

ICC in ELT

Assignment 2: Research Essay

Teacher's advice for the title/ topic setting: There seems to be a good focus on ethnocentrism and you may want to focus on this and ELT in Chinese context as a possible gap. There are also many other possible areas you can explore for the final essay. (According to the last homework "literature review".)

Removing ethnocentrism: enhancing ELT to Chinese pupils.

The effect of improving ELT on Chinese pupils via weakening ethnocentrism.

The effect of weakened ethnocentrism on learning performance to Chinese students.

These three titles are only for practice. The teacher wants us to try how to make the title, but she didn't check them.

Rubrics:

Research essay notes:

1. Must be connected to the ICC and Intercultural competency.
Eg. If teachers use these verbal these nonverbal cues, it makes the students understand easier. That's not connected to intercultural competency. It's more about teaching methodology and teaching pedagogy. So we have to be careful about that.
2. It's not a report, so no headings.
3. This assignment will demonstrate your ability to analyse specific areas accurately. For example, I don't just mean Hey, let's just talk about nonverbal communication. Or let's just talk about rhetorical patterns. Don't forget we have discussed a lot of that in class already. So we need to extend that. We need to go beyond that and show increasing awareness of the range of teaching and learning issues that might occur. Not only are we connecting to the areas discussed, but we are now connecting it to teaching and learning issues.
4. The first paragraph, which is the topic, you need to identify the specific issue related to intercultural communication and competency.
Eg. Say that the area that you want to focus on is rhetorical patterns or intercultural rhetoric. If you want to be more specific there, then you would start to discuss what are some areas that you want to focus on, Like, what is your gap? You might say that there has been a lack or studies have shown not having been done in this area.
5. For application, we want to suggest, describe or critically evaluate a range of techniques.
Eg. For example, what is an issue in ELT class? I might be focusing on something like high and low context culture and how that affects the classroom of Chinese students in their home country. What are some suggestions or what are some techniques that we can use to get students to be aware of this content that the context that they have or you might evaluate and say these are the techniques or strategies that teachers have been using in the past 5, 10 years? Is it still effective? You might evaluate and then critically look at that as well.
6. The first part. What is your topic What is your essay question? What are you looking at? What am I expecting? And then your second part would give me more of a literature background looking at the issue. What has happened before? What is happening now? You know what is the gap? Why is this an issue then? The last one application is looking more at the teacher's point of view. How do I approach this issue in the English language teaching class? Are their strategies or techniques or materials or sources that have already been used? Can I critically evaluate that, or can I come up with different alternative ways to approach this? That has that maybe have only been there when we started looking at it or hasn't been used before.

- 1. APA7 referencing style**
- 2. Three examples are provided, but the content we write cannot use subtitles (you can give me the outline, but there is no need for subtitles in the body).**
- 3. The provided article discusses the area of Foundations of Language and Culture (but not our title), and the title should be on it.**
- 4. Attach the literature essay I wrote last time (very badly graded).**

Assignment 2

ASSIGNMENT BRIEF

Course Code and
Title

EDUC7419 ICC in ELT

Assignment

Research Essay

Individual/Group

Individual

Length

2000 words

Learning Outcomes

1. Analyse and critically review key research relevant to intercultural competency in ELT
2. Examine and investigate issues related to intercultural communication and competency

Submission

By 11:55pm AEST/AEDT Sunday Week 12

Weighting

45%

Total Points

30 points

Assignment 2

Context:

This assignment will demonstrate your ability to analyse specific areas accurately, and show increasing awareness of the range of teaching and learning issues that might occur, making reference to reading and research in the specific area.

Instructions:

The research essay should contain **topic identification, analysis** and **application**

Topic

Identify a specific issue related to intercultural communication and competency

Define what aspects of the issue the research essay will focus on

Summarise the reasons for choosing that particular issue, making clear reference to experience, observation, reading and research.

Analysis

Analysis of the issue.

Application

Suggest, describe and critically evaluate a range of techniques and resources that are designed to start to address this issue in the ELT classroom. If necessary, these can be included in an appendix (not included in the overall word count).

Implications for ELT and the classroom – starting points for Assignment 2

Debates and issues surrounding ICC in ELT

What is Culture

- What problems might learners from high context cultures face when learning English?
- Use the cultural iceberg theory to summarise seen and unseen aspects of culture in the ELT classroom.

Culture in the classroom

- What ‘cultural information’ do students need to know to perform effectively in the ELT classroom?
- How might this be different in a monolingual class and a multilingual class?
- How do learning styles differ between cultures and what does this mean for our students?

Culture and discourse

- Is teaching language (grammar and lexis) enough, or is it necessary to also teach culture?
- If culture is taught in the classroom, *whose culture* should be taught?
- How can we, as teachers, encourage students to enter the ‘third space’?
- How do the resources we use and activities we do in class reflect culture?

Implications for ELT and the classroom – starting points for Assignment 2

Debates and issues surrounding ICC in ELT

Foundations of language and culture

- How does language reflect culture? Give examples from both high and low context cultures.
- How can we use tools like Moran's dimensions of culture to help students unpack cultural context?

Non Verbal Communication

- How might differences in NV communication cause issues in the classroom?
- What are the most important aspects of NV communication to teach in the ELT classroom and why?
- What is the most effective method to teach NV communication effectively?

Implications for ELT and the classroom – starting points for Assignment 2

Debates and issues surrounding ICC in ELT

English as an International Language

- What ‘value’ does English have for students from different contexts (EFL/ESL/EIL)?
- When teaching ‘English as an International Language’, what needs to be prioritised? What is less important for students to learn?

Cultural Rhetorical Patterns

- How has the understanding of cultural rhetorical patterns changed over time?
 - How can teachers use the theory of rhetorical patterns to assist their students?
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Implications for ELT and the classroom – starting points for Assignment 2

Debates and issues surrounding ICC in ELT

Culture in Published Materials

- What is the role of the textbook in sensitizing students to culture?
- What type of culture (C1/C2/MC/IC) should be addressed in text books, considering different contexts?
- What possible issues do teachers need to be aware of in terms of how textbooks present culture?

Cultural Practice in the Classroom

- How can culture be presented in the classroom, considering the student cohort (age/location/goals)?
 - What ICC skills/knowledge do students need, and what is the best way to teach it?
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Discussion

What focus did you have for Assignment 1 (Literature Review)?

Are there any ideas/arguments from Assignment 1 that interested you/that you want to research further?

What do you understand by the term ‘research question’? What makes a good research question?

What research question do you now have for Assignment 2?



5. FOCUS THE QUESTION

who? what?
where? when?

What are the steps to making a good research question?

What makes a good or bad research question?

Good research questions?

What non-verbal communication strategies cause problems in the classroom?

- *How can **primary level ESL teachers** avoid misunderstandings caused by non verbal communication differences in **a multicultural classroom**?*

What misunderstandings can occur between people from high and low context cultures?

- *How can **post-graduate students from Thailand** be impacted by typical learning and teaching practices in **Australian universities**.*

Homework Task

Consider your research question — make sure it has a specific focus and scope (re-watch the video if needed)

If you need further guidance, join a Zoom session next week.



Research Essay Models

Look at the models and find:

- 1. The research question (what's the topic?)**
 - 2. The analysis (what main ideas and sources does the student use to analyse the issue?)**
 - 3. The application (what does the student suggest can be done to address the issue?)**
 - 4. The reference list (how many sources are used?)**
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