, try to answer the following questions in pairs. Then discuss these questions before further exploring global skills on your own in the next few chapters.

Initial thought-provoking questions for future teachers concerning global skills

Do we as teachers really need to focus on global skills while teaching subjects in the natural sciences or humanities including the teaching of languages?

Is learning English to students a form of developing global skill in its own right?

What are global skills to you? Why are they important?

How should one teach them?; How should they be taught?

What specific skills will our learners be equipped with after integrating global skills into their lessons?

Summary

In unit 1, two crucial frameworks of education have been explored: UNESCO's framework and the OECD's framework. They were chosen since we consider them important in terms of professional and personal development. There are specific skills presented in both frameworks which students should have developed after they have been exposed to global skills in different humanities- (language including) and natural sciences-oriented courses.

Further tips to study:

Find out more about global skills in one of *Carol Read's webinar* (2022) produced by Macmillan Education at: <https://www.macmillanenglish.com/se/training-events/events-webinars/event/how-to-develop-global-skills-with-pre-school-children>.

UNIT 2 INCLUSIVE LEARNING ENVIRONMENT

Learning Objectives for UNIT 2

By the end of UNIT 2 you should be able to:

- define an inclusive environment
- consider the importance of an inclusive learning environment for the overall development of a learner
- create your own principles for creating an inclusive learning environment

Key words: inclusive environment, inclusive learning environment, inclusivity

2.1 Introductory Words to Inclusive Learning Environment

Dear Future Teachers!

You will very probably encounter different learners from various social, national, ethnic, and cultural backgrounds during your early teaching practice. After graduation, you might stay and end up teaching in Slovakia, but you might also be given an opportunity to teach abroad. Be prepared for the fact that your future class may consist of learners whose particular cultural perspectives and beliefs are likely to differ from your own. If this will be the case, I hope that this coursebook will give you some tips how to manage the specific micro-culture of your classroom whether you teach in Slovakia (which is also quite diverse) or in another country (within or beyond EU). Even if you stay teaching in Slovakia, your class might consist of pupils from a range of backgrounds as was mentioned earlier. The cultural origin of your pupils might be Ukrainian, Vietnamese, Afghan, Roma, etc. I hope, then (in such a case), that this coursebook will enable you to create as inclusive a learning environment as possible and beneficial for both sides: teacher and learner.

The role of the teacher is highly important as teachers can be catalysts of positive change and societal transformation, supporting respect and tolerance in their classrooms, and creating a conducive environment for learning. With this we mean an environment in which students enjoy learning and are not afraid to make mistakes; an inclusive environment; an environment

in which different opinions are tolerated and valued; an environment which celebrates diversity; an inclusive environment where different opinions are tolerated and valued, where diversity is celebrated, where students are transformed into critically thinking citizens of the world.

This coursebook will show you the ways how to foster an inclusive global-skills environment, and how to create a classroom where cooperation/collaboration, team spirit, creativity, intercultural communication, well-being, respect, and tolerance flourish.

Think about the following questions at first: *What do you imagine/consider as being an inclusive environment? And what about an inclusive learning environment? What should its features be (and why)? What is meant by inclusivity? What about its counterpart - exclusion? Where is the line between them? What about a global-skills environment? Does it contain any aspects of an inclusive learning environment? Are they different or do they support each other?/Are they intertwined?*

Let's move now to the definition of the following words: inclusive, inclusive environment, and inclusive learning environment.

The Cambridge Online Dictionary (2022) defines the adjective *inclusive* as being synonymous with other adjectives such as *open-minded, tolerant, broad-minded, receptive, etc.* Based on this, could you first think of your own definition of “an inclusive environment”, and then of “inclusive learning” and “teaching environment”? What kind of people create such an environment? What are some characteristic features of teachers who create such an environment in their classrooms? Consider the following examples from Cambridge Online Dictionary (2022) and try to reformulate them in your own words and make them suitable for your own (education) context:

“An inclusive group or organization tries to include many different types of people and treat them all fairly and equally. ”

“Our aim is to create a fairer, more inclusive society”.

“We made sure the discussions were fully inclusive by inviting the community to participate.”

To sum up, an inclusive learning environment consists of teachers who are able to:

- reflect on different ideas, opinions, and perspectives of learners;
- can empathise with their learners;
- predict and anticipate possible problems in terms of building an inclusive environment;
- discuss with learners, and deal with care about some sensitive topics for them;
- apply theory about inclusive environment into practice, and create an environment which supports equality, equity, tolerance, respect, constructive criticism, and fairness;
- believes in a flexible mindset as opposed to a fixed mindset;
- create diverse opportunities for learners to learn, accepting the various learning styles (habits) and backgrounds of their learners.

Before going to the next unit, try to focus on the following exercise, which could help you to reflect more on your capabilities and skills to create an inclusive environment:

Exercise 1.

Step 1: Create a *Box of Me*, or in other words, your own toolkit for creating an inclusive teaching environment. Choose 3-5 objects, qualities, mottos, any (didactic) materials which are significant for you in terms of inclusive teaching or perhaps they define you as an inclusive teacher, and they help you when creating an inclusive teaching environment. If an object does not fit on the desk, you can draw it instead. Now think about how you would describe them. You only have a small card for each so try to capture the most important information about the object, quality, motto, or personal trait which you would like your peers to know. You can draw, make short comments, etc., while preparing these cards.

Step 2: Exchange your cards/objects with someone else from the group and imagine (after receiving that person's cards or objects) why the person chose that object, quality, motto, personal trait, etc., and interpret in your own words how they can help that person to create an inclusive teaching environment. Maybe you will come with some quite interesting interpretations and conclusions. After that, you will have some time to say if the person was right or not when interpreting the meaning of your chosen objects or cards.

Based on: COLLINS, Rita. 2009. Using Story Boxes in Language Learning. In *English Teaching Forum*. 47 (1), pp. 18-21. Available at <https://americanenglish.state.gov/resources/english-teaching-forum-2009-volume-47-number-1#child-251>

UNIT 3 CULTURE AND INTERCULTURAL COMPETENCE

Learning Objectives for UNIT 3

By the end of UNIT 1 you should be able to:

- define culture
- analyse your future classroom as a culture
- reflect on your own (personal) culture /behaviours /(cultural) idiosyncrasies
- list your personal learning goals on the path to become a language teacher
- explain why global skills such as critical thinking, creativity, communication, and others, are helpful for studying a foreign language
- define intercultural competence
- think about your own classroom, taking into account seating arrangement, learning environment, the teacher's roles, students' roles, etc.

Key words: intercultural competence, culture, micro-culture, 3 Ps model of culture, active listening, description and interpretation, stereotypes, prejudices

3.1 Exploring your Classroom

At the very beginning we will start with exploring some specifics about your classroom, based on the fact that the pupils who create it are also part of a micro-culture. You will be given a chance to make a so-called diagnostics of the class you teach in. The more you know about your learners, the better you can teach them. Try to think of the following questions:

- Who are your pupils? (Think of their ethnic, social, cultural background, age, etc.)
- What about their interests and hobbies? What do they like doing in their free time?
- What are their strengths and weaknesses in English or any other foreign language or subject you teach?
- What do you use to anticipate any problem which your students might be struggling with during your class?

Advice:

The very first time you enter your classroom as part of your teaching practice, tell your pupils a little about yourself as it surely helps to break the ice and make the learning and teaching environment more relaxed! Include the following:

- Your name, where you are from, and where you live.
- Where you study.
- Something personal, too (maybe about your family, pets, hobbies, whatever you would like them to know about you, something you are comfortable sharing with them).
- It might be a good idea to connect with them via some social medium/media account(s) that you might have, if you feel like accepting their friend-requests. Nowadays, it is impossible to ignore the amount of time most students spend (or waste) on social networks, this might be a way of getting to know each other better.

After your introduction, you can ask your pupils to do the same if time allows. If you are running out of time or have an elaborate plan to follow, then your pupils could create their own name-tags with just their names and something that interests them such as a hobby, a pet they look after or a meal which they like.

The aforementioned questions about your learners will surely help you to learn more about the micro-culture of your classroom. Once you are done, you can continue with the next lines concerning the definition and exploration of culture.

3.2 Introduction to Culture**Questions to think about:**

What is culture? Can you give a definition of culture? What is it comprised of? Why is it important to teach culture with language?

There are many definitions of culture. We were inspired by the definition of culture as given by Frank (2014) who defined a so-called 3P model of cultures where the individual Ps stand for perspectives, practices, and products.

What do you think about (cultural) perspectives, practices, and products? Could you give specific examples for each?

Task: Try to categorize the examples below according to the *3 Ps model*, and then, based on these categorisations, think of your own definition of the 3Ps.

1. values
2. traditions
3. clothing
4. music
5. faith
6. literature
7. behaviour
8. food
9. gestures

Key: 1. Perspectives, 2. Practices, 3. Products, 4. Products, 5. Perspectives, 6. Products, 7. Practices, 8. Products, 9. Practices.

To summarize:

Perspectives describe "what members of a culture think, feel, and value" (Frank, 2014, p. 3).

Perspectives shape *practices*. *Practices* include the traditions and typical behaviours in a culture.

Cultural products (food, music, clothing, literature) are produced by people.

Questions to think of about:

What does it mean for a culture to be dynamic rather than static?²

What about intercultural communicative competence? Do you feel like being an intercultural competent future teacher?

² One of the possible answers: cultures evolve in time together with perspectives, practices and products, they are all subject to change.

We live in a world which is highly culturally diverse and rich in different perspectives, practices and products related to specific culture. Every day, we come into contact with member of other cultures whether in person or remotely (via telephone, the internet, etc.). For many people, these encounters happen every day. Intercultural encounters can happen in a local context as well. Imagine meeting a student from France in your classroom, or a fellow teacher from Ukraine, or a classmate from Romania, etc. Encounters between people of different cultures can of course happen in a local context, and we will deal with these in the following units.

It is more important than ever to be equipped with the ability to interact successfully with people from a different background, whether socially/culturally/etc. This ability called *intercultural competence* is crucial for future teachers as well as for their learners in order to communicate successfully during different intercultural encounters whether they happen at home or abroad (Homolová, 2015).

Intercultural competence may help us to avoid conflicts and misunderstandings which could happen because of different cultural perspectives and practices of communicating partners. Intercultural communication competence is part of global skills (life skills, 21st century skills). Development and cultivation of intercultural competence motivates us to be more flexible and open in our thinking, open to various perspectives and practices of our communication partners, regarding them as interesting, avoiding stereotyping and overgeneralizations.

*Can you think of any stereotypes or overgeneralizations? Can you give some examples of each?*³

Intercultural competence development is part of a life-long learning process. It never stops. One never knows what intercultural encounters tomorrow will bring. Therefore, intercultural competence requires flexibility, openness, tolerance, respect, perseverance, and enthusiasm to progress forward and to develop from new encounters.

One of the challenging roles of EFL teachers is to prepare their pupils for different intercultural encounters. In order to achieve this goal, it is important to understand our own culture and how

³ Examples:

Slovak people are xenophobic (cultural stereotype).

All people in Britain drink black tea several times a day (overgeneralization).

it has shaped us since we were born and how it informs our perspectives and practices. We need to awaken our pupils' understanding and awareness of themselves as cultural beings.

The CEFR (Common European Framework of Reference) introduces the intercultural dimension of foreign language teaching and lists the following abilities of the **interculturally competent communicator**:

- the ability to overcome stereotyped relationships,
- the ability to bring the culture of origin and the foreign culture into relation with each other,
- the ability to identify and use a variety of strategies for contact with those from other cultures (CEFR, 2021, s. 104).

We agree with Javorčíková (2021, p. 80) who states that *“the participants of the discussion, however, are no longer just the native speakers – many of them come from international communities, ethnicities, races, even religious groups. Therefore, for EFL learners and users, especially for future teachers and translators and interpreters, it is essential to develop and cultivate their intercultural sensitivity”* and also intercultural competence. In connection with what Javorčíková mentions, there arises a question for future teachers: *Why is it important to develop intercultural sensitivity among future teachers? Where does it lead us to as human beings? How can our learners benefit from this?*

Task: You and Your Classroom

Try to think of the following tasks and questions below and then talk to your partner about your classroom (the classroom in which you have been teaching during your teaching practice in your 1st or 2nd year of MA study) or respond in writing as part of your written assignment:

1. First, give the context. What kind of class is it? Who are your students? What is the subject you teach and what is the language level of your learners in terms of CEFR? How many students are there in your class?
2. Describe your classroom. How are the desks, tables, and chairs arranged? Where do the students sit? Do they always sit in the same place? Where are you? What is on the walls?

Is there anything distinctive about your classroom that is aligned with your view of learning and teaching? (If you teach online, please describe that virtual/online environment instead.)

3. Think of a statement, a motto, a saying, or something you often say to your class that reflects your style of learning and teaching and that motivates you as well as your students.
4. Think of what you usually say to your learners (something that is repeated) and reflect as deeply as you can to answer this last question: What can be learned about your own cultural values and your classroom culture by examining the classroom arrangement/layout and your oft-repeated sayings to students?

Adapted from Michael Roberto's: CLASSROOM MANAGEMENT. Engaging Students on the First Day and Every Day. 2021. Available at:

<https://hbsp.harvard.edu/inspiring-minds/engaging-students-on-the-first-day-and-every-day>

Read the following example:

- 1. First, give us the context. What kind of class is it? Who are the students? What is the subject and level? What is the size of the class?**

I teach English language in a public school in..... English is taught as a primary language in all schools, public or private. Classrooms consists of (number) students between the age years old, which makes it a bit difficult to get the students to pay attention in class. I am currently teaching grade nine and I usually teach two different classes, which means a total of either 47 or 50 students every day. My students are(ethnicity) and almost all of them use [or have](language) as their first and main language.

- 2. Describe your classroom. How are the desks, tables, and chairs arranged? Where do the students sit? Do they always sit in the same place? Where do you stand when presenting something or when students carry out their tasks? What can we see on the walls (posters, pictures, maps, students' works, projects, portfolios, advertisements, etc.)? Is there anything peculiar about your classroom environment that reveals something about your style of teaching, your values,**

perspectives, or something about your learners? (If you teach online, please describe that environment instead.)

I would say that all the classrooms in our public schools look really almost the same. There are white walls with coloured desks and chairs. The students' desks are separated from each other. My students usually sit in the same place; separated from each other, but when I want them to work on some collaborative tasks, I ask them to do them in small groups that consists of 4 or 5 students. The COVID-19 pandemic led to certain rules being placed on the walls which my students must obey. Because of these restrictions, I cannot change the classroom seating arrangement anymore because there must be a certain distance between students, so it is more difficult to carry out work in smaller groups. Because of COVID-19, all classrooms consist of only 12 students or fewer. There are also other rules visible on the walls such as: *Pay attention to the teacher, Keep you classroom tidy, Help a friend (who is) in need, etc.*

What makes my classroom different is my posters and a special bulletin board where you can see anonymous comments by students, where they can pose a question or a make a comment on whatever they are interested in concerning the subject, or if they did not understand something, they can also state it there. I have created a reward chart also. If the chart is filled with stars, they'll get extra participation points or no homework, some special stickers or something sweet.

My table is placed in front of the students but not in the centre, it is placed on the right side of the class, because I don't like my students to see me as the centre of the universe. I do not sit while presenting or observing, I prefer to remain standing and to move around to check their progress and see if help is needed with any given task. After class, I go to my office which I share with other English-language teachers. I always try to keep the space in my classroom safe and respectful. I consistently remind my students to respect each other when answering any questions. I give them the freedom to discuss anything. As I said before, my bulletin chart allows my students to comment on anything they were shy to comment on alone (in front of the whole class), so the bulletin chart provides them with a safe space for this and so a positive learning environment is created.

3. State a saying, motto, statement, or something you often say to your class that is aligned with your personality and that is aimed to inspire your students too.

During my 7 years of teaching at secondary level, my students were either very confident when speaking English or not at all. Students who lacked confidence and interest mostly felt shy and intimidated when answering any question in front of their classmates. So, I always told my students that *“it’s O.K. to make mistakes, because that is how we learn.”* It increased growth, confidence and understanding. So, they were not so afraid to open their mouths and to communicate, this is how I tried to create an environment free from both stress and anxiety.

4. What can be learned about your own professional/personal values and your classroom culture by examining the classroom arrangement/layout and your oft-repeated sayings to students?

Arranging my classroom into smaller groups has worked best in terms of increasing responsibility and communication between students. It also increased their social skills and made them learn the value and benefits of team work. I always encourage my students to speak up and discuss anything while making sure that they feel **immune from cognitive scrutiny**. I also try to make the learning environment as inclusive as possible. I love discussing different local or global topics with my classroom. This is the time when they can open up freely and express their opinions. They know that each opinion should be accepted and valued. Knowing this can improve their critical thinking, listening and speaking skills, as well as their soft skills (empathy, respect, tolerance, etc.).

Second example:

Description of my classroom.

1. I will describe my 10th-grade students. They are 16-17 years old. I teach them English and I'm also their class teacher. The level of English differs. From B1 to B2 (intermediate, upper-intermediate). There are 24 students in one class - 10 boys and 14 girls. When having English lessons, my students are divided into 2 groups as it would be quite difficult to teach language to 24 students.

2. My desk is not in front of the class because I don't want to be in the centre. I want to create an atmosphere where we all are “equal players” learning from each other. Students are facing the screen of the computer or interactive whiteboard where I write the plan for the lesson. Students sit in a semicircle. Some desks are in the middle. Boys are seated together with girls. This is how I deal with the chatting, usually they do not chat so much when opposite sexes sit beside each other. If students are still chatting during the lesson about other topics, then I try to find a way how to change their seating position, but this can be quite demanding as well as time-consuming.
3. There are photos of students, our class photo and different posters, motivational quotes on the walls. I have the phrase “invest in yourself” all around the classroom. It serves as a reminder that we do not learn because someone else (such as a teacher or parent) wants us to, but because we as individuals study to get smarter, more intelligent, be able to lead engaged conversations, and understand the world. This motto, I think can take them further on their journey through life as we all face problems/ difficulties, but it is attitude that matters in the end.
4. Students love discussions where you have to state opinions. Listening to others is hard. Everyone wants to express oneself but when it comes to listening, then suddenly nobody really knows what it means to be an active listener. This is also how I practice their communicative competence and other global skills. Students sometimes lack motivation but I want to encourage them to move forward. Not to waste time on social media pointlessly but to have a goal in life.

The texts above were inspired by: NEFF, P., RUCYNSKI, J. 2013. Tasks for Integrating Language and Culture Teaching. In *ELT Forum*. No. 2, pp. 12-23.

Available at: https://americanenglish.state.gov/files/ae/resource_files/neff_rucynski_forum.pdf

Questions to think about:

Can you see any parallels or differences regarding the two descriptions in comparison to your description of your classroom?

Is there something you would like to adopt from the two descriptions? Something you would like to modify and use in your local context?

3.3 Some Crucial Facts about Intercultural Competence

Intercultural competence has been explored in plenty of articles and books. The following sub-unit will give you some insights into why intercultural competence is important, how it could be practiced in class, and what skills an interculturally-competent individuals should (ideally) have.

3.3.1 Why is intercultural competence so important?

Intercultural communication competence involves deep reflections and thinking beyond the obvious and the explicit. It is more about the implicit which stems from our encounters with other cultures as well as microcultures which have their own values, traditions, perspectives, beliefs, etc. Only an objective view of other cultures based on true knowledge, an enlightened mind, openness, tolerance, respect, and experience can help enhance teachers' and learner's intercultural competence and intercultural sensitivity (together with intercultural awareness). Intercultural competence has to do a lot with cultivating the ability to coexist among different cultures peacefully. Our own experience with other languages and cultures shapes who we are, nurtures our horizons and moves us forward towards relishing diversity and realizing ourselves as cultural beings (Pondelíková, 2020, Javorčíková, 2021, Homolová, 2015).

Simply put, learners of foreign languages attending primary or secondary level should not practice only learning through memorization but also via experiencing and discovering diversity through cooperative, project-based, experiential learning techniques, real life-based communicative tasks, and celebrating different cultures and languages simultaneously.

So, what is crucial for future teachers of foreign languages and other subjects in their future careers? Maybe it is worth knowing that teaching pupils is also about reflecting their first intercultural encounters at home (the place they live in), or during their holidays or any visits abroad. We suppose that this reflection, triggered by the teacher, on their first intercultural experiences, could lead to developing their intercultural communication competence and critical thinking skills, which are both important for their professional and personal lives.

Moreover, they also contribute to developing learners as cultural beings taking into account their multiple identities.

So, memorization of grammar rules without applying them in practice is not enough. This does not mean that we aim to devalue the importance of grammar. It is extremely important to know grammar and be aware of how to use different forms to express different functions and how to express different functions/meanings via different forms, but linguistic/grammatical competence solely is not enough (Homolová, 2015). Learners must have also other sub-competences developed by the time they finish their compulsory education such as: intercultural, sociolinguistic, pragmatic, strategic competence, etc. All of the mentioned sub-competencies create a foundation for the development of critical thinking skills (and other global skills) as used in the EFL context and beyond.

After we have outlined which competences learners should have developed by the end of their secondary school education, let us move to more detailed characteristics of an interculturally competent person in terms of qualities and skills.

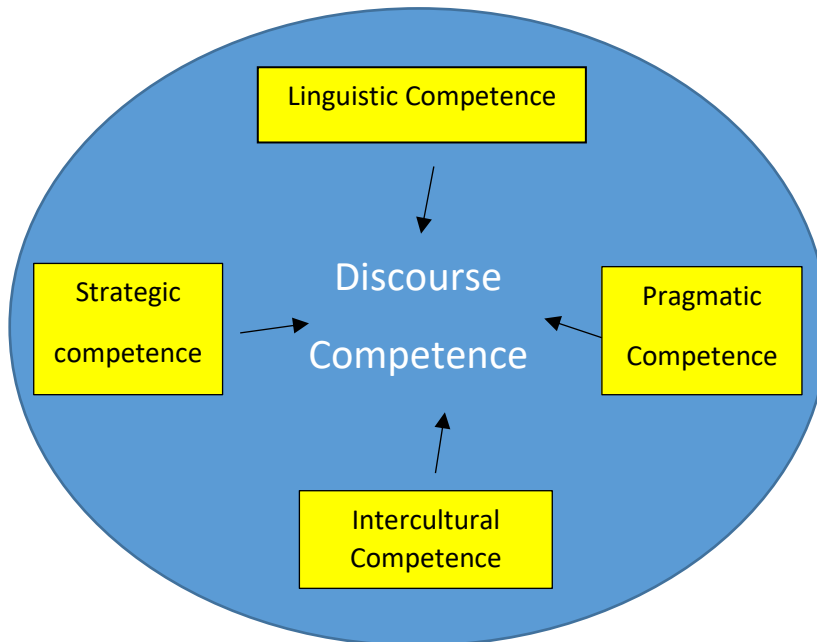
Interculturally competent people:

- coexist among different/other cultures with respect to their perspectives, practices, and productions;
- opens us to new perspectives (is not focused on only one subjective – ethnocentric perspective);
- reflect deeply upon their encounters with members of other cultures and languages;
- are able to maintain a dynamic view and are open to new perspectives, ideas and approaches, while being ready to share their personal experiences;
- reflect upon and synthesise various opinions and perspectives, as well as consider their sustainability for the future;
- reflect on their, views, opinions and encounters and are able to adapt if necessary in order to LEARN, GROW and CULTIVATE self and others, which is typical for growth mindset ⁴ (Suan Chong, 2021).

⁴ Growth mindset based on C. Dweck (as indicated by Chia Suan Chong in her Successful International Communication, published in 2021).

Task: study the following example related to different sub-competences of communicative competence and be ready to explain and give examples for each, in your own words.

Communicative Competence



The diagram is based on The Communicative Competence Framework as indicated by Usó-Juan and Martínez-Flor (2006).

Questions to think about:

1. What do you think is important for developing the intercultural competence of your learners? Choose one group of learners whom you taught in the previous semester/or are teaching now and share (your thoughts) with your peers.
2. How do you know that your learners are thinking outside the box and reflecting deeply on their intercultural encounters?
3. What do you think about your intercultural competence? What are your strengths and weaknesses in terms of your intercultural communication competence? Can you share with your peers your personal experience? (If you do not want to share something personal, you can conjure up your own story, based on your experience with different characters)

Task: Write a short paragraph (200-250 words) about your intercultural competence and answer the following questions as part of it.

How do you know that your intercultural competence is developed?

What do you need to further develop as part of your intercultural competence?

What are the challenges/difficulties on the way to developing your intercultural competence?

What is lacking from your intercultural competence when thinking about your intercultural competence development?

Bring your written assignment to the next (global-skills) class. You will then swap your paragraph with those of your peers and discuss.

Self-reflection questions:

What new things have you learned so far while reading the first 3 units?

What would you like to learn more about?

What did you have problems with? Was there anything challenging?

Was there something that surprised you?

Was there something you were totally at a loss with?

Now that you have gone through the self-reflection questions above, you can take the quiz.

QUIZ

Question 1

The 3 Ps, from the 3 Ps model of culture, are...

- a. products
- b. patterns
- c. practices
- d. perspectives

Question 2

A group of people's beliefs about correct gender roles is an example of a cultural...

- a. pattern
- b. product
- c. practice
- d. perspective

Question 3

The traditional clothing of a group of people is an example of a cultural...

- a. pattern
- b. product
- c. practice
- d. perspective

Question 4

When we say that culture is dynamic, we mean that it...

- a. never changes
- b. is static
- c. changes over time
- d. includes food as one of its cultural elements

Question 5

Intercultural competence is

- a. not flexible
- b. static
- c. the ability to interact with other cultures successfully
- d. the ability to ignore members of other cultures

Question 6

We need intercultural competence to...

- a. avoid conflicts
- b. to avoid misunderstandings
- c. to promote respect for and tolerance of other (people's) cultures
- d. to deal successfully with people coming from different cultural backgrounds

Question 7

Stereotypes ...

- a. are helpful when avoiding conflicts
- b. do not exist
- c. are part of our lives
- d. are simplified ideas of people (or things)

Question 8

You as future EFL teachers are preparing your learners for future intercultural experiences because...

- a. they will be meeting with people coming from abroad
- b. they will be exposed to foreign language and culture (to a lesser or higher degree) all their lives
- c. they might go on Erasmus and study in a foreign country
- d. they might have peers from different cultural backgrounds

After you have taken the quiz and checked your answers during your ELT seminar, you can progress to the True/False Statements activity.

True/False Statements

Are the following statements true or false?

1. Intercultural encounters require critical thinking because critical thinking help us understand differences and complexities.

2. It is not important to understand ourselves as cultural beings as everyone (including pupils) are fully aware of it.
3. The development of intercultural competence is part of life-long learning.
4. It is crucial to be aware of the fact that no two people sharing the same nationality or job etc. share the exact same characteristics.
5. Our belonging to a social group can influence our perspectives, values, and practices.
6. Intercultural communication as well as any communication per se is about the coding and decoding of messages.
7. As listeners we tend to code the messages we receive in order to understand.

UNIT 1, 2, 3 SUMMARY

Did you...

- consider the importance of creating an inclusive learning environment for your learners?
- answer all the questions (including the self-reflective ones)?
- talk to your peers about your classroom and why it is so important to foster intercultural competence?
- write a paragraph about your intercultural competence?
- take the quiz?

Further reading:

Frank, J. (2013). Raising cultural awareness in the English language classroom. In *English Teaching Forum*, 2-35.

Noonan, A. (2022). Two Frameworks for Teaching Culture and Critical Thinking. In *English Teaching Forum*.

Links for the articles:

Raising cultural awareness in the English language classroom:

https://americanenglish.state.gov/files/ae/resource_files/1.3_presentation_slides_-_final_version_for_website-2.pdf

Two Frameworks for Teaching Culture and Critical Thinking:

https://americanenglish.state.gov/files/ae/resource_files/ubvcvfxplh3jhrnuhmyghquqz.pdf

UNIT 4 CRITICAL THINKING

By the end of this unit, you should be able to:

- define the specifics of critical thinking and why it is so important
- reflect deeply on different micro-cultures you take part in
- foster active listening skills among your peers (and possibly also your family and friends) or when going abroad and experiencing other communities and their cultures)
- be familiar with some techniques of active listening
- be familiar with some techniques of active reading
- be familiar with the importance of active listening/reading

Key words: critical thinking, active listening, active reading

Task: Try to describe what the picture contains/discuss what can be garnered from the picture. After that, focus on the questions below.



Picture no. 3. What does the picture contain? How are the particular aspects related to critical thinking? (source: pixabay.com)

What does critical thinking mean to you? What does it mean to be a critical thinker? What does the picture show? Are you familiar with Bloom's Taxonomy? How does it help us in defining the very concept of critical thinking? Give examples for these cognitive actions: identifying, analysing, reflecting, evaluating, reasoning.

4.1 Active Listening and Active Reading in an EFL Context as Part of Critical Thinking Development

Let me start with a question: Do you listen actively to your students? Has it ever happened to you that your student was talking about something and suddenly you realized that you are away on holiday in the Maldives in your thoughts? What is active listening about? What do you think? First Share your ideas with your partner and then you will have the opportunity to discuss with the whole class.

Based on your ideas, it is evident that being an active listener is crucial for both the teacher and the pupil. Thanks to being active listeners, teachers can find out many interesting and valuable things about their pupils (their hobbies, interests, problems, strengths, weaknesses, dreams, etc.). It is not only that teachers teach their learners, but we as teachers can learn from our pupils, too. Both parties can be enriched by the fact that we are able to (and want to) understand the message that our interlocutor is sending to us.

There are different techniques used for simultaneously cultivating listening and reading. *Can you think of any technique based on your own experience? Or what do you do to be an active listener or reader?*

Some tips to improve your active listening/reading skills:

1. Pay close attention to your interlocutor's message, whether spoken or written.
2. Try not to divert from what the person is saying or has written.
3. Focus solely on the message (oral or written) .
4. Be empathetic, trying to imagine yourself in your partner's situation/circumstances.
5. Build understanding based on reflecting before responding.
6. Do not assess/judge people on your first impressions.
7. Share your experience in case you have experienced something similar or if you know that somebody close (such as your friend) had to cope with the same issue in the past.
8. Build a rapport with your communication partner.
9. Ask genuine (non-invasive) questions.
10. Pay due attention and respect to your communication partner (Suan Chong, 2022).

Task 1: Choose three of the tips (recommendations) above and try to describe them in a more detailed way (also add examples from real life if possible).

Task 2: Role-play: Student A is talking to Student B about a conflict at home. Student B is diverting from what Student A is talking about, not paying due attention, giving inappropriate (judgmental) feedback and not respecting the communication partner. Long story short: Student A has a (very) hard time because Student B is not paying attention.

Task 3: Watch the video about the importance of genuine communication and try to summarize the speaker's key points.

[\(872\) The power of listening | William Ury | TEDxSanDiego - YouTube](#)

Task 4: Try to interpret the following quote:

“Most people do not listen with the intent to understand; they listen with the intent to reply.”

Source: [Stephen Covey, The 7 Habits of Highly Effective People](#), <https://conversational-leadership.net/listening/>

Task 5: Talk to your partner about the techniques of active listening/reading, especially about those that are most important for you.

Task 6: Individual work: Read the following e-mail and try to use some techniques of active reading while responding to it (be ready to talk about those examples and defend your arguments):

Hello Catie,

Thank you for your insightful comments and for such a positive response. The biggest challenge in my classroom is the class size. We have 35 students in one class so paying attention to individual students becomes a little challenging. And each teacher has more than two classes. The problem is that our students hardly participate in the class. It is difficult to make them participate since they are usually too shy to speak. This is something I struggle with most of my time.

All the best,

Nejla

A few questions to consider:

1. What phrases do you use when you are not sure about something the other person (your communication partner (interlocutor) is talking about?
2. Which specific phrases would you use if you would like to show empathy to and solidarity with the other person?
3. What would be the most difficult thing when practicing techniques of active listening with your learners?
4. How might the emotional aspects of communication be important?

4.2 Defining Micro-cultures and Fostering Critical Thinking

Micro-cultures can be described as sub-cultures within a dominant culture. Within the subculture (microculture) the members of the group are likely to share common perspectives, values, and products, etc. Within school culture, there are several micro-cultures. Each classroom is a unique mechanism, a peculiar micro-culture (Tomalin, 2022, Lerner, 2014). According to Open Education Sociology Dictionary (2022) microculture is defined as “*a distinctive culture shared by a small group that is often based on location or within an organization.*” In our case the word organization would be replaced by the word classroom.

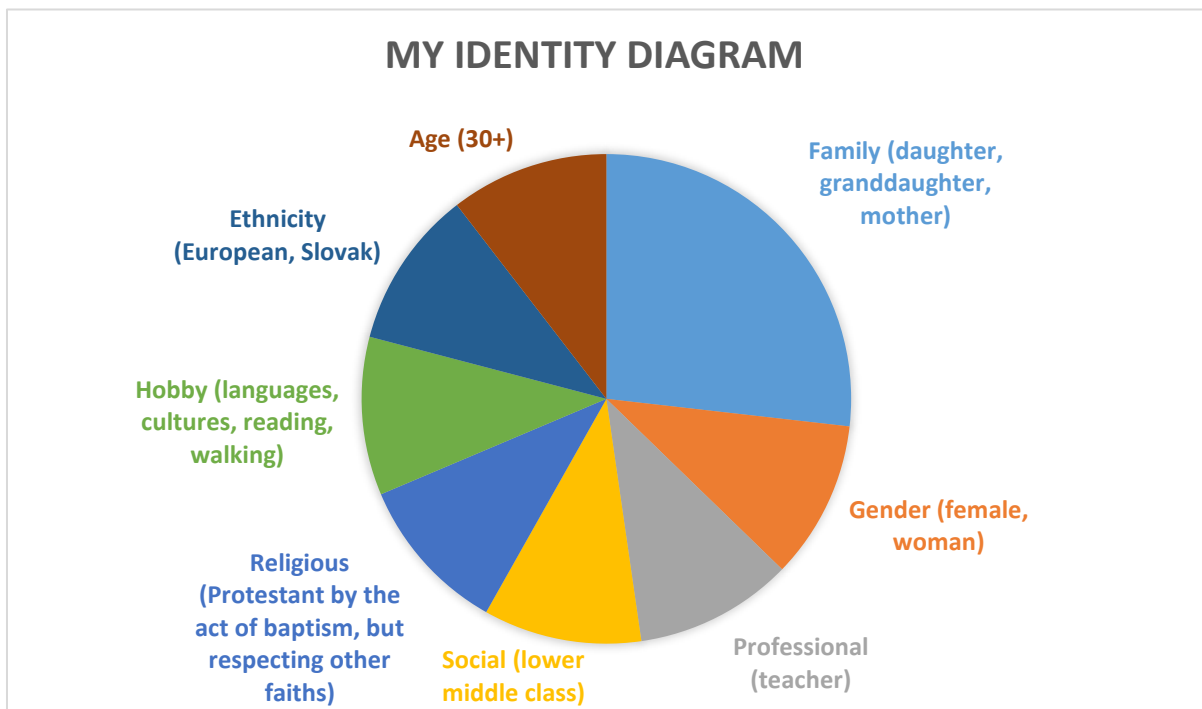
Questions and tasks to consider:

1. Which micro-cultures do you belong to or which micro-cultures are you a member of? They can represent different aspects of your life: hobbies, interests, politics, family, culture, religion, language, etc.
2. Every classroom is a micro-culture. Could you describe the micro-culture of the classroom you teach in as part of your ELT practice? Think about your learners, their age, level of English, social and cultural background, their hobbies, interests, etc.
3. After you have finished your description of your selected classroom’s micro-culture, share also some photos with your partner, which were taken in the trainee school and finally discuss various classrooms’ micro-cultures with the whole group of your peers (future teachers). Exchange ideas with them (your peers and colleagues) about the aspects you integrated into your description of your classroom’s micro-culture using higher cognitive skills of comparison, followed by analysis and synthesis.

Tasks:

1. Think of different identifiable aspects of yourself. How many are you able to identify as part of yourself?

Firstly, try to interpret the example of an identity diagram below and focus on features of the person. What is the person's gender, age, ethnicity, hobby?, etc. Secondly, try to create your own identity diagram. What about language? Do you consider it as a distinctive feature of our species?



Picture no. 4. My Identity Diagram.

More about teacher's identity can be found in: Aktekin, C, N., Celebi, H. 2020. ELT STUDENT TEACHER IDENTITY CONSTRUCTION: EXPLORING TEACHER ROLES AND DOMAINS OF EXPERTISE. In *International Journal of Language Education*. Vol. 4 No.1, pp. 113-128. Available at <https://files.eric.ed.gov/fulltext/EJ1249874.pdf>

Self-reflection on the Identity Diagram

1. While thinking about your features have you come across something surprising? Or something you had not been aware of before?
2. Which features were determined for you (by accident of birth) and which of them have you acquired throughout your life?
3. Are you thinking of using the structure of *Identity Wheel/or Diagram* with your learners? If yes, to what purpose would you use it? What would be your aim?

Summary

To summarize this unit's main points, students (learners) have to be exposed to plenty of activities which foster their intercultural competence, critical thinking, and self-reflection. The teacher needs to focus not only on practicing language skills and language means, but also on how to integrate global skills into teaching. The teacher has to provide learners with many opportunities to practice the abovementioned skills in an encouraging, inclusive environment.

Further reading:

CHONG SUAN, CH. 2021. *Successful International Communication*. Pavilion. 176 p. ISBN 978-1-912755-13-4.

JAVORČÍKOVÁ, J. 2021. War of Words: National Stereotypes, Ethnic Insults and Intercultural Sensitivity. In *Studies in Foreign Language Education*. Vol. 13, pp. 64 – 85. ISBN 978-3-943906-61-5.

UNIT 5 INTEGRATING INTERCULTURAL COMMUNICATION IN EFL CONTEXT

In this unit, you will:

- explore the term intercultural communication and potential barriers to IC
- learn more about barriers in intercultural communication
- discuss the importance of developing intercultural communication in foreign language classroom
- discuss cultural differences and cultural-cognitive collisions/confrontations
- explore different types of cultures
- apply critical thinking when talking about your intercultural encounters
- explore different aspects of yourself as a cultural being
- design a lesson plan focused on integrating aspects of intercultural communication

Key words: cultural collisions, intercultural encounters, barriers to intercultural communication

5.1 Intercultural communication

We opine that learners at different levels of schools have already experienced some cultural encounters during their lives. Once they are equipped with intercultural communication competence, it is highly probable that they will also be successful in avoiding intercultural conflicts which might occur during such encounters. We do not wish to say that they will never happen, but thanks to intercultural training integrated into teaching English (or any subject), they can become more resilient to different situations which might arise during their encounters with people from other countries/cultures.

Let's begin with defining the basic terms. Intercultural communication is a part of global skills as was mentioned earlier in the previous units. According to several authors (Mercer, 2022, Homolová, 2015), it is crucial to develop this skill of intercultural communication during foreign language classes as they provide the teacher with the best circumstances to do so. Fostering intercultural communication competence has the potential to help our learners to be more tolerant and respectful towards other cultures and identities and to spread these values

beyond the classroom. While developing this competence, learners also enhance their intercultural awareness and intercultural sensitivity which are necessary in order to minimize negative stereotypes and prejudices.

Let's now have a look at the first item; culture. Matsumoto and Juang (2004, p. 10) come up with the following definition: *“Culture is a dynamic system of rules, explicit and implicit, created by groups to ensure their survival, encompassing attitudes, values, beliefs, norms and modes of behaviour, shared by the group but held differently by each specific unit within the group, communicated across generations, relatively stable but with the potential to change over time.”* A question for trainee teachers: Which rules are explicit and which are implicit? Think of some examples.

We will now examine intercultural communication as described by various authors (Průcha 2010, Suan Chong, 2021, Homolová, 2015, etc.).

According to Průcha (2010, p. 16), intercultural communication can be defined as a *“a term referring to the processes of interaction and communication taking place in a wide variety of types of situations where the communicating partners are members of different linguistic and/or cultural different ethnic, national, racial or religious communities. This communication is determined by the specifics of the languages, cultures, mentalities and value systems of the communication partners.”* An exercise for trainee teachers: discuss this definition with your partner and try to re-write it in a simple way, you can use examples too.

In the Czech and Slovak environment, there is a growing interest in the research of intercultural communication in education, especially due to the ever increasing number of immigrants, pupils from ethnic minorities, (and currently) people fleeing Ukraine because of war), etc. The need to integrate intercultural communication into our school system is more evident now than ever before.

When talking about the people fleeing their countries because of Putin's invasion of Ukraine on February 24th, 2022, once they reside in other countries, they will create a diaspora. Let's find out more about the concept of diaspora. Before you listen to the video, try to present to your peers what you associate this word with or what comes to your mind when I say this word.

TASK: Listen to the video below and follow the sub-task required during the first and second listening (the aim of this task is to broaden your understanding and awareness of the concept of diaspora).

Before the listening stage: Look at the picture ([Home | Idaho Museum of International Diaspora \(idahomid.org\)](http://idahomid.org)). Describe what you can see in the picture.

First listening (listening for the gist, for a general idea):

Link to the video:

[Home | Idaho Museum of International Diaspora \(idahomid.org\)](http://idahomid.org)

Based on what was said in the video, try to come up with your definition of “diaspora.” What does it mean in general?

Second listening (more detailed questions):

How does the issue of diaspora relate to the speaker Dr Palina Louangketh?

Who is Palina Louangketh?

Where does she and her family come from? Describe their journey. Why did they embark on it? Why did they move?

How does the picture you see before the first listening relate to the topic of diaspora?

What is the vision of IMID? Also comment on the acronym and the meaning of each letter.

Transfer stage:

How could this video enrich your pedagogical practice? Do you have any personal experience with anybody from diaspora?

Other recommended video:

[About | Idaho Museum of International Diaspora \(idahomid.org\)](http://idahomid.org)

To conclude, in order to be able to communicate appropriately and manage in another culture, for example, we need more than just theoretical knowledge connected with our language competence (linguistic competence). We also need to be culturally sensitive and empathetic. By these terms, we mean the ability to empathise with the needs of other people. This enables us to better perceive the mentality of people of foreign cultures. Adaptability is also very important in adopting and processing new cultural patterns and behaviours behaviours. In a broader sense, it can be understood not only as the ability to adapt to something new, but also as the art of maintaining mental well-being, a sense of security and health even when significant changes happen in our living conditions (Morgensterová, 2011).

5.2. Barriers to effective intercultural communication

When intercultural communication happens, various problems and misunderstandings can arise, or communication is hindered because of barriers to communication. According to Jandt (2013), the first such barrier that participants in intercultural communication encounter is anxiety. It occurs when people do not know what is expected of them. This is when nervousness or even fear of communication occurs. A participant/person, if too anxious, will avoid interacting/interactions with others. The first prerequisite for effective intercultural communication is therefore the willingness to communicate with people from other cultures. These are closely connected with the linguistic and psychological readiness of our pupils (Jandt, 2013, Homolová 2015).

The second problem with intercultural communication can be the assumption of similarity. By not knowing how our cultures differ, we may misinterpret verbal and non-verbal signals. However, this problem can also apply in reverse, when we assume that different cultures do not share commonalities. Jandt therefore recommends not to assume or presume. He places emphasis on looking for information about other cultures and more carefully studying their customs, traditions, way of life, perspectives, practices, etc. (Jandt, 2013). Therefore, it means being unprejudiced and trying to focus on what is really going on rather than rashly forming a firm opinion or before making any quick judgements.

The third obstacle is language differences. This barrier includes not being able to use the language properly, but also the fear of making mistakes. We can also include the reluctance to use another language. If the communicator has negative attitudes towards the specific language, this can lead to breakdown in intercultural communication. This can happen however even if

foreigner knows the language well. As an example, we can illustrate the situation in Belgium. There are two main linguistic communities there – Flemish (Dutch-speaking) Flanders and French-speaking Wallonia. In some Flemish areas, it is forbidden to use French in offices, in an attempt to preserve their culture. If someone arrives at such an office and does not speak Dutch, they must bring an interpreter. Problems might also arise due to slang or differences in dialect (Průcha, 2010).

Task: work in pairs, tell your partner about your own experience with intercultural barriers (why you consider it a barrier, share more details with your partner). If you have experienced an intercultural barrier, how (if at all) has your view of the interaction changed since then? Have you learnt any lesson here?

5.2.1 What else can be a barrier to developing intercultural communication?

In the following sub-units, you will explore more about other potential barriers to developing intercultural communication. We have specifically focused on stereotypes and prejudices, their characteristics, types, and strategies which can be used to minimize them.

5.2.1.1 Stereotypes

Stereotypes can be defined as “*the beliefs which encapsulate certain characteristics that are attributed to a particular group of people*” (Kassin, 2007, p. 522). The features of individuals in a group are mentally/cognitively overgeneralized. Or to put it in a more usual English: one makes often overgeneralizations about a group without recognizing any relevant differences between individuals (Ting-Tooney, 1999). There are two basic types of stereotypes. The first type is called autostereotypes. It occurs when we make generalization about our own group. For example, what Slovaks think about the Slovaks. However, when talking about heterostereotypes, we refer to what we think about another group of people that is alien to us. For example, what Slovaks think of the Germans (Jeleňová, 2014).

The high prevalence of stereotypes is also because the world is too big and complex and we tend to cognitively simplify the complexities of reality (Samovar - Porter - McDaniel, 2010). Therefore, the emergence of stereotypes is based on the tendency to divide people into groups (by nationality, ethnicity, etc.). This process is also called social categorization (Kassin, 2007). It is also important to note that stereotypes are not necessarily only negative.

Some well-known stereotypes might seem to have a positive outward effect. For example, that Asians are very good at mathematics, or that Roma people are musical but these seemingly positive stereotypes, however, can also pose problems because people then expect all members of a group be endowed with certain traits/talents (Martin - Nakayama, 2010). The main problem with stereotyping is not categorization, but cognitive overgeneralization and the resultant often-negative evaluations towards group members. A generalisation involves drawing conclusions based on knowledge about a larger group of people. Some generalisations can help us, for example, when we are dealing with another culture, either at work or in private, they provide us with some crucial information (about the group) according to which we can navigate our actions and behaviour. The more we interact with people from a particular culture, the more accurate our heuristic for dealing with the people of that culture becomes). It is important to be aware of the fact that each culture has a wider range of attitudes and behaviours behaviours. Because of this, it is necessary to be cautious when communicating with individuals and be interculturally sensitive (Deer, 2014, Suan Chong, 2021).

Stereotypes may come from different sources, such as from family members, friends, schoolmates, workmates, etc. They are also contained in different media such as advertisements or films and various television shows. Samovar, Porter, and McDaniel (2010) further mention four reasons why stereotypes might be detrimental to intercultural communication. The first reason is that a stereotype is like a filter or; is a heuristic that does not reveal all relevant information to us or; that might exclude potentially relevant information. Our point of view is that a stereotype is a *subjective* mental model/formation of *objective* information, and so can not in itself reveal anything about the *object*, but only about the *subject*. If we encounter information that contradicts the stereotype, we may not acknowledge the contradictory information and thus consider it to be untrue.

The second problem associated with stereotypes and intercultural communication is the assumption that information about a group of people applies to all its members. This is closely connected with the third problem which is overgeneralisation, the simplification that results from stereotyping. Arguably, they are based on incomplete information, or partial modelling/analysis (of reality), or sometimes on false assumptions. As a fourth problem does itself exclude other potential problems, the authors cite the resilience of stereotypes. If we are in agreement with a stereotype, based on our being in contact with it since childhood and it has been constantly repeated to us, it becomes resistant to change and we take it as truth (Samovar

et al., 2010) without using our critical thinking and common sense. And here the pedagogic activity of the teacher seems to be the possible key to solving this problem, by exposing learners to a critical perspective of any particular situation.

5.2.1.2 Prejudices

The concept of prejudice has several definitions. For example, it can refer to “*a negative attitude towards other people resulting from their membership in a particular group*” (Kassin, 2007, p. 524). In turn, Cabanova (2007, p. 142), points to the nature of prejudice: “*Prejudice expresses in itself something that precedes a rational thought operation - a judgment, which is created before our use of rationality or rational assessment or evaluation of a situation or a state of affairs.*” In other words, prejudice can be thought of as the tendency to prejudge other people on the basis of their membership in a group (Matsumoto - Juang, 2004). At present, scholars cannot agree on the cause of prejudice and how it relates to stereotypes. According to authors Matsumoto and Juang (2004), prejudice stems from an inability to realize (acknowledge) the limits of one’s own stereotyped views of other people. They also argue that prejudice consists of two basic components. The first component is cognitive (what we think) and the second is the affective component (what we feel). Among the affective component, we can include an individual's feelings towards a group of people. For example, an individual may feel anger, resentment, contempt, but also pity and sympathy (Matsumoto - Juang, 2004).

Manifestations of prejudice take different forms. Allport (2004) describes five stages of hostile actions. The first manifestation of prejudice can take the form of vilification. It happens when one talks about one’s own dislike of a certain group, usually among acquaintances. Secondly, one may feel apathy in relation to a particular group and thus avoid them (that group/its (perceived) members). Discrimination is ranked as the next third level. It occurs when a person tries to exclude a certain group from certain kinds of jobs, places, or deprive them of certain political rights, or even deny them an education. In short, discrimination generally leads to a behaviour whereby some people are not given the same opportunities or rights (because of an irrelevant difference), based (merely) on their (perceived) membership of a group (Martin - Nakayama, 2010).

Subsequently, Allport (2004) lists physical assault as the fourth level. If emotions are really exacerbated, prejudice can lead to acts of violence. Fifth and final degree which can occur

through prejudice is annihilation. Throughout history, many times there have been cases of extermination of different ethnicities or races. For example, the lynching of blacks in the United States of America, or various other massacres and genocides, which are now part of our difficult (human) heritage. The most famous democide was that planned by Hitler who tried to exterminate many different types of people. There are (unfortunately) many examples. Education seems to be one of the most effective tools for breaking down prejudices. There are various forms of such education (culturally responsive education and inclusive pedagogy), but the two most widely used are:

- presenting materials from the perspective of a non-dominant group,
- training with a focus on cultural diversity (Samovar - Porter - McDaniel, 2010).

In her work, Tandlichová argues that *“to be successful in communicating with a foreigner, one must constantly be aware that each is part of his or her own cultural context, which he or she brings into contact with others, despite the fact that the partners use a common foreign language, such as English”* (Tandlichová, 2009, pp. 9-10). Zelenková also argues that students *“need to be aware that many times misunderstandings occur (which can also lead to the failure of cooperation or contract), not because of a lack of language proficiency, but, as it often turns out, because of a misunderstanding of various elements, such as non-verbal communication or various linguistic specifics resulting from a different cultural background”* (Zelenková, 2015, p. 36). She later concludes by adding that: *“without understanding the culture(s) of a given linguistic area, it is impossible to communicate effectively and reliably”* (Zelenkova, 2015, p. 46).

Task 1: Work in groups of 4 and discuss the following:

Comment on the difference between stereotypes and prejudices.

Are there any stereotypes you have about the Ukrainians, Irish, French, Spanish, Chinese?

Can you think of any other examples of prejudices?

How to fight against overgeneralized views on different cultures and how to prevent possible prejudices?

Task 2: Discuss what is usually meant or referred to by different cultures/contexts/meanings.

Think of some examples of some examples when the same thing (gesture, number, colour, etc.) has one meaning in one culture but a different meaning in another culture? Discuss this with your partner. Then after 5 minutes find a new partner and discuss the same. Be ready to share your own and your partner's ideas, experience, examples, etc.

How to become a reflective teacher?

Answer the following information questions:

What does it mean to be a reflective teacher? Have you ever encountered this term?

Have you ever heard of self-reflection?

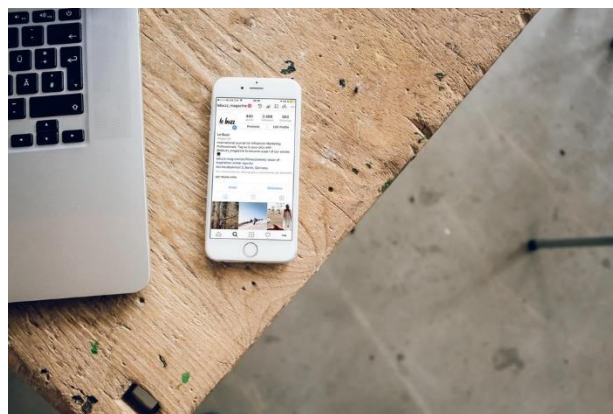
If yes, do you also self-reflect upon your teaching?

Are you familiar with some techniques which are used in self-reflection?

How might it be important for teachers (both trainee teachers and those with years of teaching experience, i.e. in-service teachers) to practice self-reflection (reflective practice)? What can it teach us? How way do we (teachers) develop and in what way do our learners develop their self-reflective skills?

How can other people help us in our reflections?

Reflective thinking is inevitable in intercultural communication. There are several tips which could help us to be reflective when communicating with someone from other culture, thus supporting our critical thinking. First of all, look at the pictures (below) and try the figure out the rule they could apply to when talking about communication between people. Here they are:



Picture no. 5. ¹What rule can you figure out?



Picture no. 6. ¹What rule can you figure out?



Picture no. 7. ¹What rule can you figure out?



Picture no. 8. ¹What rule can you figure out?



Picture no. 9. ¹What rule can you figure out?



Picture no. 10. ¹What rule can you figure out?



Picture no. 11. ¹What rule can you figure out?

Now read the tips below for effective oral or written communication:

1. Be conscious of paying attention to the task at hand; do not allow yourself to be distracted by unimportant/irrelevant externalities (e.g. when listening to someone in live conversion, do not simultaneously check your phone). In short, use your full attention while your communication partner(s) is/are talking.
2. Before you answer, try to reflect briefly on the content of your response and its long-term effect. Might it cause harm or offence? Is it appropriate to/in the situation? Should I use other words to describe what I mean?
3. Be sure that you understand what the other person is saying. You can ask additional (clarifying) questions or statements which could help you understand the message, e.g. *“If I understood/understand correctly, you mean that...”,* or to put it in other words, *“Do you mean that...? If I understood correctly...”*
4. Try to be empathetic, try to put yourself in the shoes of the person you are talking to. How would you feel if you had experienced the same thing(s) as that person (if you have not already experienced something similar). Try to connect with the person through your own experience or be as empathetic as possible. Also share your feelings as that might also help to connect with the person. If someone chooses to not offer more details about past experiences, respect that wish/decision and do not press for further information. That person may open up about those experiences in the future.

5. Offer your opinion on the matter (experience/problem/encounter) in a sensitive way. This might help the other person to see things in a different light or from a different perspective.
6. Contribute to the discussion by sharing your experience, knowledge, or opinion.
7. Ask for more information. Your partner is unlikely to mention/divulge all (the relevant) details, but there will/might be some (information) you will/might need in order to understand properly / form a clearer opinion, so asking more information from your partner (in case you are not sure of something) may be appropriate, e.g. *“Why do you think so?”*, *“Did they really mean that...?”*, *“How did you arrive at that conclusion?”*, *“What makes you sure about that?”*
8. Ask questions which make the other person reflect on a particular experience, cultural encounter, etc. I mean the questions which will encourage the other person or; your partner/interlocutor to think about the problem from another perspective (and consider different interpretations, and different meanings).
9. Try to be objective, however difficult it may be. Being less emotionally-involved in some situations might actually help the other person (your interlocutor) to better process the problem.
10. Share your point of view, your experience, how you dealt with the issue (if something similar has ever happened to you). The person (your interlocutor) might be emotionally supported and draw strength from seeing that you have (or someone else) have experienced something similar and is (thus) not alone in this regard.
11. What about the future? How does your communication partner see the future? Will your interlocutor change/adjust (some behaviour) because of a particular experience? What (if any) lessons did your interlocutor learn (from the experience)?
12. Respect your communication partners who might have different perspectives, beliefs, experience, and knowledge. Be careful with your answers and questions. Try to reflect a bit before you answer or give a question.

All the tips above could be also used to practice while teaching. Each learner is an individual and each classroom represents a specific, unique micro-culture. The aforementioned tips of active listening could also be used for active reading, when (for example) responding to e-mails from your colleagues or students who are all individuals coming from a particular background as regards culture/ethnicity/religion/(language)/etc.

UNIT 6 THE CLASSROOM AS A SPRINGBOARD FOR CULTIVATING RELATIONSHIPS AND EXPERIENCING ONE'S INTERCULTURAL ENCOUNTERS

By the end of this unit you should

- be aware of the uniqueness of each teaching- and learning-environment
- have learned some tips and tricks on how to build a positive/conducive learning-environment
- know how to teach through the creation of a positive teaching- and learning-environment
- be able to examine more intercultural encounters
- be able to explain what a cultural conflict is
- be able to discuss intercultural encounters
- be able to speak about intercultural encounters and use individual words or terminology such as individualism, collectivism, low-context cultures, high-context cultures, monochronic, and polychronic cultures
- be able to use critical thinking while talking about intercultural encounters
- be able to create a lesson plan aimed at lower or higher secondary school learners, the plan will be centered on selected features of intercultural encounters
- be able to explain the definition of polychronic and monochronic cultures as well as those cultures that are collectivist and individualist

Key words: teaching- and learning-environment, microculture of a classroom, relationships, students' talking time, teacher's talking time, intercultural encounters, cultural bumps, polychronic, monochronic, collectivist, individualist cultures

6.1 Why is it important to build relationships in a classroom?

First and foremost, we as teachers spend a lot of time with our pupils and therefore, good relationships are crucial for both groups. When teachers and learners respect each other, the teaching process seem to be more efficient. Connecting with our learners is important. How

can we connect? Try to think of possible examples and share them with your peers and then with the whole group in a whole-class discussion.

Below are some points to bear in mind on how to establish a good relationship with your learners who are each as much an individual as you (the teacher) are. Try to react briefly to each of them. What first comes to your mind when you read them? Why are they important? Would you add anything else?

Points to bear in mind are:

1. First impression.
2. Genuine interest in learners.
3. Innovative teaching techniques and strategies.
4. Use of humour.
5. Everyday tasks.
6. Encouraging learners.
7. Positive reinforcement.
8. Revealing something about yourself (hobbies, interests, family, plans, etc.). Yes, teachers have also hobbies and plans into the future (they are also afraid of certain things, activities, animals, etc.).
9. Balancing between STT and TTT (between questions and comments).
10. Asking open-ended questions (avoiding display questions).

These talking points / cognitive spurs are inspired by *Successful International Communication*, by Suan Chong (2021) and by Homolová's *Methodology of Teaching English* (2015).

Task: describe these terms in your own words. You can also add examples

intercultural communication	
critical thinking	
prejudice	
respect	
stereotype	
identity	
micro-culture	

tolerance	
culturally-responsive education	

In order to avoid misunderstandings and conflicts, we need to be trained in intercultural communication. Once we are trained properly, we acquire so-called intercultural communication competence which can help us to navigate the area of our intercultural encounters. Intercultural communication goes hand in hand with critical thinking. Both of them are important for future teachers (as well as for non-teachers).

In this unit, you will go through different activities which will help you to foster your intercultural communication skills and critical thinking.

Before we start, let's discuss your expectations of this unit. What would be a desired outcome for you? What do you expect to know at the end? What would you like to know or be able to do after reading this unit?

6.2 Intercultural encounters

What appears in your mind when I say "intercultural encounter"? How do intercultural encounters happen to us? Why do (intercultural, familial) conflicts arise? (you can start with your family and then relate this topic to other intercultural encounters you experienced).

Also think about the issue of food and clothing. Is there anything that is considered appropriate for eating in one culture but not in another culture? Give an example and explain the reasoning behind this (custom/behaviour). What reasoning/thought-process is it commonly based on? What about clothes, or any examples of behaviour tolerated in one culture but not in another? What examples can you think of? Have you ever experienced such a clash between cultures when you considered something as appropriate but it was inappropriate in another culture? How did you deal with this situation? What was the result? How did you feel and how did the other members of your intercultural communication feel?

Task:

Consider various cultural attitudes towards eating pork. Would you serve pork to your Jewish or Muslim colleagues?

What about some basic questions or statements which a native English language speaker addressed to somebody with a different native language? Can they cause misunderstandings sometimes? What misunderstandings might arise (in different languages)? Consider the following:

- You must come for dinner
- Hi, how are you doing?
- It's not bad.
- I only have a few minor comments.
- It's a bit dear.

Comment on the above statements and discuss their meaning. More examples can be found in Javorčíková (2022).

What about greetings? They are also very specific and culturally-bound. First of all, think about your local context. How do you greet your friends, parents, people in the street, colleagues? What other non-verbal communication signs do you use while greeting? Do you kiss both cheeks? Do you shake hands? Do you do both?

Find out more about how to greet somebody coming from another country. How do the French and the Greek Cypriots greet for example? Is it different from your country? If yes, what exactly is different? You can search on the internet to further explore this topic.

What about high-context and low-context cultures?

Have you ever heard of such a term?

Explanation: Cultural values differ between low-context cultures and high-context cultures, but again, this depends on the specific value/attitude rather than culture as a whole (Suan Chong, 2021). While it would not be appropriate to overgeneralize and assume these attitudes/values of everyone in the specific culture, these attitudes/values should be considered (or borne in mind) for the simple reason that they are good examples of how our behaviour can be rooted in, or can be a direct product of our culture.

Task: Think about why most cultures in Latin America, the Middle East, and Asia are considered as high-context cultures but those of the USA as low-context cultures? Fill in the table below with the following specifics, which relate either to low-context or high-context culture:

Not all is said directly (inferred meaning), being open (explicit through words), concerned with the collective, importance of social ranking (relationships), Japan, Arab countries, Western Europe, the USA, China, concerned with the individual, the proficiency of reading non-verbal communication clues.

High-context cultures	Low-context cultures

(Suan Chong, 2021, Pondelíková, 2020)

Task: After completing the table with some characteristics of high or low-context cultures think of any previous encounter with such cultures. Discuss your experience with different classmates/peers.

In the next paragraph, we will discuss monochronic and polychronic cultures and how they handle the issue of time. Have you ever heard of those terms? If not, (re)read Suan Chong’s *Successful International Communication* (2021).

Complete the table with some phrases and statements which define either monochronic or polychronic cultures:

North America, time as very valuable, punctuality, Northern Europe, Middle East, Latin America, importance of schedules, strict schedules, personal and work activities merge, the importance of maintaining good relationships, flexibility, committed to the job, committed to maintaining relationships.

Monochronic cultures	Polychronic cultures

(Suan Chong, 2021; Pondelíková, 2020)

As was mentioned already, some cultures might be viewed as collectivist or individualist. What is the difference? Before you complete the table below, think of some characteristic features of each group.

Complete the table with:

Identification with the group, your individual identity is very important, cultivating relationships is crucial, your individual identity is less important, it is important to do the work for the group, individual goals are the key to success, working with the group for the common success.

Collectivist cultures	Individualist cultures

(Suan Chong, 2021; Pondelíková, 2020)

Task: Search on the internet for which specific cultures are considered collectivist and which individualist. Although we cannot overgeneralize, it is important to realize that communication between different cultures is often reliant on the above-mentioned attitudes to time or perspectives on life and work.

How could you as a future teacher use this information in your teaching practice in terms of the development of your learners' soft skills as well as your own self-development?

Do you consider it important to know more about collectivist, individualist, high-context, low-context, polychronic, and or monochronic cultures? What does this information lead us to? Do these descriptions apply to everyone in those cultures? How those characteristics lead to creating stereotypes when taken rigidly?

Task: Look at the following pictures and think about how the understanding/interpretation of each depicted situation might differ in different cultures/from person to person. You might also have a personal experience which you can share with your peers:



Picture no. 12. ¹How would you interpret it?



Picture no. 13. ¹How would you interpret it?



Picture no. 14. ¹How would you interpret it?



Picture no. 15. ¹How would you interpret it?



Picture no. 16. ¹How would you interpret it?



Picture no. 17. ¹How would you interpret it?



Picture no. 18. ¹How would you interpret it?

READING TASK 1: read the article titled *Why Cultural Diversity and Awareness in the Classroom Is Important* (2022), and find out more about how embracing cultural diversity can help you succeed as an educator. It might be worth to play the devil’s advocate here and to also question how embracing all cultural diversity can be damaging/harmful/or even life-threatening or fatal! Prepare a few comments which will help you to defend or challenge the previous statement.

Link to the article:

<https://www.waldenu.edu/online-bachelors-programs/bs-in-elementary-education/resource/why-cultural-diversity-and-awareness-in-the-classroom-is-important>

READING TASK 2: Read the following article titled *High Context Culture vs Low Context Culture: Communication Design For Avoiding Uncertainty* (2022), available at <https://www.techtello.com/high-context-culture-vs-low-context-culture/>, and comment on what went wrong between Bob and the author who is describing two different attitudes to meeting the deadlines in the project. What does it make you think of? What specifically does the author want to say?

READING TASK 3: You can find out more about where Slovakia stands in terms of the above-mentioned characteristics of cultures, comment on every point regarding power distance, individualism, avoiding uncertainty, long-term orientation, etc. Follow the link (<https://www.hofstede-insights.com/country/slovakia/>) with Hofstede insights and find out and discuss where Slovakia stands in terms of a low- or high-context culture. Comment on each point regarding power distance, individualism, avoiding uncertainty, long-term orientation, etc.

Role-play: Talk to your partner about the school-project you are going to work on together. Imagine that Person A comes from a high-context culture (Asia) and person B comes from a low-context culture (USA). Write a brief transcript of the conversation you think would take place. Be aware that this is just an exercise to model some differences which you might encounter during intercultural communication. Be aware, however, that your subjective (internal) stereotype of a culture may not (and probably does not) correspond to objective (external) reality.

6.2.1 Intercultural Encounters in Local Settings

It is quite probable that you as future teachers will encounter some kind of interculturality while studying, taking into account foreign students who come to study at your university from other EU countries through Erasmus or your peers from Ukraine and Russia. Study what Professor Hanesová (2021) has written in relation to the concept of intercultural encounters and explore her *Internationalization of higher education: Intercultural Encounters* (2021) available at file:///C:/Users/annas/Downloads/1.12.2021_FINAL_prof.%20HANESOVA%20kniha.pdf.

Questions to think about: Have you ever experienced an intercultural encounter or some intercultural misunderstanding? If yes, discuss the details with your partner. Before you do, read the following example, and answer the questions below:

An example of intercultural encounter:

I was living in Mexico for a few months and my colleagues invited me to a party which was to be held at 6 pm. They told me that their friend Santiago would pick me up and take me to the place where party was held. It was a few minutes after 6 and Santiago had not arrived. I waited and waited for more than an hour without any sign of him. When he finally arrived, after an hour and a half, he was smiling as if nothing was wrong. When we got there, everybody was happy, enjoying the party, eating, and socializing. There was not a single word about “*being late*” as I saw it. I was very confused about the whole situation.

Questions to answer:

What happened? Could you retell the story? What do you think might have caused Santiago to be so late? What about the hosts? What intention had they in mind by inviting their colleague to the party? Has something similar ever happened to you? Is there anything we should remember/learn from this case?

Now think about your own experience. If you have experienced a cultural encounter in what way (if any) did it change your communication-style? In what way(s) did it influence you or your interlocutor? How would you describe your behaviour and your partner’s behaviour during the cultural bump? In what way might it affect your communication style?

Study also the theory of a cultural bump which was developed by Archer (2001). You can find out more about it here: <https://journals.sagepub.com/doi/pdf/10.2304/plat.2012.11.3.335>

Written task: Now write two paragraphs about your or someone else’s cultural bump or intercultural encounter that you have experienced or heard/read about. You can interview your peer, parents, siblings, friends, etc.).

Questions and tasks to think about:

1. How would you describe your communication with foreigners in general, whether they come to your school via some foreign exchange scheme (such as Erasmus) or from other non-EU countries. How often do you communicate with each other? Do you also meet after school?

2. Think of any cultural bumps which might have occurred between you and your peer(s) who come from other culture(s).
3. Comment on intercultural misunderstandings in terms of food, clothing, eye contact, posture, other means of non-verbal communication.
4. Discuss with your partner and then with the class the microculture of your classroom in terms of possible intercultural misunderstandings.
5. After answering the questions above, reflect on what you have discovered about your learners and pose yourself the following additional questions:
 - ❖ What specifically did you find out about your learners? What specifically did you find out about your learners (regardless of the stage of their schooling / be they lower/higher secondary students or adult learners)?
 - ❖ Is there anything surprising you would like to share with your peers?
 - ❖ Was it useful to explore the microculture of your classroom?
 - ❖ How can you use what you found out during your practice for your personal and professional development? Talk to your classmate (another trainee teacher) and share your findings, experience, ideas, etc.

Now look at the table below and answer honestly and reflect what you would like to change in your teaching(-style), think about what you do often while teaching but would like to change it because of obvious reasons (e.g. you see that it is clearly not productive, or it does not excite learners, etc.), and also add what you need for this change to happen. Maybe your thinking about your classroom's microculture will give you more ideas.

During my teaching

I usually do the following in my classroom...	...but I would like to change it because...	...in order to do it I need...

Homework assignment –Elaborating on your cultural bump:

The first paragraph should contain your interpretation. In the second paragraph, look at the story from a different (person's) perspective.

CONCLUSION

Have you

- spoken to your peers about your cultural bump?
- looked for some online (digital) sources connected with the topic?
- interviewed somebody from your family about a cultural bump or intercultural encounter?
- reflected on what you have learnt?
- discussed your intercultural encounters with your classmate?
- contemplated the importance of intercultural communication competence for language learners?

Summary

In this unit, we have dealt with how misunderstandings, conflicts, and bumps (in the sense of Archer's cultural bump) can arise when two (or more) cultures meet. Our brain (and therefore mind) is shaped by each (and every) event it experiences in time and space which fates us to have certain perspectives (i.e. spatio-temporal viewing-points)/beliefs/practices/cultures, and thus our brain (mind) must interpret reality accordingly. While studying about cultures, we have defined high-context and low-context cultures as well as monochronic and polychronic cultures and how their perspectives and practices may differ. While sharing experiences and observing behaviours and practices, we have come to a range of interesting interpretations during our class-discussions, which also fostered critical thinking skills.

GLOSSARY

High-context cultures	Interpersonal relationships between members of the group are important, communication is often implicit and messages are conveyed in indirect ways.
Low-context cultures	Representatives of low-context culture tend to go straight to the matter while discussing, so that their message is explicit and one doesn't need to read in between the lines.
Collectivist cultures	Cultivating group identity is valued, individual identity is secondary. One relates to group identity.
Individualist cultures	Individuals play an important role, more than in collectivist cultures where group identity is stressed. The needs of an individual are stressed.
Polychronic cultures	Tendency towards viewing time in a flexible way, focusing on tasks and not on timeline.
Monochronic cultures	Members of these cultures view time as linear, the agenda is defined, and tasks must be met according to a deadline.
Stereotypes	An overly simplistic statement about a person or people from a particular culture or geographical region. Stereotypes can help us to get to know each other better, but should not be overgeneralized since they might not be valid for each individual within the specific group.
Intercultural communication	Communication across different cultural boundaries. When two or more people with different cultural backgrounds interact and communicate with each other.
Intercultural encounter	An experience you had with someone from another culture.

Culture bump (Archer, 1991)	When one is confronted with a culture-related behaviour/belief that conflicts with one's own (culture-related) expectations/habits.
Intercultural competence	The ability to communicate effectively across different cultures and to work with people from different cultural backgrounds.
Intercultural sensitivity	The ability to sense (or perceive) differences in (culture-related) behaviour.

Sources:

JAVORČÍKOVÁ, J. (2021): War of Words: National Stereotypes, Ethnic Insults and Intercultural Sensitivity. In *Studies in Foreign Language Education*. Volume 13, pp. 64-85. ISBN 978-3-943906-61-5.

CHONG SUAN, CH. 2021. *Successful Intercultural Communication*. Pavilion. ISBN 978-1-912755-13-4.

ARCHER, M, C., NICKSON, C, S. 2012. The Role of Culture Bump in Developing Intercultural Communication Competency and Internationalizing Psychology Education. In *Psychology Learning and Teaching*, volume 11, Number 3, pp. 335-343. Available at <https://journals.sagepub.com/doi/pdf/10.2304/plat.2012.11.3.335>

Useful Links:

<https://www.coe.int/en/web/autobiography-intercultural-encounters/activity5>

<https://ehlion.com/magazine/intercultural-communication/>

<https://ehlion.com/magazine/intercultural-competence/>

UNIT 7 THE IMPORTANCE OF NON-VERBAL COMMUNICATION

By the end of this unit you should

- be familiar with the definition of non-verbal communication
- be aware of the role of non-verbal communication during intercultural encounters
- have ideas about select aspects of non-verbal communication

Key words: gestures, mimics, proxemics, posture, eye-contact, etc.

7.1 Introduction to Non-Verbal Communication through Questions and Tasks

We opine that trainee teachers have already been introduced to the term *non-verbal communication* during their psychology- and pedagogy-oriented courses. Therefore, we have prepared particular questions and various tasks to explore more subtle aspects of it.

Questions to think of about:

What does the term “non-verbal” mean to you? Why is it so important in term of communication? Could you think of any examples when we use non-verbal communication? Think of some possible problems which could arise in terms of non-verbal communication?

Task: After reading the following case, define non-verbal communication and its main features. Feel free to discuss any aspects of non-verbal communication you notice in this short paragraph:

Amy, the secondary school teacher from Belgium, was preparing for her first project meeting in Japan. She was supposed to meet the headmaster of the school. She studied a great deal about Japanese culture, but somehow overlooked the custom of bowing, so that when she met the representative of the school, she did not know how to bow appropriately. She just nodded her head and smiled. After she received their business cards, she studied them carefully and then place them in her handbag. She felt that something she was doing was wrong, but was not sure what. Inspired by Chong (2021, pp. 161-162).

Now share your experience of the following aspects of non-verbal communication (if you are not sure what terms such as proxemics or paralanguage mean, consult a dictionary):

Body language

- Gestures
- Facial expressions
- Postures
- Proxemics
- Paralanguage, etc.

Examine the following uses of non-verbal communication and how they could be interpreted in different cultures (you are free to search online and explore various reputable sources):

- Thumbs-up
- Using smile
- Vertical nod of your head “*as if to say “yes”*”
- Eye contact
- Sitting in such a way that your soles are visible to others
- Tapping a child on the head
- Blowing your nose in a meeting
- Taking shoes off at the front door when being invited in by your host

Further Reading

CEFR (2011): Council of Europe. cit. [2022-13-7]. Available at: <https://rm.coe.int/1680459f97>

HANESOVÁ, D. (2014): From Learning Facts to Learning to Think. Banská Bystrica: PF.

JAVORČÍKOVÁ, J. (2021): War of Words: National Stereotypes, Ethnic Insults and Intercultural Sensitivity. In *Studies in Foreign Language Education*. Volume 13, pp. 64-85. ISBN 978-3-943906-61-5.

ZELINKOVÁ, A.; HANESOVÁ, D. (2019): Intercultural Competence of University Teachers: a Challenge for Internalisation. In JoLaCe. No. 7, Vol. 1, pp. 1-18. Available at: <https://doi.org/10.2478/jolace-2019-0001>

What Are the Key Methods Used to Describe Cultures? (2022). cit. [2022-13-7]. Available at: https://saylordotorg.github.io/text_international-business/s07-02-what-are-the-key-methods-used-.html

Quiz (more correct answers possible)

1. Collectivist cultures

- a. are centred around individuals.
- b. individual identity is less important.
- c. there is a strong identity with the group.

2. Low-context cultures

- a. cultures in which meanings tend to be explicit.
- b. cultures in which meanings tend to be implicit.
- c. speakers tend to be precise and straightforward.

3. Intercultural encounter

- a. an experience between people from the same cultural background.
- b. an experience between people from different cultural background.
- c. can happen only in business context.

4. Intercultural sensitivity means that:

- a. you can very easily navigate yourself around linguistic features of the foreign language.
- b. when communicating, you are also able to decipher cultural aspects implicit in communication.
- c. you are sensitive towards linguistic peculiarities of the foreign language.

5. Stereotype

- a. is a fixed image of certain people or a person.
- b. is an oversimplified idea of something.
- c. should not be taken as representing the whole group.

6. Monochronic cultures

- a. cultures in which time is viewed as a commodity which should not be wasted; therefore, tasks and activities should be fulfilled according to the deadline.
- b. cultures in which time is viewed as flexible and it is more important to concentrate on the details of tasks and activities rather than on a fixed deadline.
- c. cultures in which time is considered as not important.

7. High-context cultures

- a. are those in which a great deal of information is conveyed implicitly.
- b. communication is based on carrying out the meanings explicitly.
- c. speakers generally discuss directly, in a precise and straightforward way.

8. Intercultural competence means that:

- a. you are able to communicate across cultures.
- b. you are able to interact with people from other cultural backgrounds.
- c. you are able to convey a message in a grammatically correct way.

9. Non-verbal communication:

- a. plays a crucial role during intercultural communication.
- b. consists of gestures, mimes, postures, etc.
- c. should be studied carefully if we want to succeed in intercultural communication.

10. The way you hold a business card given to you by your communication partner is crucial. This is an example of how.....is important.

- a. verbal communication
- b. non-verbal communication
- c. language skills

You are free to compare answers with your peers and your teacher during class.

Summary

The importance of non-verbal communication should not be underestimated and learners have to be introduced to specific aspects of it given the fact that most of the communication is performed non-verbally (through gestures, facial expressions, posture, etc.). They are complements to verbal language and should be given an important place in teaching.

UNIT 8 PLANNING A LESSON USING YOUR CRITICAL THINKING SKILLS AND INTERCULTURAL COMPETENCE

By the end of this unit, you should

- be familiar with methods of creating a coherent, logical, and effective lesson plan
- create your own lesson plan, implementing critical thinking and intercultural competence
- have gained a great deal of insight and feedback from your peers about your lesson plan's design

Key words: lesson plan, critical thinking, intercultural competence

8.1 Why to Prepare a Lesson Plan?

Lesson plans are useful not only for trainee teachers but also for in-service teachers. Although they have long years of teaching practice, they still might feel the need to elaborate a new lesson plan when needed or if a new situation arises. What should a lesson plan contain? What is the structure of the lesson plan? Before reading more about the particulars of a lesson plan, try to generate more ideas about what an appropriate lesson plan should contain (in a particular context, based on your previous experience and teaching practice).

According to Harmer (2009), a good lesson needs to be coherent and varied. How do you view coherence and variety? What special needs of learners should we take into account in terms of their age? Discuss this with your partner and then with your partner and then with the class/group.

8.2 Stages of the lesson

As was pointed out in *Methodology of Teaching English I*. (Homolová, 2013) from a traditional point of view the lesson consists of 3 key parts which are: Presentation, Practice and Production (PPP model). But as we know no lesson in general need to rigidly follow the same model for every class, i.e. presentation, practice and production. Let's consider this example: On Monday,

the teacher will present new grammar, and will be using an inductive approach which means that the learners will try to find out the rule from the examples presented and will then continue with more focused activities together. Later on, they will carry out some controlled practice exercises centered around developing accuracy connected with the correct usage of the presented grammar. All this will be for Monday. On Wednesday, they will do more in-depth drills and controlled communication activities. On day 3, Friday, they will begin a production state which means that the lesson will be focused on developing fluency, so that they will be using the language in communicative activities such as discussions, debates, role-plays, or communicative games, etc. The aim of communicative activities is for the learners to produce the language freely as they can, without being stopped or corrected by the teacher.

As can be seen from the above example, the 3 Ps model was organized in very detailed steps throughout the entire week of language-classes, beginning with a presentation, following with practice, and ending in a production stage which was focused on fluency and experimenting with the language (being) taught.

Questions to consider:

What is the role of the teacher during the presentations and production stage? Could you give a concrete example of a drill activity used in the presentation stage and any kind of role-play used in the production stage? What do you do at the very beginning of the lesson after entering the classroom, and then a few minutes after that? What do you do (1) at the very beginning of the lesson (after entering the classroom), (2) a few minutes after the lesson has begun, and (3) in the final few minutes of the lesson?

Homework Assignment: Study the following example of a lesson plan (or a learning scenario) and then create your own lesson plan which will be aimed at developing intercultural competence (awareness) among your learners. It could help you to browse through “Lesson Planning”, available at <https://cte.smu.edu.sg/approach-teaching/integrated-design/lesson-planning>.

8.3 Lesson Plan (Learning Scenario) Example

Lesson Plan (Learning Scenario)

Title of subject	
Author(s)	
Target group	
Aims of the lesson (linguistic, communicative, formative)	
Learning outcomes/objectives ⁵ (Maximum 5-6 learning outcomes) Based on Bloom's Taxonomy in terms of students' knowledge, comprehension, application, analysis, synthesis.	
Integration into curriculum	
Methodology/Instructions for learners (inspired by individual stages of the lesson as developed by Harmer, (2009) and Homolová, (2015)	
21st century skills/global skills (which will be practiced during your class)	
Recommended additional materials	
Recommended materials* – table (activities, assignments and time required for completing each activity)	
Web pages, videos, audio files, other recommended materials.	

While designing your own lesson plan, **bear the following (points/matters) in mind:**

- ❖ Length of the lesson (or lesson-length)
- ❖ Your students' characteristics (number of students, age, language level, purpose for studying English – especially important for adult learners)
- ❖ The aspects of intercultural communication or intercultural awareness that will be fostered during the lesson (and critical thinking too).
- ❖ Will there be any potential problems for your students?

⁵ Be aware of the fact that objectives should be SMART, i.e. specific, measurable, achievable, relevant and time-bound. More details about SMART objectives is available at <https://www.atlassian.com/blog/productivity/how-to-write-smart-goals>.

- ❖ The various methods to help your students overcome problems that they will encounter.
What specific activities or approach will you undertake to tackle them?
- ❖ The method(s) of (summative/formative) assessment
- ❖ Do not forget to specify clearly what your students will be able to do after the lesson.
what the students will be able to do after the lesson
- ❖ What your own role is during different stages of the lesson (being a monitor, observer, assessor, prompter, presenter, motivator, etc.).

To sum up, the table below will help you when creating a lesson plan:

Estimated Time	Stages of the Lesson	Students will...	Instructions for Learners	Teacher's Role	Questions used to develop IC and CT skills ⁶

After you have developed your own lesson plan, bring it with you to the next ELT seminar and show it to your friend who will give you feedback on the plausibility of the lesson plan. After receiving feedback, you will have some time to revise your lesson plan and then you will share your comments with your classmates.

Glossary

Lesson Plan: a guide regarding what/how the teacher will teach and how the students will be assessed, (all) in a particular lesson.

Stages of the lesson are phases of the teaching-process during which specific activities are performed (ideally) according to a lesson-plan specifying what learners should have achieved by the end of the lesson.

⁶ IC – intercultural communication, CT – critical thinking skills

Teacher's role: the function of the teacher during specific stages of a lesson. There exist several teacher's roles, e.g. a presenter (presenting new grammar), an assessor (assessing learners' knowledge and skills), a prompter (encouraging learners to take part in learning), a motivator (motivating learners to learn, to interact, to speak, etc.), an observer (observing how learners work during role-play or discussion), a participant (in discussions), and many others et cetera.

PPP Model: the basic model of the lesson, divided **into** presentation, practice, and productions stage.

ESA Model: a lesson-model, where "E" stand for Engage, "S" for Study, and "A" for Activate (Harmer, 2009).

Revision questions:

What does a PPP model mean in terms of a lesson planning?

What are the actions you as a teacher would **take** during/**at** each stage of **the** 3P model **and** ESA model?

How would you **deal with the** different **learning habits** of your learners?

Reflection questions after elaborating your lesson plan:

- What have you learnt while working on your lesson plan, taking into account **the** microculture of your classroom and considering each learner as a cultural being?
- Which phase of the lesson was the most **difficult** to create?
- What other areas would you like to explore **further** in terms of your **plan's design**?
- Is there anything else you would like to add, or something you would like to share with your classmates important for their teaching practice?
- Would you like to **discuss** any best practices you explored while reading the lesson plan of your **classmate**?

8.4 CREATIVITY AND CRITICAL THINKING WHILE DESIGNING A LESSON

How are creativity and critical thinking important? What examples could you give of how creative tasks can enhance students' critical thinking skills? What does it mean to "think outside the box"? (Global Skills, 2022). Imagine you have to find a solution to a problem in your group and have to generate as many solutions as possible. How/Why might generating (as many) solutions (as possible) to a problem be considered as creative?

Creative tips for your classroom which also support critical thinking skills:

- Working on common projects (teamwork)
- Solving a problem together
- Designing something together (as a group)
- Doing creative tasks
- Solving everyday tasks
- Planning a trip or a party together

Summary

In this unit, we have explored some key features of a good lesson plan. We have been dealing with the coherence and variety of a lesson, as well as with the stages of a lesson. The most commonly used model is the PPP model (presentation – practice – production. Every lesson is individual, however, and can take a slightly different path, i.e. the teacher might focus only on the presentation in the first lesson, in relation to some mechanical drills. Then, the teacher can follow this with more practice during the second class, and can conclude with production stage in the third lesson. In sum, creating an effective lesson plan will help guide you while playing your part in class, and with a number of contingency plans, you might feel more confident in carrying out your goals. The more contingency plans you have in place, the more likely you will be able to handle any situation that may arise in class.

In the end, we have also explored particular aspects of creativity and provided trainee teachers with some tips how to integrate creative tasks and activities in teaching in order to foster critical thinking skills of learners.

CONCLUSION

Have you...

- ❖ differentiated between individual stages of the lesson?
- ❖ taken into account problems you might encounter during teaching?
- ❖ explored the website devoted to the Lesson Planning?
- ❖ discussed your lesson plan with your partner?
- ❖ commented on some aspects of your classmate's lesson plan?
- ❖ identified any of the strengths and weaknesses of your lesson-plan(s)?

Further Reading:

HARMER, J. 2009. *How to teach English*. Harlow : Longman, 2009, ISBN 978 1 4058 4774 2.

HOMOLOVÁ, E. 2013. *Methodology of Teaching English 1*. Banská Bystrica : Belianum, 2013, ISBN 978-80-557-0566-8.

LESSON PLANNING. 2022. cit. [2022-13-7]. Available at <https://cte.smu.edu.sg/approach-teaching/integrated-design/lesson-planning>

Effective Lesson Planning For English Language Classrooms. 2022. cit. [2022-13-7]. Available at <https://www.myenglishpages.com/blog/effective-lesson-planning-for-english-language-classrooms/>

UNIT 9 REFLECTION

By the end of this unit, you should

- be familiar with the concept of reflection and self-reflection
- be able to insightfully reflect on your teaching
- have reflected on the teaching of your peers
- be able to identify possible strengths, weaknesses and problems in term of your teaching practice
- have learned about the features of a global skills teacher

Key words: reflection, self-reflection, SWOT analysis, feedback from learners, global skills teacher

9.1 Introduction to Reflection through Questions and Tasks

Let's begin with reflection *after* your lesson *is over*. At some stage, you have almost certainly stepped out of a classroom, feeling unsure as to whether you achieved your objectives or not, or with a smile on your face because the lesson went smoothly and you felt as though you were on the same wavelength as your students.

It is crucial to reflect on how your lesson went, either immediately after or at least at some stage (ideally before the next lesson). Your classmates will be present during your teaching practice and can give you feedback on your teaching, how you acted in the lesson, and also how the students reacted. Thanks to your classmates' feedback, you will be able to reflect on your whole lesson. You should also take into account your personal feelings about how the lesson went. You can also (even) get feedback from your students whether tangible (written) or intangible (in the form of non-verbal communication: you can see on their faces if they enjoyed the class or not).

It is important to learn and improve not only our own reflection skills, but also those of our learners, supporting their autonomy and independence.

A few questions for triggering your reflection skills (after your lesson):

- What did your learners learn today?
- How do you know that they learned something (from you)? Did you assess their learning in any way?
- If you had a chance to teach the lesson again, is there anything you would change?
- What questions were used to develop their critical thinking and intercultural communication competence?
- Would you change something? Would you do something in a different way?
- Have you noticed any specific aspects of non-verbal communication going on during your lesson?

9.2 Profile of a Global Skills Educator/Teacher

According to *Global Skills* (2022) online document, a global skills teacher executes a set of attitudes, knowledge, and skills which go beyond teaching language skills only (listening, reading, speaking, writing) and language means (pronunciation, vocabulary, grammar). A global skills teacher should reflect often on the effectiveness of a particular lesson and on possible improvements. Below are some examples of the attitudes, knowledge, and skills of an effective global skills educator.

Attitudes	Knowledge	Skills
Education should prepare learners for life in general	able to use different approaches to teaching which support learners' life skills.	can implement not only linguistic skills but also global skills into syllabi.
ELT is not only about teaching basic language skills and language means but much beyond.	understands the importance of teaching global skills for the lifelong benefit of students.	can find appropriate resources (digital and non-digital) to foster global skills during (English) language classes.
a person who teaches not only a syllabus but also what students will need in life.	able to use a range of techniques and strategies	aware of students' different proficiency levels as well as of the specifics of each group

	supporting the global skills of learners.	of learners (adults, teenagers, children, etc.)
a person willing to explore new approaches, methods, and techniques in teaching.	able to use activities that trigger critical thinking skills and creativity.	frequently uses creative tasks to trigger students' creativity and critical thinking skills.
fond of lifelong learning which he sees as part of his professional as well as personal development.	competent in global skills and can put theory into practice.	easily navigates the curriculum and is able to implement global skills during teaching.
constantly reflects on this teaching and learns from that.	knowledge of how to teach global skills through different forms of lifelong learning.	self-reflective, open to feedback from students, able to learn from students, in terms of professional and personal development.

The table above was modified according to the *Profile of a Global Skills Teacher* (OUP, 2022).

Task: read this quote from Yeisie (*Global Skills*, 2022, p. 17) and give a few comments on it. What is the main message of her words?

“I believe we have to teach more in our English classes than reading, writing, listening, and speaking. Our students need to be able to solve problems, use creativity and communication technologies, interact cross-culturally, and be innovative.”

Questions: Do you like this view of what a global skills educator should be? Do you view yourself as a global skills educator too? Is there something you need in order to consider yourself a global skills educator? How do the teacher and students benefit from the teacher being a global skills teacher?

Summary

Self-reflection is a skill that trainee teachers and their learners can benefit from in their professional and personal life. This skill can be practiced in class through various tasks. It is essential for both a teacher and a student. Undoubtedly, self-reflection skills are transferable and they can be taught in any course. A global skills educator should definitely be a self-reflective individual.

Further Reading:

MERCER, S. et al. 2019. *Creating Empowered 21st Century Citizens*. Available at: <https://elt.oup.com/feature/global/expert/global-skills?cc=sk&se>

The Importance of Self-Reflection in Teaching. 2021. Available at <https://thejuicelearning.com/blog/importance-self-reflection-teaching/>

UNIT 10 GLOBAL SKILLS ASSESSMENT

By the end of this unit, you should

- have explored how to assess a **student's** global skills
- have studied how to motivate **students** in learning through assessment

Key words: assessment, formative, holistic, summative assessment, global skills

10.1 How to assess global skills

At first, let's discuss some questions: Why do we assess students? What would you use to assess your learners' progress in terms of global skills? How to assess global skills such as intercultural communication, creativity, critical thinking, etc.? Would you use a summative or a formative assessment or both? What does successful assessment depend on?

Successful assessment truly depends on how many opportunities your learners will have to practice global skills in their classroom. The more chances they have, the more progress you might see. These skills are very difficult to measure via summative assessments which require setting a certain norm or percentage which should be achieved in order to succeed. Therefore, these types of skills require qualitative evaluation (Global Skills, OUP, 2022, p. 22).

Some tips for trainee teachers on which tools could be used effectively to assess student' global skills:

- Students' portfolios
- Collaborative tasks
- Creativity tasks
- Peer-to-peer feedback
- Observations and dialogue
- Problem-solving tasks

Question to think about: How do you imagine a global skills learning environment? What should it contain? What should a global skills learning environment not look like?

Summary

In the introduction we have stated that global skills are divided into several clusters. They are transferable and can be practised in any course. Once they are integrated, the critical question arises referring to how to assess them. Undoubtedly, in this case only summative assessment is not enough. Therefore, we have included some tips in Unit 10 how to assess learners in a formative way using different types of tasks.

Further Reading:

MERCER, S. et al. 2019. *Creating Empowered 21st Century Citizens*. Available at: <https://elt.oup.com/feature/global/expert/global-skills?cc=sk&se>

SNELLING, R. Global Skills and the Classroom. 2022. Available at <https://www.macmillanenglish.com/us/blog-resources/articles/article/global-skills-and-the-classroom>

UNIT 11 STRATEGIES TO PROMOTE AND PROTECT LANGUAGE-TEACHER WELL-BEING

In this unit, you should

- become familiar with the key strategies used to promote the well-being of language teachers
- learn how to apply those strategies in real life
- come up with your own ideas and suggestions on how to maintain your own (future language teacher) well-being

Key words: well-being, strategies, language teacher

11.1 Introduction to the Topic through Raising Initial questions to Think about:

What strategies or techniques can you think of which have either helped you or somebody else to protect and promote your own (or any other language teacher's) well-being? What do you do to promote your well-being in general?

Discuss the following questions with your partner: What do you do to re-charge yourself as a trainee teacher/a student? How could those in charge of institutes of education foster language-teachers well-being?

Have you ever studied the Finnish system of education? If not, read about their goals and objectives in terms of educating students and supporting teachers. Have you ever heard of Sarah Mercer (Global Skills, 2022)? If not, find out some basic facts about her research, activities, projects, areas of expertise, etc.

Task 1: Listen to the following webinar titled *Managing the Madness*, given by Sarah Mercer (2022):

<https://www.macmillanenglish.com/hr/training-events/events-webinars/event/managing-the-madness-strategies-to-promote-and-protect-language-teacher-well-being-sarah-mercer>

After listening to the webinar, answer the following questions:

1. Why is teacher well-being considered not as an indulgent luxury but the foundation of a good practice? What did Sarah Mercer say in the webinar in regards to this? What do you think about what she said?
2. What practical strategies could teachers use to manage their negative emotions and stress, promote positive emotions, and regulate their time and work/life balance?
3. What are some stressors which might hinder the overall well-being of a language teacher?
4. What does Sarah Mercer usually do when her train is late? How does she use this time? How does she view time when her train is unexpectedly late?
5. What does Sarah mean by “eating a frog first”? Do you also “eat your frog first” in the morning?
6. What is a “pomodoro technique”?
7. What does she say about so-called work/life balance?

Summary

In order to manage such a responsible job (as teaching surely is), language teachers must be in good condition both physically and mentally. There are many stressors which might hinder a language teacher’s well-being such as the following:

- Oversized classes
- Exam pressures
- Time pressure
- Overload of administration (institutional bureaucracy)
- Overload of teaching (variety of subjects to teach)
- Not enough praise from higher management
- Student behavioural problems (students’ behaviour)
- Conflicts with colleagues
- Lack of digital competences
- Personal and other work-related issues

There were several strategies mentioned by Sarah Mercer (2022), e.g. management strategies which not only trainee teachers but also in-service teachers need in terms of developing their lesson plans and leading the lesson effectively. We have selected the most important ones:

- Decide which tasks are urgent, important, and not important
- Find out the time(s) you are most productive
- Remember your leisure time, hobbies, interests, and family
- Take frequent breaks when preparing for a lesson
- Divide large tasks into smaller ones so that they are more easily digestible manageable
- Just start and keep going, avoid procrastination
- Avoid multitasking

Other tips include those which relate to a teacher's physical and mental well-being:

- Quality of sleep
- Nutrition (well-balanced diet)
- Exercise as a way to filter stress, negative emotions, pressure from work, etc.
- Stop self-imposed demands

To sum up, the most important thing in relation to well-being seems to be the personal attachment to the job, as it is much easier to do a job we like than one we hate. Of course, there might be matters which complicate the whole process, but if we truly love the job we do and apply effort and energy, all problems and crooked paths can be successfully dealt with, and result in great satisfaction (Mercer, 2022). Being able to foster well-being among learners is also a crucial element in teaching, and is itself a global skill. Well-being techniques used by teachers might also be of great benefit to students, of course.

The last question in this unit is: Why do you wish/want to become a teacher? Below are some common reasons, but there are of course many, many more.

Finding inspiration in foreign language and cultures, working with different age groups, working with teenagers, working with young learners, working with adults, learning new things, creativity, lifelong learning, practical reasons (salary, holiday, work/life/family)
--

balance), co-operating with other schools (abroad), international projects, motivating young people and being a good example to follow, enjoying working in diverse environment of students, colleagues, etc.

Summary

The last two units dealt with global skills, especially with some selected qualities of a global skills educator, global skills assessment, an environment which can be positive for fostering global skills, and well-being. Global skills prepare students for life and so are of tremendous benefit. Moreover, they can be applied across the whole curriculum and integrated into any subject of interest, not only into a foreign language classroom foreign language teaching. As Sarah Mercer (2022) has stated, “*all global skills are transferable to other subjects and life beyond school. Learners, teachers, and institutions can work together to strengthen the connections and facilitate the transferability.*” Based on this, it is obvious that cooperation between the three main players (namely learners, teachers, and institutional managers) is vital for fostering global skills in education. The acquirement of Global skills help(s) (us all) to navigate the oftentimes turbulent waters of everyday living in the 21st century and beyond, and so are vital for the personal and professional growth of each and every one of us, as students and teachers in “the School of Life”.

A short end-of-unit quiz:

1. A Global skills teacher

- a. is aware of diverse methodological approaches.
- b. is open to new ideas which can be put into practice.
- c. can give effective feedback to his/her learners.

2. Developing global skills

- a. is an important aim of education.
- b. are opposed to communicative methodologies.
- c. means that learners develop the sort of skills they will need in their life.

3. Assessing global skills

- a. can motivate learners to improve/learn/etc.
- b. can be realized only in summative way.
- c. is possible through (students') portfolios, problem-solving tasks, or other cooperative/teamwork activities.

4. Global skills include

- a. communication and collaboration.
- b. digital literacies.
- c. creativity and critical thinking.

5. Intercultural competence and citizenship can be enhanced through

- a. approaches which promote respect and acceptance.
- b. opportunities for our learners to meet local, national, and global communities.
- c. a school policy which excludes diversity.

Assess your Global Competence, now!

The purpose of this short survey is to test your own global competence or a competence of a global skills educator. While reading through different statements, you will encounter variables such as the following:

- * not applicable – I am not involved in this criterion
- * emerging - I show a low willingness to be engaged in the criterion
- * developing - I show a willingness to be engaged in the criterion but they tend to give up and not to deal with it thoroughly
- * achieving – I'm thoroughly engaged in the criterion
- * extending – I'm thoroughly engaged in the criterion, they extend and practice it independently

Be sincere and try to assess your global competence as accurately as possible.

Start here:

- 1. I am open to new methodological approaches to teaching and learning from people from other/diverse backgrounds.**
 - not applicable
 - emerging
 - developing
 - achieving
 - extending

- 2. I am willing to experience diverse environments and the microcultures of my classroom.**
 - not applicable
 - emerging
 - developing
 - achieving
 - extending

- 3. I am willing to interact with people from diverse contexts and backgrounds.**
 - not applicable
 - emerging
 - developing
 - achieving
 - extending

- 4. I feel responsibility for addressing various problems in my classroom.**
 - not applicable
 - emerging
 - developing
 - achieving
 - extending

- 5. I see the world as a global village where different cultures and languages meet.**
 - not applicable
 - emerging
 - developing
 - achieving
 - extending

- 6. I am aware of the huge effect teaching can have on learners, their actions, and perspectives towards different global issues.**
 - not applicable
 - emerging
 - developing
 - achieving
 - extending

- 7. I think it is important to be cognizant of the diversity of students (in various regards).**
- not applicable
 - emerging
 - developing
 - achieving
 - extending
- 8. I would like to achieve inclusion and integration of all students in my classroom, and beyond.**
- not applicable
 - emerging
 - developing
 - achieving
 - extending
- 9. I frequently explore different resources which can help me keep abreast of local, national and global issues.**
- not applicable
 - emerging
 - developing
 - achieving
 - extending
- 10. I think that I still can contribute to a more peaceful and sustainable world.**
- not applicable
 - emerging
 - developing
 - achieving
 - extending
- 11. I reflect frequently on the ways I teach.**
- not applicable
 - emerging
 - developing
 - achieving
 - extending
- 12. I am able to interact and cooperate with colleagues, students, parents, etc., from diverse backgrounds and see it as an opportunity to learn more about them.**
- not applicable
 - emerging
 - developing
 - achieving
 - extending

13. I am able to observe and critically analyse diverse school contexts and systems.

- not applicable
- emerging
- developing
- achieving
- extending

14. I am able to create effective learning environments and manage classes with students from diverse backgrounds.

- not applicable
- emerging
- developing
- achieving
- extending

15. I am able to design instruction that matches the students' developmental needs and I am also aware of the different learning habits of students.

- not applicable
- emerging
- developing
- achieving
- extending

16. I am able to critically examine the curriculum and syllabus to determine whether it reinforces negative cultural stereotypes.

- not applicable
- emerging
- developing
- achieving
- extending

17. I am able to create inclusive learning environments where everybody can express different points of view (without fear).

- not applicable
- emerging
- developing
- achieving
- extending

18. I am able to adopt innovative methods and strategies with students from diverse backgrounds

- not applicable
- emerging
- developing
- achieving
- extending

19. I am able to carry out critical thinking and creativity activities with students from diverse backgrounds which also support their intercultural communication competence.

- not applicable
- emerging
- developing
- achieving
- extending

20. I am able to develop discussions about news events occurring around the globe and to connect them to classroom subjects.

- not applicable
- emerging
- developing
- achieving
- extending

21. I'm able to design and implement formative assessment methods to inform instruction with students from diverse backgrounds (self & peer assessment, portfolios, etc.).

- not applicable
- emerging
- developing
- achieving
- extending

Free additional comments (feel free to add to any point suggested above):

After you have completed the test, discuss your answers with the teacher, who will help you develop your global competence.

Further Reading:

Advancing Students' Global Skills. 2022. Macmillan Education. Available at <https://www.macmillanenglish.com/us/advancing-learning-academic-programme/students-global-skills>

CELIK, S. 2019. Culturally responsive education and the EFL classroom. Available at https://www.researchgate.net/profile/Servet-Celik-2/publication/338221293_Culturally_responsive_education_and_the_EFL_classroom/links/5e08749ca6fdcc28374600b8/Culturally-responsive-education-and-the-EFL-classroom.pdf?origin=publication_detail

Macmillan Webinar Archive. 2022. Macmillan Education. Available at <https://www.macmillanenglish.com/us/training-events/webinar-archive>

DEMA, O., MOELLER, A, K. 2012. *"Teaching culture in the 21st century language classroom"*. Faculty Publications: Department of Teaching, Learning and Teacher Education. 181 p. Available at <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1176&context=teachlearnfacpub>

CROUCHER, M, S., Sommier, M., RAHMANI, D. 2015. Intercultural communication: Where we've been, where we're going, issues we face. In *Communication Research and Practice*, 1:1, pp. 71-87. Available at: <https://doi.org/10.1080/22041451.2015.1042422>

Teaching Activities for Global Skills. 2022. OUP. pp. 28-32. Available at <https://elt.oup.com/feature/global/expert/global-skills?cc=sk&se>

MERCER, S. 2022. Managing the madness. Strategies to promote and protect language teacher well-being. Available at <https://www.macmillanenglish.com/hr/training-events/events-webinars/event/managing-the-madness-strategies-to-promote-and-protect-language-teacher-well-being-sarah-mercer>

CONCLUSION

The aim of this coursebook is to present the most crucial aspects of global skills which are inevitable for learners as well as their teachers (in the 21st century). Learning never ends and when one is open it is always possible to foster the teaching and learning of global skills. One of the benefits of teaching global skills is that they are transferable so that we can apply them in practically every subject in the curriculum.

As mentioned at the very beginning, global skills are clustered mostly into 4Cs, namely:

- communication and collaboration
- creativity and critical thinking
- (intercultural) competence and citizenship

Except for the abovementioned 4Cs we can also add:

- emotional self-regulation and wellbeing
- digital literacies

Throughout this coursebook, we have focused mostly on communication, (or intercultural communication to be more precise), critical thinking, intercultural competence and the importance of global skills (and the situations in which they are used), not excluding the wellbeing of global skills teachers.

As already mentioned, the concept of global skills is not new (having been practiced in (English) language teaching for many years), but what is new is the assertion that global skills can and should be acknowledged and taught in any subject.

Educators are ideally placed to promote global skills in their classrooms. It is up to the teacher to decide what strategies and techniques should be used to develop these skills among learners. If teachers are supported by their school representatives, they are likely to be even more capable of global skills in their teaching. To sum up, the application of global skills is beneficial not only to students, but also to teachers, who can influence their students in both personality and profession. They are both subject to lifelong learning in the “School of Life”.

BIBLIOGRAPHY

AKTEKIN, C. N., CELEBI, H. 2020. ELT STUDENT TEACHER IDENTITY CONSTRUCTION: EXPLORING TEACHER ROLES AND DOMAINS OF EXPERTISE. In *International Journal of language Education*, Vol. 4 No.1, pp. 113-128. Available at <https://files.eric.ed.gov/fulltext/EJ1249874.pdf>

ARCHER, M. C., NICKSON, C. S. 2012. The Role of Culture Bump in Developing Intercultural Communication Competency and Internationalizing Psychology Education. In *Psychology Learning and Teaching*, volume 11, Number 3, pp. 335-343. Available at <https://journals.sagepub.com/doi/pdf/10.2304/plat.2012.11.3.335>

CAROL, R. 2022. How to Develop Global Skills. [2022-11-07]. Available at: <https://www.macmillanenglish.com/se/training-events/events-webinars/event/how-to-develop-global-skills-with-pre-school-children>

CEFR (2001): Council of Europe. [2022-11-07]. Available at: <https://www.coe.int/en/web/common-european-framework-reference-languages>

CHONG SUAN, CH. 2021. *Successful International Communication*. Pavilion. 176 p. ISBN 978-1-912755-13-4

HANESOVÁ, D. 2014. *From Learning Facts to Learning to Think*. Banská Bystrica: Pedagogická fakulta UMB. 95 s. ISBN 978-80-557-0655-9

HARMER, J. 2009. *How to teach English*. London: Longman. ISBN 978-1-405-85309-5

HOMOLOVÁ, E. 2015. *Methodology of Teaching English II*. Banská Bystrica: Belianum. 102 p. ISBN 978-80-557-1006-8

LERNER, S. 2014. *Culture and Language Learning*. Available at <https://neltaeltforum.wordpress.com/2014/11/01/417/>

JAVORČÍKOVÁ, J.; ZELENKOVÁ, A. 2019. CLIL: Conceptual differences in teaching “realia” to philological and non-philological students In *Journal of Language and Cultural Education=JoLaCE*. No. 3, Vol. 7, pp. 18-34.

JAVORČÍKOVÁ, J. 2021. War of Words: National Stereotypes, Ethnic Insults and Intercultural Sensitivity. In *Studies in Foreign Language Education*. Vol. 13, pp. 64 – 85. ISBN 978-3-943906-61-5

KOLDEOVÁ L. 2019. *Osobnosť učiteľa a jeho interkultúrne kompetencie v súčasnom výchovno-vzdelávacom procese*. Bratislava: Univerzita Komenského, 2019. ISBN: 978-80-223-4847-8.

MARTIN J. N. – NAKAYAMA T. K. 2010. *Intercultural communication in context*. Th Ed., McGraw-Hill, 2010.

MATSUMOTO D. – JUANG L. 2004. *Culture and Psychology*. 3rd Ed. Belmont, Thomson Wadsworth, 2004.

MERCER, S. et al. 2019. *Creating Empowered 21st Century Citizens*. Available at: <https://elt.oup.com/feature/global/expert/global-skills?cc=sk&se>

MERRIAM-WEBSTER. 2021. Stereotype. Merriam Webster Dictionary. [cit. 2021-07-07]. Available at: <https://www.merriamwebster.com/dictionary/stereotype>

MORGENSTERNOVÁ, M. – ŠULOVÁ L. – SCHÖLL L. 2011. *Bilingvismus a interkulturní komunikace*. Praha, Wolters Kluwer, 2011 ISBN 978-80-7357-678-3

OPEN EDUCATION SOCIOLOGY DICTIONARY. 2022. Available at <https://sociologydictionary.org/microculture/>

PRŮCHA, J. 2007. *Interkultúrna psychológia*. Praha: Portál, 220 p. ISBN 978-80-7367-709-1

PRŮCHA, J. 2010. *Interkulturní komunikace*. Praha: Grada Publishing, a.s., 199 p. ISBN 978-80-247-3069-1

PECNÍKOVÁ, J.; SLATINSKÁ, A. (2016): Socio-cultural discourse of competencies and barriers in intercultural communication. In Schevchenko, V. (ed.). *Formation and Transformation of Discourses*, Samara National Research University. pp. 255-262.

PECNÍKOVÁ, J.; PONDELÍKOVÁ, I.; MALÍŠOVÁ, D. 2021. *Kultúra–identita–občianstvo v kontexte transformácie Slovenska 15 rokov po vstupe do EÚ*. Banská Bystrica: Koprint. ISBN 978-80-969837-7-3

PONDELÍKOVÁ, I. 2020. *Úvod do medzinárodných kultúrnych vzťahov a interkultúrnej komunikácie*. Banská Bystrica: DALI-BB, 2020. 95 p. ISBN 978-80-8141-243-1

TANDLICOVÁ, E. 2009. Niektoré nosne aspekty súčasného riešenia zámerov novej Koncepcie výučby cudzích jazykov na ZS a SS. In: Pokrivcaková S. a kol. *Cudzíe jazyky a kultúry v modernej škole*. Brno: Masarykova univerzita, pp. 7-28. ISBN 978-80-210-4974-1

TOMALIN, B. 2022. *Making culture happen in the English language classroom*. Available at <https://www.teachingenglish.org.uk/article/making-culture-happen-english-language-classroom>

ZELENKOVÁ, A. 2014. *Interkultúrna kompetencia v kontexte vysokoškolského vzdelávania*. Banská Bystrica: Belianum, 2014. 178 p. ISBN 978-80-557-0817-1

ZELENKOVÁ, A.; HANESOVÁ, D. 2019. Intercultural Competence of University Teachers: a Challenge for Internalisation. In *JoLaCe*. No. 7, Vol. 1, pp. 1-18. Available at <https://sciendo.com/article/10.2478/jolace-2019-0001>

INDEX

A

Active listening and reading techniques

Aims

Autonomy

B

Barriers (to intercultural communication)

Bump (culture bump)

C

Classroom

Citizenship

Communication

Communicative activities

Controlled practice

Critical thinking

Creativity

Culture

D

Development (student's development)

Digital skills

Deductive approach

Drills

Discussion

E

Environment

Enthusiasm

Engagement

ESA (engage, study, activate)

F

Feedback

G

Global skills

Global skills educator

Global skills environment

I

Inductive approach

Intercultural communication

Intercultural competence

Inclusive teaching environment

Interlocutor

L

Lesson

Lesson plan

Language

Learners

Learning styles (habits)

Life-long learning

M

Motivation

Micro-culture(s)

S

Self-reflection

School management

Skills

Stereotypes

Students

T

Tasks

P

Prejudices

Perspectives

Practices

Products

PPP (presentation, practice, production)

Problems

R

Roleplay

Reflection

Revision

W

Written tasks

Názov: Introduction To Selected Global Skills And Exploration Of Culture In EFL Context As Part Of Trainee Teachers´ Professional Development

Autorka: Mgr. Anna Slatinská, PhD.

Recenzenti: Mgr. Žaneta Balážová, PhD.
Criostóir Ó Loingsigh, MA.

Jazyková úprava: James Ó Conaill, PME.

Rozsah: 101 strán

Formát: A4

Vydanie: Prvé
Elektronická verzia

Rok vydania: 2022

Vydavateľ: BELIANUM. Vydavateľstvo Univerzity Mateja Bela v Banskej Bystrici.

ISBN: 978-80-557-2018-0

EAN: 9788055720180

<https://doi.org/10.24040/2022.9788055720180>